FAKULTETA ZA MEDIJE

SELF-EVALUATION REPORT ON THE ACTIVITY OF THE FACULTY OF MEDIA (FAM)
in 2021

Ljubljana, February 2022

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NOTE

In 2022, the Faculty of Media plans to merge with the School of Advanced Social Studies in Nova Gorica (SASS). 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 method	Unit	plan/ implementation	2021
Quality of personnel policy	measuring the level of staff satisfaction	Dean, Secretary General/ annual interviews with employees	annual Interview	plan	1
				implementation	1
Quality of personnel policy	Number of employment terminations at the initiative of the employee and number of well-founded formal employee complaints	Secretary General/number of formal applications	Number	plan	0
				implementation	0

Quality of personnel policy	Number of social and informational events for employees and associates	Secretary General/number of events	Number	plan	5
				implementation	6
Quality of personnel policy	Number of trainings in which the employee participates	Secretary General/Average number of trainings attended by each employee	Number	plan	1
				implementation	1
Quality of personnel policy	Activities promoting employee health	Secretary general	Number of events	plan	1
				implementation	2
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	2

Based on the above results and the given external conditions, we assessed that the activities of FAM in 2021 were successful.

The Faculty determines the job satisfaction of employees and associates in annual interviews with the Dean, which also involve the Vice-Deans and the Secretary General. Minutes of the annual interview are taken. Before the annual interview, employees prepare a report on their work during the previous year and a plan for the future. They also provide their comments on the submitted documentation. Overall, the annual interviews with employees show that they are satisfied with their work and there are no complaints. There is certainly room for improvement with even better planning, encouraging and monitoring of employee training and strengthening the internal communication with clearly defined work tasks and objectives. The motivation of the staff has been high for several consecutive years and is not primarily of material nature, but stems from strong interconnectedness and loyalty and their extremely high ability to cooperate with one another. The objectives in the field of organized

social events for staff and internationalization of staff have been achieved or even exceeded, despite the difficult situation caused by the Covid-19 epidemic.

In the field of study programmes promotion, activities increased further in 2021. We advertised the study programmes in Slovenia and abroad in a more focused way, in Slovenia we increased our activities and thus attracted more traffic from Slovenia to the website, while abroad we focused more on individuals who were already interested in FAM, as we knew that due to the situation with the Covid-19 epidemic, there were far fewer individuals who wanted to, or could, go abroad. We attended some trade fairs abroad and organised several information days, both online and in person.

1.2. Organizational structure of FAM

The organisational structure of FAM in 2021 was defined mainly by its Statute. Below we give a brief description of the organization. It should be noted that in 2020, FAM has already 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). In 2021, most of the FAM tasks were carried out within the professional departments of SASS.

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 (within which the Career Centre operates), 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 different levels of decision-making in the School Senate and all its working bodies, as well as in the Governance Board and the Faculty Assembly. 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 School as a full member, and students have a representative who participates with equal rights in the decision-making on student matters.

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

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

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

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 Faculty 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 Dean's Office.

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 2021/2022, the Academic Assembly had 33 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	2.36	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	13.2	Number of all students in study programmes/total number of higher education associates, employed and

		contractual, carrying out study programmes
	15	
Number of students per higher education teacher in 3rd cycle	0.68	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	0.3	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, 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 2021, the procedure for election at FAM was carried out in the following titles: lecturer (1 x), assistant professor (1 x), associate professor (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 2021, 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 Faculty organized the Winter Camp as a form of internal training for mainly younger academic staff. The camp that the Faculty organises every year in co-organization with two other Faculties, represents a possibility for additional training and exchange of knowledge in the research and teaching field among the academic staff. Each year, the Winter Camp also provides education for professional (non-pedagogical) associates in a field that they mostly choose themselves. Regular trainings on project applications and on writing scientific articles also 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 2021, the 13th conference was held on the theme "Digital Society and Sustainability". Members of the Academic Assembly from the pedagogical ranks also attended various trainings and conferences. Within the Faculty, the following trainings were also conducted in 2021: Training of teaching staff to introduce virtual forms of participation in the regular study process; Encouraging the introduction of innovative practices and assessment methods aimed at fostering the process of inclusion; Encouraging the creation of mixed groups in the teaching process; Training in the use of interactive screens and videoconferencing systems. Round tables, summer schools and academic seminars also provide added value for all academic staff. Thus, 7 academic seminars and the following events took place in 2021: JM Chair Round Table "EUROPEAN TRANSNATIONAL GOVERNANCE FOR SUSTAINABLE DEVELOPMENT" led by Prof. Matej Makarovič, PhD; Jean Monnet Chair Summer School "Cultural Political Economy of Europe 2030 and its Global Impact (CPE2030)"; Jean Monnet Centre of Excellence Summer School "Strategic Observatory for Europe 2030". Most of these events were co-organised with the School of Advanced Social Studies.

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, numerous professional trainings, seminars or workshops were carried out in 2021, addressing the following topics::
- how to ensure respondents' responsiveness in monitoring graduates,
- use of graduate employability data,
- relaxation techniques for employees,
- satisfaction in the workplace and healthy workplace,
- use of interactive video in the study process,
- Erasmus+ KA131 projects,
- project management,
- digitalisation of personnel processes,
- the most common errors in personnel records and personnel folders,
- employee engagement and retention strategies.

The plan of the Faculty for education or training of higher education teachers and associates in 2022 includes the following themes:
- innovative assessment practices and methods aimed at accelerating the process of integration,
- use of new information and communication technologies and modern forms of distance learning,

- use of virtual forms of cooperation in the study process (also with foreign institutions),
- training of internship mentors,
- co-organization of the Winter Camp, round tables and academic seminars.

The plan of the Faculty for education or training of non-teaching staff in 2022 includes the following themes:
- the School of VAT, organized by the Association of Accountants, Treasurers and Auditors of Slovenia;
- workshops on the topic of managing and working with demanding clients;
- training in the field of Moodle, virtual environment, online networks;
- training on the implementation of the Erasmus+ programme for applicants and contractors;
- upgrading of training for project management;
- COBISS3/Printouts and useful hints for work;
- NUK, for BibSiSt, how to avoid the most common errors in completing statistical questionnaires;
- NUK, elimination, write-off and inventory in the school library;
- NUK, Training of consultants on publicising;
- Erasmus+ mobility of training staff;
- training for the professional exam in the general administrative procedure;
- workshops, training sessions, seminars on marketing and strategic management.

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.

27.35% of higher education teachers and associates (employees and contract staff) responded to the questionnaire, and 100% of non-teaching, professional staff. The method of the survey was set up in such a way that it was necessary to answer each question.

Survey results

Respondents recognize their own **contribution to quality**. The finding applies to all observed categories. With the maximum score, the category of external employees stands out, but the difference is slight. The lowest scores were given by the employed professional staff or full-time staff in assessing the contribution of their colleagues, while they still consider their own contribution to be significant.

Table 3 Contribution to quality

QUALITY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I feel responsible for the quality of my work	4.81	4.75	4.85	5.00	4.85
I do my best to contribute to the achievement of quality standards	4.83	4.86	4.87	5.00	4.89
My colleagues/co-workers feel responsible for the quality of their work	4.56	4.35	4.39	5.00	4.58
My colleagues/co-workers significantly contribute to the achievement of quality standards	4.51	4.34	4.26	5.00	4.53
TOTAL	4.71	4.58	4.58	5.00	4.72

In the field of **quality improvement, the situation is** similar. External associates recognize a higher level of quality in the organization also in terms of continuous improvement. The differences here are already somewhat greater. Especially compared to professional staff, who rated the area of improvement the with lowest ratings, the same as regular employees. The observed difference could be due to the fact that professional staff face a number of daily organisational and administrative problems of the operation. Regular employees are certainly more directly involved in the work process than contract workers. Academic staff are less exposed to these aspects of the organisation's operations than professional staff. The most remote group is the group of external associates.

Table 4 Quality improvement

QUALITY IMPROVEMENT	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
We constantly improve and upgrade our services	4.43	3.90	4.09	4.70	4.28
The Faculty expects everyone to suggest improvements, not only the management	4.45	4.13	4.10	4.89	4.39
Errors while testing new methods of work are acceptable at our Faculty	4.49	3.85	4.15	4.61	4.28
We follow the needs in the environment and respond to them as appropriate	4.38	3.46	3.75	4.96	4.13
TOTAL	4.43	3.83	4.02	4.79	4.27

The level **of motivation to work is** cumulatively above average. We notice a high level of motivation of external associates. In this category, dissatisfaction with pay for work is also a significant factor. In the category of external associates, a high level of motivation can be clearly identified, which can potentially be undermined by dissatisfaction with pay. Both cumulatively and by category, there is dissatisfaction with management's recognition of a job well done. The category of technical staff or regular employees stands out in particular on this issue.

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	4.86	4.45	4.58	5.00	4.72
My colleagues/co-workers are willing to put in a lot of extra effort into their work when necessary	4.23	3.64	3.85	5.00	4.18
I am motivated for hard work mainly by good pay	3.01	3.57	3.53	2.44	3.14
I am motivated for hard work mainly by my personal achievements that make me proud	4.57	4.00	4.30	4.59	4.37
I am motivated for hard work mainly by good relations with colleagues and my relationship with the Faculty	4.34	4.15	4.03	4.75	4.32
The management of our Faculty appreciates a job well done	4.16	3.12	3.55	4.65	3.87
Good work results are quickly acknowledged and praised at our Faculty	3.73	2.53	2.87	4.14	3.32
The management encourages and acknowledges individual contributions of employees	4.16	2.76	3.34	4.53	3.69
TOTAL	4.13	3.53	3.76	4.39	3.95

Respondents cumulatively assess **the reputation of the faculty** as above average. It is worth noting that respondents felt that the organisation has potential for improvement, particularly in two areas. The first is to raise the organisation's reputation in the environment. Respondents rate it with an average rating of 3.5 out of 5. The lowest rating is again given by the category of technical staff (3 out of 5). The second area with potential for improvement is the feeling of job security of staff. Respondents rate the stability of their job in the organisation with a rating of 3.38 out of 5.

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	3.66	3.04	3.35	4.03	3.52
I am proud to work at FAM	4.22	3.73	4.09	4.75	4.20
I speak positively of FAM outside of the Faculty	4.66	4.13	4.53	4.85	4.54
My job (or contract a form of cooperation) at FAM is safe and secured	3.45	3.35	3.26	3.44	3.38
I want to work at FAM also in the future	4.56	4.03	4.25	4.87	4.43
TOTAL	4.11	3.66	3.90	4.39	4.01

Satisfaction with **training** is above average. The results of the surveys show a lower level of satisfaction among technical staff, who feel that they do not receive sufficient training. The relatively low rating for taking into account the wishes of staff is also indicative. There is a significant difference between external and internal staff, which may be due to various factors and would require a more in-depth analysis in order to consider corrective measures more thoroughly.

Table 7 Training

TRAINING	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
In our work at FAM, we learn from each other	4.39	4.24	4.19	4.73	4.39
FAM provides all the necessary training to the employees to do their job well	4.44	3.54	3.84	4.87	4.17
Training also takes into account the wishes of employees	4.25	3.53	3.81	4.44	4.01
Only the people that are good at their job work here	4.15	3.57	3.89	4.44	4.01
TOTAL	4.31	3.72	3.93	4.62	4.15

Respondents rate their **mutual cooperation** above average with a cumulative rating of 4.21. The lowest level of trust in colleagues is shown by technical staff, who also rate conflict resolution for mutual benefit the lowest. External associates are more satisfied with the way they work with each other, which may be due to the fact that there is less cooperation and interaction with each other compared to employees in the organisation. Although, on the other hand, technical staff stands out positively.

Table 8 Employee cooperation

COOPERATION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
At FAM, we cooperate much more than we compete	4.13	4.35	4.27	4.31	4.27
The relations between people working at FAM are good	4.45	4.02	4.16	4.73	4.34
We resolve the conflicts to mutual benefit	4.38	3.57	3.95	4.55	4.11
I can trust my co-workers	4.35	3.75	4.04	4.73	4.22
We establish shared values and ethical good practices	4.25	3.66	3.95	4.66	4.13
TOTAL	4.31	3.87	4.07	4.60	4.21

The important categories of **mission and vision** are better recognised by external associates than by employees. This is an interesting finding, which may suggest that while the categories of mission and vision are clear, they need to be communicated to employees in a slightly different way. The lowest rating across all categories was for everyone's involvement in the implementation of the mission and vision through the objectives.

Table 9 Mission and Vision

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	4.58	3.58	4.15	4.73	4.26
Everyone working at FAM accepts the objectives of the Faculty as their own	4.27	3.48	3.63	4.83	4.05
The objectives we have to achieve in or work at FAM are realistic	4.37	3.25	3.65	4.87	4.03
I clearly understand the policies and objectives of the Faculty	4.39	3.46	3.85	4.87	4.14
Everyone cooperates in the setting and measuring of objectives	4.03	3.02	3.34	4.73	3.78
The activities of FAM are aligned with the mission and vision of the Faculty	4.55	3.33	3.81	4.87	4.14
TOTAL	4.37	3.35	3.74	4.82	4.07

The organisation of work is rated above average in most statements. The main criticisms relate to untimely decision-making and an unbalanced distribution of responsibilities among staff.

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	4.55	3.75	4.07	4.89	4.32
I understand my position in the organizational chart of the Faculty	4.54	3.75	4.05	4.73	4.27
The responsibilities at FAM are clearly defined	4.43	3.45	3.77	4.73	4.10
The management adopts their decisions in due time	4.25	3.03	3.36	4.73	3.84
At FAM, the powers and responsibilities are mutually balanced at all levels	4.11	3.21	3.39	4.66	3.84
TOTAL	4.38	3.44	3.73	4.75	4.07

The assessment of **autonomy** is high for all categories of respondents. The ratings indicate the possibility of improvements in the field of annual interviews with contractors who miss talking about the results of work.

Table 10 Autonomy at work

AUTONOMY	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
I am independent in doing my job	4.69	4.34	4.49	4.73	4.56
The representatives of the management discuss the results of my work with me	3.54	3.99	3.87	3.16	3.64
My superiors accept reasoned comments on their work	4.03	3.68	3.74	4.18	3.91
TOTAL	4.09	4.00	4.03	4.02	4.04

Communication is cumulatively highly rated. No significant discrepancies were observed between the individual categories of respondents. However, a low assessment of respondents' familiarity with the

work of their colleagues is noticeable. All categories of respondents share the same opinion. This is an important finding, as this fact may be the cause of some previously observed lower ratings. Better information about what and how colleagues work and what problems they face would likely lead to an improvement in the average ratings of others in the survey of measured categories.

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	4.57	4.21	4.36	4.69	4.46
The management provides information in an understandable way	4.49	4.25	4.25	4.87	4.47
We receive enough information about what is going on in other internal organizational units	3.63	3.46	3.53	3.68	3.58
TOTAL	4.23	3.97	4.05	4.41	4.17

Respondents rate their **chances of promotion** slightly above average. The least chance of promotion is seen by technical staff, but this may be due to the fact that it is a relatively small organization that does not offer many possibilities for vertical promotion. Respondents give a relatively poor rating to the statement that the best ones occupy the best positions in the organization. This relatively poor rating can also be the result of poor knowledge of the work of their colleagues (previous table "communication").

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	4.55	3.46	4.07	4.27	4.09
Employees at all levels have real opportunities for promotion	4.16	2.66	3.34	4.15	3.58
We have a system that enables the best workers to occupy the most important positions	4.03	2.57	3.15	4.35	3.53
TOTAL	4.25	2.90	3.52	4.26	3.73

The satisfaction of associates with the **material reward** is slightly above average. There is a noticeable difference between teaching staff and technical staff and between external associates and employees. In the technical staff group, the scores are below average. In particular, it is worth highlighting the very low estimated compliance of the reward with the workload of the individual (2.10). The lowest cumulative rating is attributed to the comparison of the material reward in the organization with the market situation.

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	4.39	2.45	3.35	4.73	3.73
Poor performance is followed by an appropriate reprimand or penalty	3.87	2.98	3.27	4.12	3.56
At FAM, we receive pay that is at least equivalent to the level of salaries on the market	3.65	2.36	2.96	3.58	3.14
Those who are more burdened are also adequately stimulated	3.83	2.10	2.92	3.85	3.18
The ratios between the salaries of employees at FAM are appropriate	4.04	2.43	3.11	3.96	3.39
TOTAL	3.96	2.46	3.12	4.05	3.40

Employee satisfaction is cumulatively well rated. Respondents in all categories are least satisfied with the pay for the work they do. This is followed by promotion opportunities. Satisfaction with the team of colleagues and direct superiors is the highest. Among the categories observed, the category of external associates stands out in terms of satisfaction.

Table 15 Satisfaction

SATISFACTION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Satisfaction with co-workers	4.57	4.45	4.43	4.84	4.57
Satisfaction with continuity of employment	4.15	4.26	3.96	4.62	4.25
Satisfaction with work	4.57	3.99	4.26	4.55	4.34
Satisfaction with working hours	4.57	4.32	4.31	4.70	4.48
Satisfaction with direct superiors	4.48	4.59	4.41	4.90	4.60
Satisfaction with possibilities for education	4.45	3.76	4.03	4.65	4.22
Satisfaction with the status at FAM	4.53	3.87	4.13	4.75	4.32
Satisfaction with the management of FAM	4.46	3.75	3.96	4.85	4.26
Satisfaction with working conditions (equipment, facilities)	4.35	3.79	3.96	4.58	4.17
Satisfaction with possibilities for promotion	4.34	2.62	3.46	4.54	3.74
Satisfaction with pay	3.75	2.67	3.13	3.75	3.33
TOTAL	4.38	4.82	4.00	4.61	4.21

The quality system is recognized by external associates as excellent (4.89). Respondents employed in the organization give a slightly lower rating (3.65). The lowest level of satisfaction is demonstrated by technical staff (3.24).

Table 16 Satisfaction with the quality system

SATISFACTION	Teaching staff	Technical staff	Regular employees	Via contract	All respondents
Assessment of satisfaction with the internal quality system at the Faculty?	4.35	3.24	3.65	4.89	4.03

As part of the qualitative analysis of satisfaction, teaching and research associates highlighted the relations between employees as positive. The prompt responsiveness and friendliness of the professional staff (IT, HR, accounting, etc.) is also to be commended, reflecting the work of the Faculty and the suitability of staff selection. This also makes the students feel more relaxed and comfortable at the Faculty. Respondents praised the good climate, the drive to improve, the collaborative problem-solving, the relationships that bring people together to think together through thick and thin, and the possibility to work from home and to spread their working time throughout the day. Considerable autonomy and real prospects for promotion at all levels of the Faculty were also noted.

Among the technical staff, positive evaluations refer to the varied work and the possibility to work from home. It is pointed out that the Faculty brings together a team of people that achieves good results and is very cohesive, which needs to be sustained in the long term.

Areas for improvement highlighted by the teaching staff include:
- low student attendance at lectures and tutorials
- non-stimulatory payment.

Areas for improvement highlighted by technical staff include:
- remuneration system
- internal communication.

In conclusion, staff are most satisfied with their colleagues, followed by satisfaction with their superiors and working hours. They are the least satisfied with the prospect of promotion and with the pay for work.

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.

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 of the Faculty 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.

Tutoring

The Faculty has established a stable tutoring system in 2021, in which one tutor from among the higher education teachers and associates (teacher tutor) is appointed for each study programme. The teacher tutors must convene a joint meeting for all those enrolled in a specific study programme twice a year, at the beginning of each semester. The aim of these two meetings is to clarify any initial general ambiguities regarding the studies, the operation of the Faculty and the obligations of the students, as well as to resolve any specific issues and dilemmas.
In addition, all study programme tutors are also available to students throughout the academic year. Students can make an individual or group appointment and conduct interviews with tutors in case of problems or ambiguities.
In addition to teacher tutors, the tutoring system also includes student tutors with extensive knowledge in certain fields that have been graded with the highest grades in specific subjects. Students most often choose to become introductory tutors and tutors for international students.

In 2021, we also introduced a supervision tutor group, which meets once a month and establishes communication of student tutors with the students they tutor through Moodle.

Due to the individual and personal approach to students, there was no great interest in tutoring meetings in the past, as students obviously manage to clarify things already during individual lectures and exercises. As more foreign students are enrolling into the Faculty, there is an increased interest in the help of tutors by foreign students, therefore the tutoring for foreign students is more active than in the previous years. The final results of the tutoring system are therefore satisfactory.

Career centre at FAM

In 2021, the Career Centre carried out various activities:
- career counselling (in person and by email)
- advising on the choice of studies,
- organizing various events,

- informing students, alumni and members of the Alumni Club on job opportunities (at home and abroad),
- encouraging students to join the FAM Tutoring System,
- conducting various conversations with students and helping students.

Coordination of study practice also took place under the auspices of the Career Center. In September, we invited various learning bases - organizations to call for vacancies for the academic year 2021/22.

In October 2021, the Career Center organized an introductory training for mentors and the so-called „Internship Marketplace". The event took place online this year. At the event, students had the opportunity to get to know different learning bases and arrange practice with them. Alternative ways of practice implementation during the Covid-19 epidemic and training of co-mentors from economy were also presented at the event. The event was also attended by students who presented examples of good practice.

The Career Centre is responsible for monitoring the career paths of FAM graduates. This is done in the form of online surveys. The results obtained are carefully analysed and serve the Faculty in continuously improving the study process and in providing students with relevant competences, thus increasing their employability.
The surveys are administered to graduates in each study programme to check:
-whether graduates remain connected with the Faculty after completing their studies;
-whether they continue their studies at FAM or elsewhere;
- graduates' employment (jobs and organisations, level of education required, year of employment in current and first job);
- the usefulness of the competences acquired during the studies for the job they perform.

The analysis of the competences and employability of graduates and the comparison of the achieved competences and learning outcomes achieved with those planned by the Faculty were carried out at the end of 2021.

Progress is also visible in the Alumni Club, which increased its membership in 2021. In June, the Alumni Club organised an informal live event for all Alumni Club members. In December, it also organised a virtual roundtable titled "Changes: threat or opportunity!" , featuring four well-known and successful alumni as interlocutors. The event was co-organised with the School of Advanced Social Studies.
The Alumni Club also provided a festive end to the old year by organising a Virtual Toast for students and staff.

The Career Centre also provides comprehensive support to the Student Council.

In 2021, the following events took place within the Career Centre:
- winter school of psychology, the so-called Psychodays
- round table titled "Influencers in our lives"
- 1. Media day
- 2. Media day
- Introductory day for students - Virtual greeting

- interactive workshop - Don't let anything surprise you during your studies
- introductory day for foreign students
- various lectures on the occasion of mental health day in cooperation with KVS Slovenia
- Training for mentors and the Internship Marketplace
- Interactive workshop from pupil to student
- alumni club event titled " Changes: Threats or Opportunity!"
- virtual New Year's toast (Alumni Club)

Public relations

In 2021, we undertook a systematic approach to the promotion of study programmes. Our objective was to increase the visibility of the Faculty, to increase the enrolment of FAM, 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:
● Social networks,
● Google,
● FAM website,
● e-mail.

Other promotional and other activities:
● organization of events and attendance/participation in events to which we were invited,
● designing new printed materials and video content (partial remake of corporate design),
● information days in Slovenia and abroad (due to the epidemiological situation in 2021, all announced events were conducted online, participation in three live events abroad),
● increased number of social media posts,
● reorganization of the Faculty PowerPoint template for various presentations,

The FAM website has been regularly updated. In 2021, website visits increased by 143.81% (5,385 users in 2020 and 13,129 users in 2021). We designed new promotional material in electronic and printed versions.
We started to build on video material, which will be increased in the next years.

Due to the situation related to the Covid-19 epidemic, we did not attend the Informativa Fair and the planned Putokazi Fair in Novi Sad and EDUfair in Belgrade in the previous year.
Between 6 and 10 October, we attended the Study Abroad Fair Belgrade 2021.

1.11. Communication, information and notification

In a survey conducted among employees at FAM in January 2022 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 ratings are highly above average (4.21- 4.69). The statement that the Faculty associates get enough information about the activities in other internal organizational units received a lower average rating. In order to improve this, the Faculty's plans for 2022 include, in addition to the regular colleges of the management, colleges of departments and regular information by e-mail, all with the aim of strengthening internal communication.

The Faculty is responsible for informing the staff and students mainly by regularly publishing news and current information about events at the Faculty 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, 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 School 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 2021 and action plan for 2022

Table 17 Overview of conclusions of the Self-evaluation report in 2020 in the field of business excellence and the realization in 2021

Seq. No.	Objectives	Activities	Deadline for the realization	Responsibility	Realisation 2021
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	YES
2.	quality of personnel policy (employee satisfaction)	providing feedback on work from superiors conducting annual interviews	December 2021	Dean	YES
3.	quality of personnel policy	organization of trainings within the Faculty and encouraging employees with invitations to external training	December 2021	Secretary-General	YES
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	YES
5.	quality of personnel policy (promoting employee health)	preparation and implementation of a plan to promote health at the workplace	May 2021	Secretary-General	YES

Identified opportunities for improvements in the field of business excellence in 2022:
- digitalisation of business processes
- further strengthening of internal communication
- organization of events for the purpose of strengthening the involvement of staff,
- ensuring professional development and training of employees,
- increasing business performance of study programmes

- increasing business performance of research work
- cooperation with potential employers.

Table 18 Action plan to realize the identified opportunities for improvements in the field of business excellence in 2022

Seq. No.	Objectives	Activities	Deadline for the realization	Responsibility
1.	digitalisation of business processes	inclusion in the higher education Information system VIS and the preparation of an information system in support of business processes of HR and Financial and Accounting Department	December 2022	project group for digitalisation
2.	quality of personnel policy (employee satisfaction)	providing feedback on work from superiors conducting annual interviews with employees and external associates	April 2022	Dean
3.	quality of personnel policy (education and training)	organization of trainings within the Faculty and encouraging employees with invitations to external training	December 2022	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 of the management and of departments	December 2022	Secretary-General
5.	quality of personnel policy (promoting employee health)	organization of events aimed at raising awareness of employees about health care	December 2022	Secretary-General
6.	merger with School of Advanced Social Studies	Implementation of all necessary procedures	September 2022	Dean
7.	Business performance of study programmes	promotion of study programmes in Slovenia and abroad, participation in educational fairs abroad information days	September 2022	Marketing and public relations

2. STUDENTS AND QUALITY OF STUDY PROCESS AND STUDY PROGRAMMES

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

In the 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 19 Presentation of strategic guideline Study excellence

Strategic Objective	Indicator	Source, calculation method	Unit	Plan/ implementation	2021 /22
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	12
				Implementation	3
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)	Student office; VIS data - number of enrolled students	Number	Plan	12
				Implementation	6

				Plan	15
	* After the last enrolment deadline in the current academic year				
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	15
				Implementation	19
Entry quality of students that completed the vocational matura final exam and enrolled in professional undergraduate programmes	Average number of points achieved at the vocational matura for those enrolled in the 1st cycle professional programme *As at the 1st enrolment deadline for the current academic year	Student office; average total no. of points that the enrolled students achieved at the vocational matura exam	No. of points	Plan	15
				Implementation	16.3
Entry quality of students enrolled in master programmes	Average overall grade of a student upon enrolling in master studies (without the grade of the final thesis) *As at the last enrolment deadline in October in the current academic year	FAM student office; average grade from the academic transcript, with regard to all students enrolled in the 1st year of the 2nd cycle studies	Grade	Plan	8
				Implementation	8.3
Entry quality of students enrolled in doctoral	Average overall grade of a student upon enrolling in 3rd cycle	FAM student office; average	Grade	Plan	8
				Implementation	8.9

programmes	studies *As at the last enrolment deadline in October in the current academic year	grade from the academic transcript, with regard to all students enrolled in the 1st year of the 3rd cycle studies			
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	Number	Plan	1
				Implementation	2
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 Erasmus program (at all levels)	Number	Plan	10
				Implementation	14
Established cooperation with the Western	Number of students from the Western Balkans enrolled in	FAM student office; number of	Number	Plan	8
				Implementation	11

				Plan	2
Balkans region	FAM (all levels and programmes) in the current academic year	foreign students involved in the pedagogical process at FAM			
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 score of student satisfaction with the studies at FAM	Rating 1- 5	Plan	4
				Implementation	4.46
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	4.43
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	FAM Student office	Rating 1- 5	Plan	4
				Implementation	4.47

				Plan	4
	academic year				
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	Rating 1- 5	Implementation	4.46
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 pleased with the achievement of strategic objectives in the field of study excellence compared to previous years and there is still room for improvement. In the field of interest in the programme and student enrolment, in the academic year 2021/22, we exceeded the set strategic goal at the undergraduate and doctoral study programme. The largest enrolment is recorded in the 1st cycle higher professional study programme Media and Journalism, and the lowest in both master's study programmes. In relation to enrolment in master's study programmes, we envisage further measures, as the strategic objectives in these two programmes have not been achieved.

We are also satisfied with the attractiveness of FAM for foreign students, since the number of foreign students enrolled at FAM exceeds the set objectives. The same applies to exceeded related strategic objective in the field of establishing cooperation with the Western Balkans region.

In 2021, student mobility was still under the influence of the COVID-19 epidemic and slightly different from normal. Despite the pandemic, mobility programmes are still being implemented at FAM. In 2021, we welcomed 2 students to FAM for exchange. In 2021, 2 employees attended the mobility.

FAM 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 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 4.46 (on a scale of 1-5), which represents an improvement in the rating compared to the previous year. Student satisfaction with the work of the Student Office (4.1) and the Library (4.15) is also high. In the previous academic year, the rating was slightly higher in this area (the Student Office 4.2 and the Library 4.3), so we will continue to strive for further improvements in this area.

2.2. Analysis of interest to enrol in study programmes

Information days in 2021 were organized on several occasions, namely on 12. and 13. 2. 2021, 27. 5. and 28. 5. 2021; in June on 3. 6. and 4. 6. 2021, in August on 19. 8. and 20. 8. 2021, in September on 1., 2. and 3. 9. 2021, and 9., 16. and 22. 9. 2021. Due to the epidemiological situation regarding the Covid-19 virus, most information days took place via 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 2021, we continued with the activities from the previous year and continued actively promoting undergraduate, master and doctoral programmes abroad, especially in Croatia, Serbia and North Macedonia.

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 technical 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

Throughout the year, the Head of the Career Centre performs individual consultations regarding the study in person, over the phone or zoom, which usually last from 30 to 60 minutes. They help the candidate to examine the enrolment conditions, syllabus, payment conditions and determine additional obligations if necessary. At the request of the candidate, an education plan is also prepared,

which helps the candidate to perform his/her study obligations during the year. If necessary, other colleagues from the Student Office also conduct individual consultations.

Participation in educational and career fairs

In 2021, due to the epidemiological situation of Covid-19, we did not attend major fairs, except for the fair in Belgrade - Study Abroad Fair 2021 Belgrade, which we attended and we conducted some information days live in the neighbouring countries of the Balkans.

Information channels

As regards the information channels through which students found out about FAM (next graph), the internet predominates as expected (48.9%). A slightly smaller share (32.6%) is represented by students who mentioned oral recommendation from friends, acquaintances, relatives as sources of information. The third and fourth place is occupied by (1) I have studied at FAM before (8.2%) and (2) I found information in the printed media (4.1%).

Figure 1 Information channels
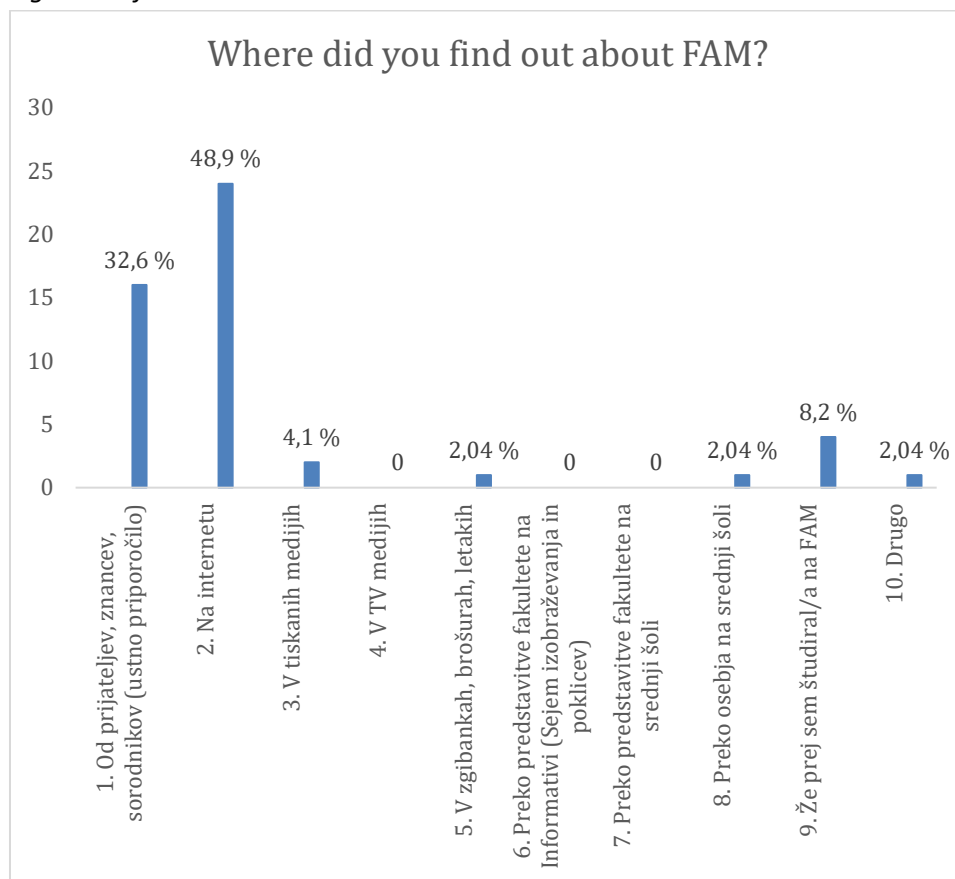
Of those students who learned about FAM via the Internet, 40.5% said they had obtained this information through Google's search engine. 28.6% of students found out about FAM via Facebook and 21.4% through other channels (see graph below).

Figure 2 Online information channels

On which Internet channel did you find out about FAM?

Channel	Percentage
1. Google iskalnik	40,5 %
2. Facebook	28,6 %
3. Instagram	4,8 %
4. Twitter	0
5. Linkedin	0
6. Sorodne spletne strani, forumi, blogi, elektronski članki, razprave…	4,8 %
7. Drugo	21,4 %
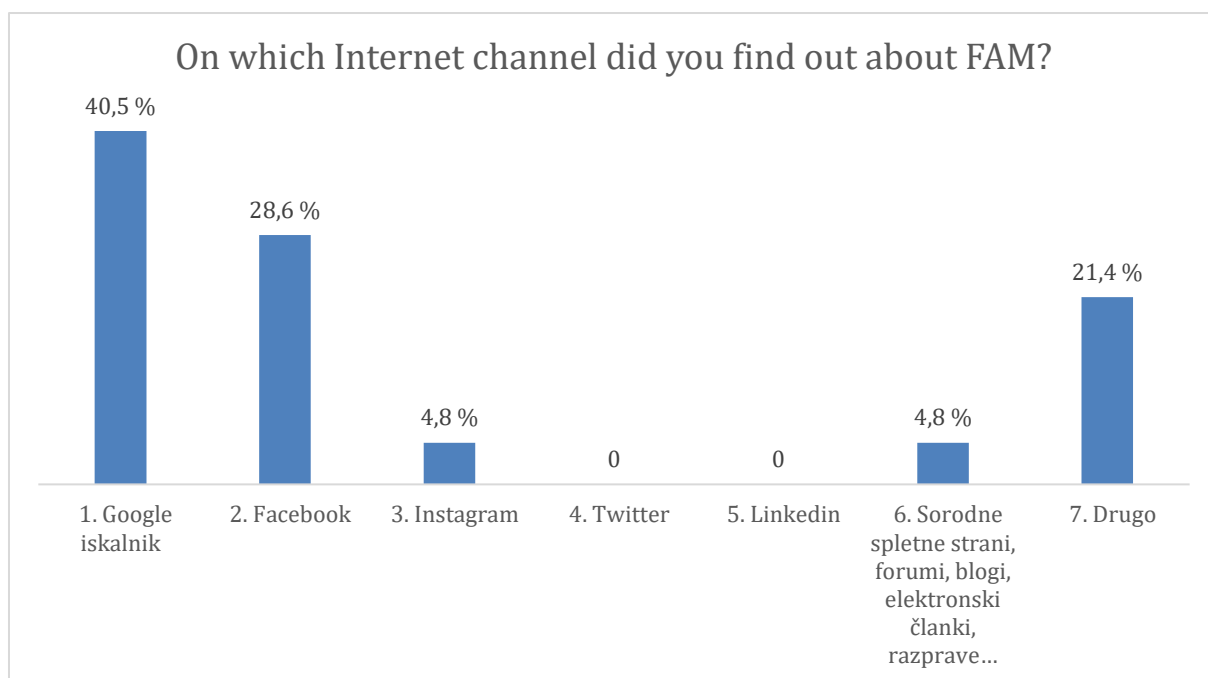
2.3. Analysis of enrolment, advancement and completion of studies per study programmes

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 2021/2022:

- 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 2021/2022, a total of 85 students enrolled in the faculty, which is more than in the previous year: undergraduate professional study programme Media and Journalism is attended by 57 students, postgraduate master's study programme Media and Journalism is attended by 3 students, and the master's study programme Strategic Communication is attended by 6 students. The doctoral study programme Strategic Communication is attended by 19 students. At the faculty we are relatively satisfied with the number of students enrolled in the undergraduate and doctoral programme, and for the second year in a row, we improved the score on the doctoral study programme Strategic Communication, where in 2021/22, 27% more students were enrolled in total than in the previous

year. On the other hand, additional measures to increase enrolment in both master's programmes will need to be considered. Although progress has already been made in this respect in 2021/22, the Strategic Communication master study programme requires further action in this area. In the future, the Faculty will make additional efforts to increase its visibility by advertising at home and abroad.

The total number of all students enrolled in the 1st year at the undergraduate professional study programme Media and Journalism is comparable with numbers in the years 2020/21 and 2021/22, as we enrolled 22 students in 2020/21 and 19 in 2021/22. No students enrolled in the first year of the master's study programme Media and Journalism in 2021/22, while 4 students enrolled in the Master's study programme Strategic Communication, which is more than the previous year, when only 1 student enrolled.

Enrolment in the doctoral study programme Strategic Communication is also comparable to last academic year, with 7 students enrolled in the first year in 2021/22, compared to 6 the year before. Of the 7 students enrolled in 2021/22, 5 are from abroad, mainly from Croatia. The Faculty will continue to strengthen the promotion of the doctoral programme, including in the Balkans and other foreign markets. The Faculty also plans to introduce a new field of study within the doctoral programme and to modernise the doctoral programme in general.

It can be concluded that the number of students enrolled in the academic year 2021/22 has increased compared to last academic year, as we enrolled 6 more students than last year. In most places, the strategic objectives of the Faculty have thus been exceeded. Opportunities for improvement remain in both masters programmes, where further action in this area is already foreseen.

No students dropped out at the Faculty in the calendar year 2021. 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 20 Number of all enrolled students in the academic year 2021/22 by location and type of enrolment (excluding the students in the graduation year)

Programme	Location	Status	Enrolled in 2021/22
Media and Journalism (professional) Year 1	Ljubljana	part-time	19
Media and Journalism (professional) Year 2	Ljubljana	part-time	18
Media and Journalism (professional) Year 3	Ljubljana	part-time	11
Media and Journalism (master) Year 1	Ljubljana	part-time	0
Media and Journalism (master) Year 2	Ljubljana	part-time	0
Strategic Communication (master) Year 1	Ljubljana	part-time	4
Strategic Communication (master) Year 2	Ljubljana	part-	2

		time	
Strategic Communication (doctoral) Year 1	Ljubljana	part-time	7
Strategic Communication (doctoral) Year 2	Ljubljana	part-time	6
Strategic Communication (doctoral) Year 3	Ljubljana	part-time	4

Analysis of enrolment in the academic year 2021/22 - 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 21 Demographic characteristics of students enrolled in MIN VS programme (ac. year 2021/2022)

Region	Total	Women	Men
Central Slovenia Statistical Region	10	5	5
Other regions	7	6	1
Foreigners	2	/	2
Total	**19**	**11**	**8**
Number of graduates in 2021: 10			

Postgraduate master study programme Media and Journalism (MIN MAG)

Table 22 Demographic characteristics of students enrolled in MIN MAG programme (ac. year 2021/2022)

Region	Total	Women	Men
Central Slovenia Statistical Region	/	/	/
Other regions	/	/	/
Foreigners	/	/	/
Total	**/**	**/**	**/**
Number of graduates in 2021: 2			

Postgraduate master study programme Strategic Communication (SK MAG)

Table 23 Demographic characteristics of students enrolled in SK MAG programme (ac. year 2021/2022)

Region	Total	Women	Men
Central Slovenia Statistical Region	1	/	1
Other regions	3	3	/
Foreigners	/	/	/
Total	**4**	**3**	**1**
Number of graduates in 2021: 2			

Doctoral programme Strategic Communication (SK DR)

Table 24 Demographic characteristics of students enrolled in SK DR programme (ac. year 2021/2022)

Region	Total	Women	Men
Central Slovenia Statistical Region	2	1	1
Other regions	/	/	/
Foreigners	4	2	2
Total	**6**	**3**	**3**
Number of graduates in 2021: 1			

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 81.8%, while transition from 2nd to 3th year is 73%. Advancement from 1st year to 2nd year cannot be defined for master's degree programme Media and Journalism, since in the academic year 2020/21 no student was enrolled in the 1st year. Advancement from 1st year to 2nd year of 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 100% and from 2nd year to 3rd year it is 80%.

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 25 Overview of average grades per study programmes

Programme	Average grade
Media and Journalism professional 1st cycle	8.4
Media and Journalism master 2nd cycle	/
Strategic Communication master 2nd cycle	9.1
Strategic Communication doctoral 3rd cycle	9.1

2.3.3. Completion of studies

In 2021, we had 10 new graduates in the Media and Journalism (professional) programme, in the Media and Journalism programme, 2 received a master's degree, and in the Strategic Communication master programme, 2 students completed their studies.

In the year 2021, doctoral study programme Strategic communication was successfully completed by 1 student.

Surveys among graduates do not show major deficits in acquired competencies; the deficits have mostly been eliminated during the last renovations of study programmes but the effects of this are not yet reflected in the surveyed graduates. Data on employability show the relative flexibility of graduates in all study programmes in terms of the very diverse jobs they have in practice. The objectives are thus considered to be partially achieved.

2.3.4. Achievement of objectives in 2021 and projected objectives for 2022

The achievement of specific objectives in 2021 was as follows:
- Continue promotion of enrolment in study programmes both at home and abroad. Particular emphasis is placed on master's study programmes.
  The objective was fully achieved.
- Analyse the reasons for existing enrolment numbers in master's study programmes. The objective was fully achieved.
- Popularization of Faculty among pupils. The objective was fully achieved.
- Continue visits to colleges and other institutions abroad, with a view to promote the study programmes. The objective was fully achieved.
- 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 The objective was fully achieved.
- 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. The objective was fully achieved.
- Further strengthen internationalization by involving foreign students and promoting exchanges within the Erasmus system. The objective was fully achieved.
- Continue to strengthen curriculum internationalization activities. The objective was fully achieved.
- Inclusion of intercultural practices in the study process. The objective was fully achieved.
- Encourage higher education teachers and associates to maintain a quality system of verification and assessment of knowledge; use of learning forms and methods that motivate students for regular work and timely performance of obligations; introduction and implementation of ongoing assessment of students' knowledge (higher education teachers and associates are encouraged to use the methods of assessment and testing of knowledge and competencies that motivate students for regular work and more active participation - homework, self-assessment, mutual assessment of students, peer assessments, writing a diary, portfolio preparation, etc.). The objective was fully achieved.
- Further organize education and awareness-raising for teaching and 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. The objective was fully achieved.

- Further check the status of pending/passed student exams after the first semester (grades exported by the student office that serve as a basis for interviews with students who have not completed most of the obligations). The objective was fully achieved.
- Raise awareness among student tutors about the diversity of students and their needs. The objective was fully achieved.
- Further motivate foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations. The objective was fully achieved.
- Connecting traditional and non-traditional groups of students. The objective was fully achieved.
- Implement activities to encourage talented students. The objective was fully achieved.
- Obtaining feedback from teaching staff on their pedagogical work and work with different groups of students. The objective was fully achieved.
- Encourage lecturers to better coordinate with assistants. The objective was fully achieved.
- Continue with the promotional activities of doctoral studies in order to attract an even larger number of new students, both domestic and especially foreign (especially area of Eastern and South-Eastern Europe). The objective was achieved.
- 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. The objective was achieved.
- Continue to involve doctoral students in the research work of the Faculty. The objective was achieved.
- Encourage doctoral students to participate in Faculty events (conferences, winter camp, etc.). The objective was achieved.

The objectives for the year 2022 are as follows (specific tasks, deadlines and persons in charge of achieving the objectives are listed below):

• Continue promotion of enrolment in study programmes, especially in master's study programmes, both at home and abroad.
• Prepare an action plan for further actions to improve the existing state of enrolment in master's study programmes.
• Further popularization of the Faculty in secondary schools.
• 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 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.).

• 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.

• Organise education, training and discussion for teaching staff on the topic of hybrid teaching.

• 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.

• Continue to involve students in the Faculty research projects.

• 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 (even) better coordinate with assistants.

● Modification of the existing doctoral programme, in line with the results of student surveys and focus groups, and introduction of a new course of study on doctoral studies.

● 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 2020/21 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 2020/21 .

In 2020/21, the following students were included in the survey sample:

- GENDER: 65.96% of female students and 34.04% of male students;
- STATUS: 12.77% full-time and 87.23% part-time students;
- AGE: Mean age: 24.6 years

Type of employment

Almost half of the students (44.68%) 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 19.15% of students who work occasionally through student service. The lowest share is represented by students who are only studying (8.51%).

Figure 3 Type of employment

TYPE OF EMPLOYMENT

a) polno zaposlen(a): 25,53 %
b) zaposlen(a) s skrajšanim delovnim časom: 2,13 %
c) redno delam preko študentskega servisa (več kot 35 ur na teden): 44,68 %
d) občasno delam preko študentskega servisa: 19,15 %
e) le študiram: 8,51 %
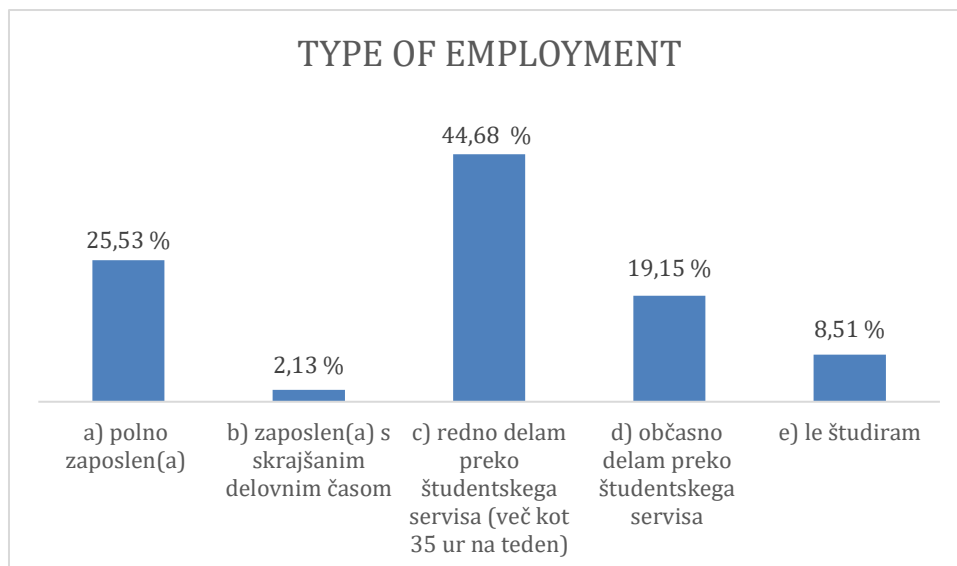
Year of study

The largest share of the sample was represented by third-year students (46.81%). These are followed by second-year students (34.04%). A significantly lower share (19.15%) consisted of students who attended the first year of study.

Figure 4 Year of study
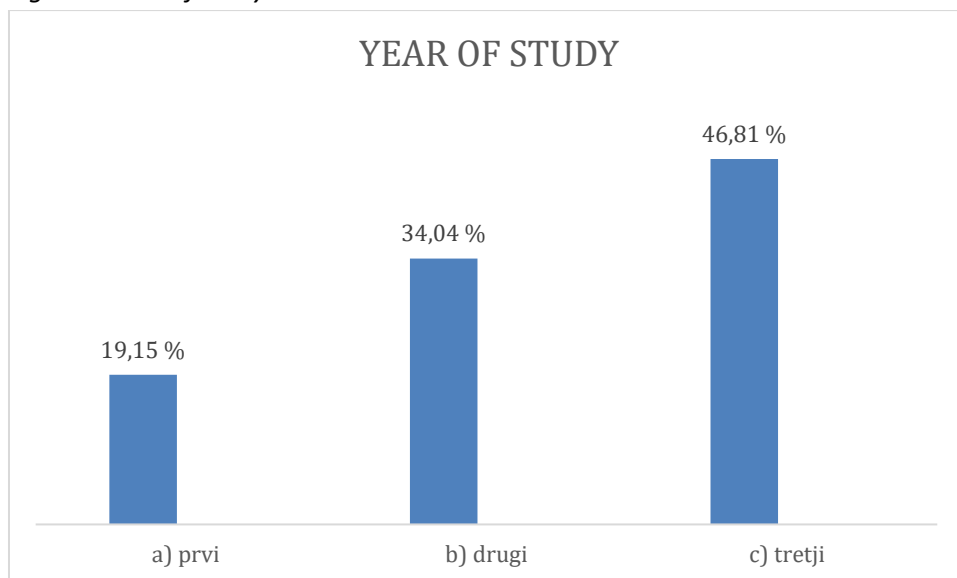
Study cycle

By far the largest share of students who responded to the survey were enrolled in an undergraduate study programme (82.98%). Students who attended the doctoral study programme accounted for a significantly lower share (10.64%). The lowest share is represented by students studying at the master's level, only 6.38%.

Figure 5 Study cycle
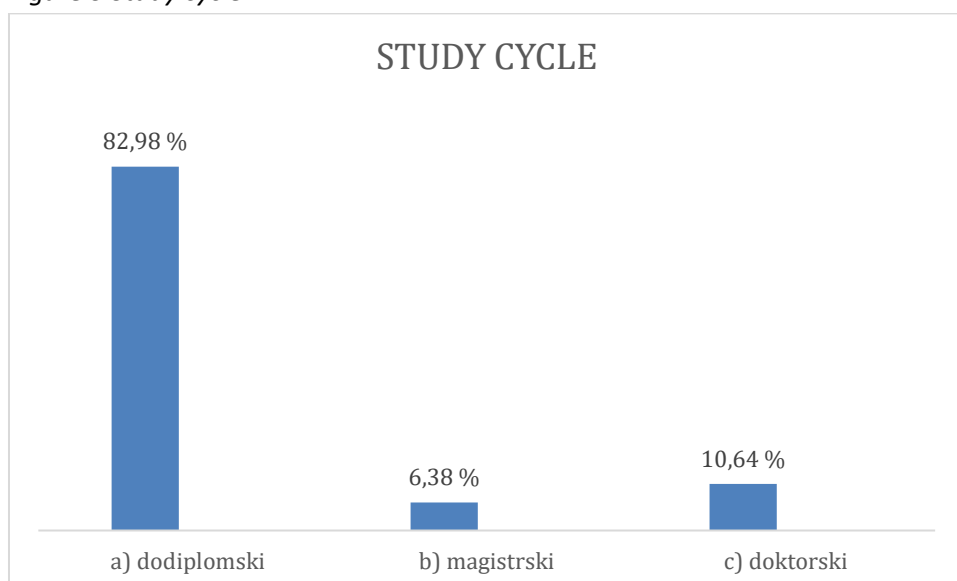
Dimensions of satisfaction

In general, students are very satisfied with all aspects of studying at FAM. The average rating was 4.2 on a scale of 1-5, which is the same as the previous year.

Students expressed the greatest satisfaction with the orderliness of the Faculty premises (average 4.55 on a scale of 1-5) and with the enabled participation in the Faculty bodies (average 4.41 on a scale of 1-5). The students also gave a fairly high rating (i.e. 4.26 on a scale of 1-5 or more) to the following statements: (1) Schedules of lectures and exercises are suitable; (2) I am generally satisfied with the work of the career centre; and (3) Administrative staff pays individual attention to students.

A slightly lower, but still a relatively high rating (4 to 4.1 on a scale of 1-5), was given to the following statements: (1) Students are duly informed about the time and place of the lectures and other information necessary for the smooth and efficient studies; (2) Students have access to all the necessary information; (3) The promised services are carried out quickly and with due quality; (4) I am generally satisfied with the work of the student office; (5) The Faculty's website is attractive and transparent; (6) The extracurricular activities provided by the Faculty (academic events, conferences, workshops, social activities ...) are topical and interesting. The Faculty has already addressed all ratings of the statements referred to in this paragraph and plans additional activities in this regard, especially in the period after the merger with the School of Advanced Social Studies.

Table 26 Dimensions of overall satisfaction at FAM (academic year 2020/21)

DIMENSIONS OF SATISFACTION	AVERAGE
The students can rely on staff assistance in solving their problems.	4.2
Lectures and other services are carried in the promised time.	4.2
Schedules of lectures and exercises are suitable.	4.3
Students are duly informed about the time and place of the lectures and other information necessary for the smooth and efficient studies.	4
Students have access to all the necessary information (e.g. on the Faculty website, via e-mail communication, through communication with employees ...) regarding the operation of the Faculty and its internal quality system.	4
The promised services are carried out quickly and with due quality.	4.1
The premises of the Faculty are orderly and offer good conditions for work.	4.55
I am generally satisfied with the work of the student office.	4.1
I am generally satisfied with the work of the library.	4.15
Administrative staff pays individual attention to students.	4.26
I am generally satisfied with the work of the career centre.	4.32
Website of the Faculty is attractive and transparent.	4.1
Hours of operation (faculty, library, student office) are appropriate.	4.2
The extracurricular activities provided by the Faculty (academic events, conferences, workshops, social activities ...) are topical and interesting.	4.1

I am very satisfied with the higher education information system (VIS)/online classroom.	4.13
I am able to participate in faculty bodies through the student council.	4.41
Students have access to all the necessary information (e.g. on the Faculty website, through communication with employees ...) regarding their rights and the related activities of the Faculty bodies.	4.25
I am satisfied with the Faculty's internal quality system and the self-evaluation procedures of the Faculty.	4.25
Average	4.2

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 34.04%. There were only 7% of students who were very dissatisfied. In general, we can say that students are very satisfied with the FAM tutoring system.

Figure 6 Satisfaction with FAM tutoring system
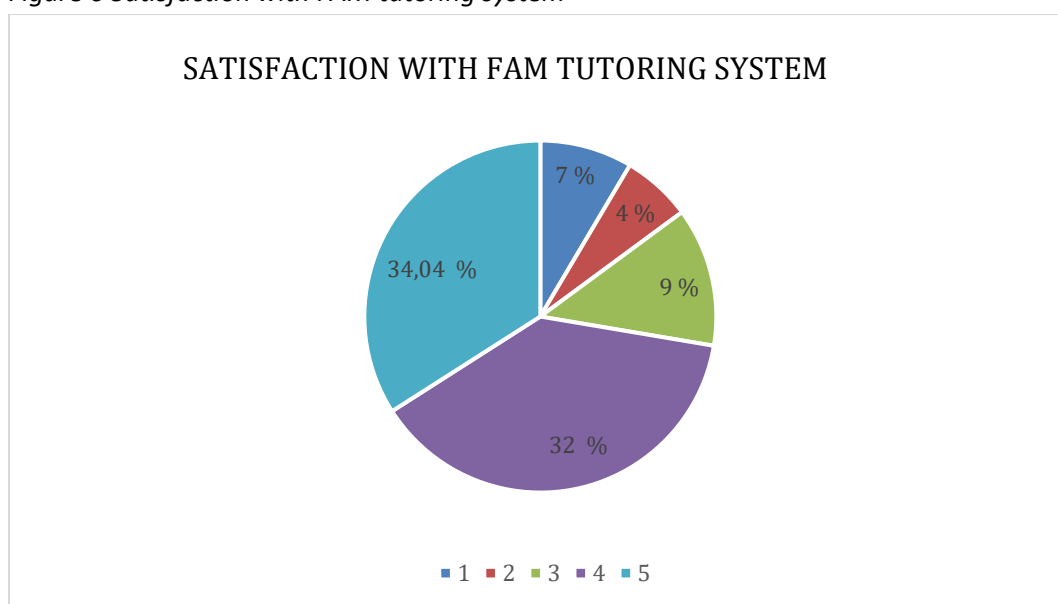
The graph below presents the level of satisfaction with the quality of services provided by the Faculty and the assessment of employers' interest in hiring FAM students. As can be seen from the bar chart, in the academic year 2020/21, the satisfaction with the quality of services is medium (average 4.30), as well as the agreement with the statement that employers are interested in hiring our students (average 3.87). The graph shows, among other things, how the level of satisfaction and the level of agreement with the statement of employers' interest in employment are interrelated.

Figure 7 Quality of the Faculty and employers' interest

QUALITY OF THE FACULTY AND EMPLOYERS'INTEREST

- Kako ste na splošno zadovoljni s kakovostjo storitev fakultete? — 4,3
- Delodajalci so zainteresirani za zaposlovanje študentov z naše fakultete — 3,87
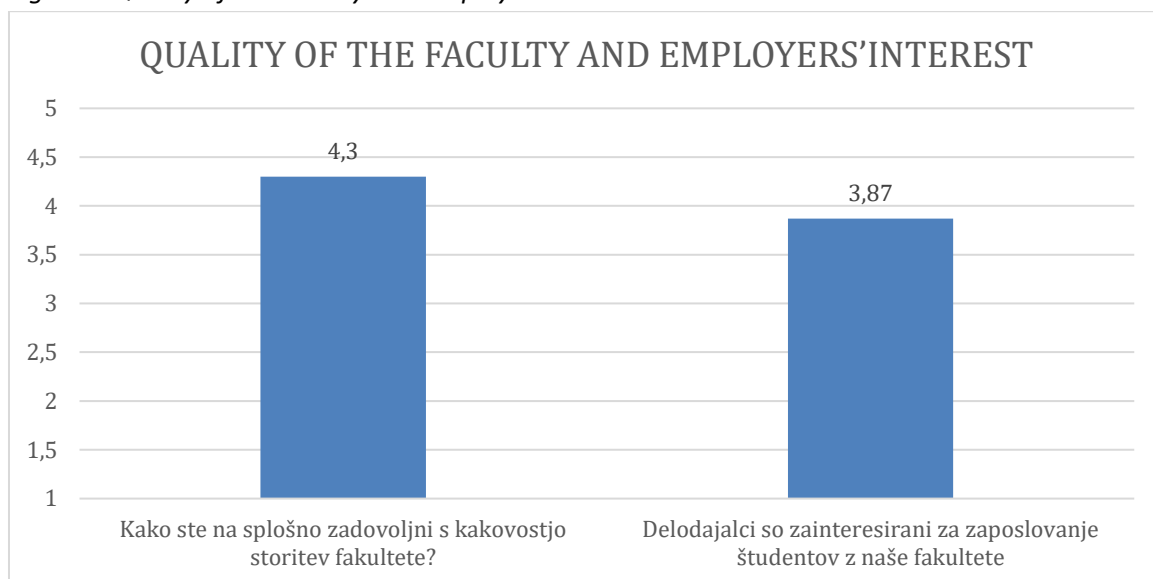
Continuation of studies after graduation

The highest share of students (M= 44.68%) who completed the questionnaire were undecided about continuing their studies. About a third of students (M= 31.91%) are convinced that they will continue their studies at FAM. Those who will continue their studies, but not at FAM, amount to 17.02%. The lowest share is represented by those (M= 6.38%) who will not continue their studies at all.

Figure 8 Continuation of studies

CONTINUATION OF STUDIES

- Da, verjetno na FAM — 31,91 %
- Da, verjetno kje drugje — 17,02 %
- Ne — 6,38 %
- Ne vem — 44,68 %
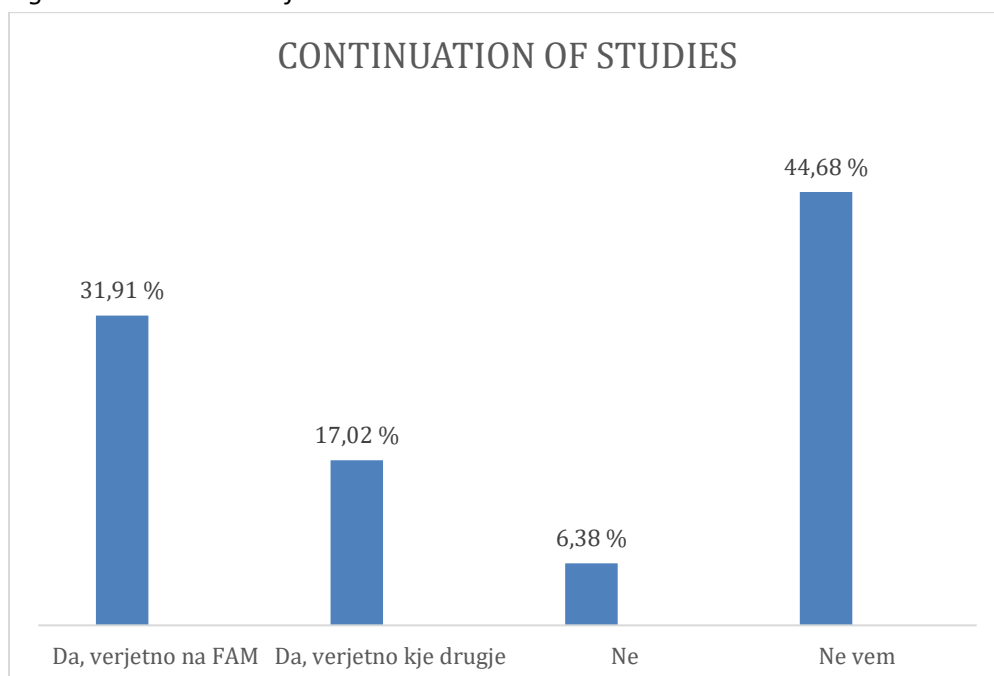
Those students who pointed out that they would continue their studies at FAM made this decision because of the interesting nature of the studies and the efforts of professors and because of the desire to obtain a higher level of education.

Students who decided to continue their studies, but not necessarily at FAM, mentioned in particular the desire for knowledge from other fields as the reasons for their decision.

Those who decided not to continue their studies mentioned the excessive tuition fees as the reasons for this decision.

Students who are still undecided about continuing their studies state that they have already found a job or that they do not yet know if they will be financially able to continue their studies.

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 2020/21 gave a high rating (4.46 on a scale of 1-5), which is even slightly higher than the year before. 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 they informed them about the knowledge assessment criteria. Students also largely agreed that the lecturer complied with the scheduled hours (rating 4.50 on a scale of 1-5) and that they informed them about the knowledge assessment criteria (rating 4.51 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 4.43 on a scale of 1-5), (2) We learned a lot of new things in the course (rating 4.43 on a scale of 1-5), and (3) The lecturer inspires my trust (rating 4.40 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 score and to start thinking about how to improve them.

Table 27 Dimensions of satisfaction with teaching staff at FAM (academic year 2020/2021)

STATEMENTS	AVERAGE
Lectures/exercises were well executed	4.44
Discussed topics were presented in a clear and understandable way	4.43
Discussed topics were appropriate	4.45
The lecturer presented the usefulness of study content at work in an organization or in real life	4.46
The lecturer encouraged discussion and student participation	4.45
The lecturer acquainted us with the knowledge assessment criteria	4.51
The methods of verification and assessment of knowledge were appropriate	4.47
The lecturer is always available for questions and to resolve our dilemmas	4.44
The lecturer complied with the scheduled hours	4.50
The lecturer inspires my trust	4.40
There were no problems with obtaining the required literature	4.46
The literature and materials provided by the lecturer are transparent and understandable	4.43
We learned a lot of new things in the course	4.43
The course is appropriately placed in the study programme curriculum	4.49
We acquired the planned competencies in the course	4.46
The lecturer has an understanding for my individual needs	4.43
The lecturer encourages me to think	4.47
The lecturer treats students with respect	4.52
TOTAL	**4.46**

2.4.2. 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 28 Media and Journalism (professional) study programme: Estimation of hours of student work spent on performing obligations (by courses)

COURSE	more hours than expected	about as many hours as expected	Less hours than expected
Media Content Analysis (MN)	25.00%	65.00%	10.00%
Audio-Video Production (MN)	5.00%	75.00%	20.00%
Digital Authoring (MN)	5.00%	85.00%	10.00%
Social Science Research Methodology (MN)	25.00%	55.00%	20.00%
Organization Economics (MN)	3.92%	88.23%	7.85%
Photography and Computer Graphics (MN)	17.69%	74.46%	7.85%
Media and Communication (MN)	10.90%	82.05%	7.05%
Media Culture (MN)	11.54%	78.85%	9.62%
Media Technology and Information Science (MN)	3.85%	84.62%	11.54%
Media Arts and Graphic Design (MN)	17.31%	75.00%	7.69%
Media and Computer Practicum (MN)	5.92%	80.31%	13.77%
Media Production Planning – Interactive Media Applications Planning (MN)	15.00%	80.00%	5.00%
Journalism Practicum (MN)	15.00%	85.00%	0.00%
Entrepreneurship (MN)	15.00%	85.00%	0.00%
Project Work (MN)	10.00%	65.00%	25.00%
Slovenian Language in Media Communication (MN)	15.00%	75.00%	10.00%
Foreign (English) Language in Media (MN)	7.69%	76.92%	15.38%
Introduction to Media Law (MN)	5.92%	76.46%	17.62%
OVERALL AVERAGE WORKLOAD	11.93%	77.05%	11.02%

Media and Journalism (professional) study programme

As many as 77.05% 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= 88.25%), and the courses Media Production Planning, Journalism Practicum 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.

Other courses that received the highest share of agreement with the statement on greater workload than expected (M= 11.93%) were the following: Media Content Analysis (25%), Social Science Research Methodology (25%) and Photography and Computer Graphics (17.69%). When analysing the table, we can see that the most outstanding courses regarding this statement were the courses dealing with research methods, analysis and practical work.

Even less (a good 11%) of students agreed that they have performed less hours than expected in a given course. Such assessment was given by students, inter alia, for the following courses: Project Work (25%), Audio-Video production (20%) and Social Science Research Methodology (20%), which was also on the list of courses with the highest rating regarding the workload being higher than expected.

Table 29 Study programme Strategic Communication (master): Estimation of hours of student work spent on performing obligations (by courses)

COURSE	more hours than expected	about as many hours as expected	Less hours than expected
Contemporary Media Theory	11%	89%	0%
Communication and Social Reality	15%	74%	12%
Marketing Communication	23%	73%	5%
Organization Theory	23%	65%	13%
Media Law	14%	86%	0%
Organizational Communication	11%	89%	0%
Structure of Modern Societies	25%	60%	15%
Qualitative Methodology	17%	83%	0%
Marketing Research	9%	85%	6%
Public relations	17%	83%	0%
Rhetorics	11%	89%	0%
Communication in the Intercultural Environment	11%	89%	0%
European Democracy and Political Culture	10%	80%	10%
Economic and Business Culture	11%	86%	4%
OVERALL AVERAGE WORKLOAD	**15%**	**80.79%**	**5%**

Study programme Strategic Communication (master):

As many as 80.79% 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 courses Modern Media Theory, Organizational 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 (M=89%). In other courses, the share of agreement with the statement that students spent about as many hours per course as expected, ranged somewhere between 60% and 86%, which confirms that students, at least on average, did not experience excessive workload, or expected it anyway. Students felt the greatest workload in the courses Organization Theory and Structure of Modern Societies.

15% of students agreed with the statement that they performed more hours of work than planned within each course, and only 5% of students agreed with the statement that they performed fewer hours of work than planned within each course.

Table 30 Media and Journalism (master) study programme: Estimation of hours of student work spent on performing obligations (by courses)

COURSE	more hours than expected	about as many hours as expected	Less hours than expected
Contemporary Media Theory	11%	89%	0%
Multimedia Systems	2%	89%	9%
Journalistic Genres	13%	87%	0%
Media Law and Business Ethics	12%	85%	4%
Management in the Field of Media	22%	67%	12%
Global Media	4%	91%	4%
Practical Philosophy	11%	87%	2%
Qualitative Research Methods in Social Sciences	23%	63%	14%
New Media	18%	75%	7%
Editorial and Journalistic Practicum	16%	79%	5%
Media and Democracy	27%	54%	19%
Communication in the Intercultural Environment	11%	83%	7%
European Democracy and Political Culture	20%	80%	0%
Economic and Business Culture	25%	75%	0%
OVERALL AVERAGE WORKLOAD	**15%**	**78.86%**	**6%**

Media and Journalism (master) study programme:
As many as 78.86% 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, Global Media, Multimedia Systems, Journalistic Genres 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 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 Media and Democracy and Qualitative Research Methods in Social Sciences.

15% of students agreed with the statement that they performed more hours of work than planned within each course, and only 6% of students agreed with the statement that they performed fewer hours of work than planned within each course.

Table 31 Study programme Strategic Communication (doctoral): Estimation of hours of student work spent on performing obligations (by courses)

COURSE	more hours than expected	about as many hours as expected	Less hours than expected
Research Methods in Social Sciences and Journalism	11%	89%	0%
Disposition Seminar	2%	89%	9%
Individual work on dissertation I	22%	67%	12%
Dissertation seminar	12%	85%	4%
Individual work on dissertation II	30%	70%	0%
Media, Globalisation and Culture	4%	91%	4%
Models of Democratic Governance	11%	87%	2%
OVERALL AVERAGE WORKLOAD	**11%**	**85.00%**	**4%**

Study programme Strategic Communication (doctoral)

As many as 85% 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, Research Methods in Social Sciences 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 67% 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.

11% of students agreed with the statement that they performed more hours of work than planned within each course, and only 4% 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 2020/21, 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 2021 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.

Table 32 Higher education professional Study programme Media and Journalism (academic year 2020/21) Quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasen 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	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
Mediji in komuniciranje	4,0	4,0	4,5	4,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,5	4,5	4,5	5,0	5,0	5,0
Medijska kultura	4,5	4,4	4,3	4,5	4,7	5,0	4,5	4,8	4,9	4,3	4,2	4,4	4,3	4,3	4,3	4,4	4,6	4,6
Medijska tehnologija in informatika	4,4	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	4,5	4,6
Medijska umetnost in grafično oblikovanje	4,7	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	4,7	4,7	4,7
Medijsko-računalniški praktikum	4,0	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	4,2	4,2	4,4
Struktura slovenske družbe	4,4	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	4,4	4,4	4,6
Tuji jezik v medijih	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0
Fotografija in računalniška grafika	4,0	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	4,2	4,2	4,2
Uvod v medijsko pravo	4,4	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	4,5	4,6
Ekonomika organizacije	4,4	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	4,5	4,6
Vodenje in organiziranje medijske produkcije	4,7	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	4,7	4,7	4,7
Avdio-video produkcija	4,0	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	4,2	4,2	4,4
Digitalni authoring	4,4	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	4,4	4,4	4,6
Slovenski jezik v medijskem sporočanju	4,7	4,7	4,6	4,7	4,6	4,7	4,7	4,7	4,7	4,6	4,6	4,6	4,7	4,7	4,7	4,6	4,8	4,7
Projektno delo	3,8	3,8	4,0	3,8	3,9	4,0	3,8	3,9	4,0	3,8	3,7	3,9	3,8	3,7	3,8	3,7	3,7	4,0
Praktično izobraževanje	4,5	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	4,4	4,6	4,6
Analiza medijskih vsebin	4,0	4,0	4,5	4,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,5	4,5	4,5	5,0	5,0	5,0
Novinarski praktikum	4,5	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	4,4	4,6	4,6
Podjetništvo	4,5	4,5	4,5	4,5	4,5	5,0	5,0	5,0	5,0	4,5	5,0	5,0	4,0	4,5	4,5	4,5	4,5	5,0
Načrtovanje medijske produkcije	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Družboslovna raziskovalna metodologija	4,6	4,6	4,7	4,6	4,7	4,8	4,8	4,8	4,8	4,6	4,5	4,7	4,6	4,7	4,7	4,6	4,7	4,8
Sodobne politične doktrine	4,8	4,8	4,8	4,8	4,9	4,9	4,8	4,8	4,9	4,8	4,8	4,8	4,6	4,8	4,7	4,8	4,8	4,8
Temelji ekonomije	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0
Organizacijsko komuniciranje	4,0	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	4,2	4,2	4,2
Novejša zgodovina	4,4	4,5	4,5	4,5	4,6	4,6	4,3	4,7	4,8	4,5	4,5	4,4	4,4	4,6	4,4	4,6	4,5	4,7
Politično trženje v komuniciranje	4,3	4,3	4,3	4,2	4,4	4,5	4,5	4,6	4,7	4,4	4,5	4,5	4,2	4,4	4,2	4,6	4,5	4,7
SKUPAJ (M=4,45)	4,3	4,3	4,4	4,3	4,5	4,8	4,5	4,6	4,6	4,4	4,4	4,5	4,3	4,4	4,4	4,4	4,5	4,6

For the first cycle study programme Media and Journalism, a relatively high score can be observed (score 4.45 on a scale from 1 to 5). In terms of average grades by individual courses, the courses Media Production Planning, Contemporary Political Doctrines, Media Content Analysis, Project Work, and 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, Organizational Communication, Audio-Video Production, Foreign (English) Language in Media, Photography and Computer Graphics and Media and Computer Practicum.

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 have already been addressed, in the context of changes to the study programme in 2021. The changes begin in 2021/22, so in the coming years we will closely monitor and analyse the effects of the adopted changes and student feedback.

Table 33 Higher education professional study programme Media and Journalism (academic year 2020/21) - qualitative evaluations of students

Positive	Negative
− Professionalism and respect of the lecturers − Encouraging students to think about the topics presented to them − Usefulness of practice	− Literature too demanding − Excessive volume of content at once − Not enough content on project work − Methodological course is not suitable for students at the beginning of their studies − Uselessness of the thesis project

All the above suggestions and comments of students have already been addressed, in the context of changes to the study programme in 2021. The innovations begin in 2021/22, so in the coming years we will closely monitor and analyse the effects of the adopted changes and student feedback.

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

1. In 2021, planned **modifications and updates of the contents of the Media and Journalism study programme** were adopted, based on the results of quantitative and qualitative analyses of students' opinions.

Implementation of measures in 2021 and planned measures for 2022:
All the measures envisaged in last year's self-evaluation report have been implemented.
The substantive changes to the study programme partly started 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 this study programme, 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 higher education professional 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 interaction etc.)**.**

Implementation of measures in 2021:
● Discussions with individual coordinators of lectures and exercises on the implementation of courses, taking into account the renewed study programme: the measure was implemented.

- 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: the measure was implemented.
- Interviews with individual coordinators of lectures and exercises with the aim of encouraging greater responsiveness of practitioners: the measure was implemented.

Planned measures for 2022:
- Numerous measures (changes of programme) were adopted in 2021 and started to be implemented in the academic year 2021/22. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2021, so we intend to carry out the analysis consistently and intensively.
- Further discussions with individual lecturers on the workload of students, so that it will be more in line with the planned workload, and on the requirements of the content and literature for students, taking into account the updates of the study programme (in charge: competent vice-deans; deadline: September 2022).

3. Verification and assessment of knowledge in the higher professional study programme Media and Journalism is generally evaluated as appropriate; students especially praised the clear criteria for assessment in some courses.

Implementation of measures in 2021:
- Additional encouragement of lecturers in the higher professional study programme Media and Journalism to provide feedback on grades or explanations of the obtained grades: the measure was implemented.

Additional measures for 2022 in the field of verification and assessment of knowledge are not planned for the time being.

2.5.2. Master's study programme Media and Journalism (academic year 2020/2021)

Table 34 Master's study programme Media and Journalism (academic year 2020/21) - quantitative evaluations of students

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasen 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	Način 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	4,5	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	4,7
Multimedijski sistemi	4,3	4,3	4,2	4,2	4,5	4,5	4,3	4,7	4,6	4,3	4,3	4,2	4,2	4,2	4,3	4,4	4,2	4,6
Novinarski žanri	4,7	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	4,7	4,7	4,7
Medijsko pravo in poslovna etika	4,0	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	4,2	4,2	4,4
Menedžment na področju medijev	4,7	4,6	4,7	4,6	4,8	4,7	4,7	4,8	4,8	4,8	4,6	4,6	4,6	4,6	4,7	4,6	4,7	4,8
Svetovni mediji	4,4	4,5	4,5	4,5	4,6	4,6	4,3	4,7	4,8	4,5	4,5	4,4	4,4	4,6	4,4	4,6	4,5	4,7
Praktična filozofija	3,5	3,3	3,6	3,5	3,6	3,3	3,7	3,9	4,1	3,8	3,9	3,7	3,5	3,8	3,5	3,7	3,7	4,1
Kvalitativno raziskovanje v družbenih vedah	4,4	4,3	4,3	4,4	4,5	4,5	4,6	4,6	4,8	4,5	4,4	4,5	4,3	4,5	4,2	4,5	4,4	4,8
Novi mediji	4,5	4,5	4,5	4,5	4,6	4,6	4,6	4,5	4,5	4,4	4,6	4,5	4,3	4,6	4,4	4,5	4,5	4,6
Uredniško-novinarski praktikum	4,4	4,3	4,3	4,3	4,4	4,4	4,3	4,4	4,5	4,4	4,3	4,4	4,2	4,2	4,2	4,3	4,3	4,6
Mediji in demokracija	4,8	4,8	4,9	4,8	4,8	4,8	4,8	4,9	4,8	4,9	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,8
Komuniciranje v medkulturnem okolju	4,4	4,4	4,3	4,4	4,5	4,5	4,5	4,5	4,5	4,4	4,4	4,5	4,3	4,3	4,3	4,3	4,4	4,6
Evropska demokracija in politična kultura	4,5	4,4	4,4	4,4	4,6	4,5	4,5	4,5	4,7	4,5	4,5	4,5	4,3	4,5	4,3	4,5	4,5	4,7
Ekonomska in poslovna kultura	4,3	4,3	4,3	4,2	4,4	4,5	4,5	4,6	4,7	4,4	4,5	4,5	4,2	4,4	4,2	4,6	4,5	4,7
SKUPAJ (M=4,4)	4,4	4,4	4,4	4,3	4,5	4,5	4,4	4,5	4,6	4,4	4,5	4,4	4,3	4,4	4,3	4,5	4,4	4,6

For the second cycle study programme Media and Journalism, a relatively high rating can be observed (4.4 on a scale from 1 to 5). As for average grades by individual courses, Journalistic Genres, Management in the Field of Media, Media and Democracy stand out positively. The courses Practical Philosophy and Media Law and Business Ethics received slightly lower grades.

Similarly, qualitative evaluations of students show the opinion of students about the uselessness of the course Practical Philosophy for work in practice and the tendency to increase content on the topic of communication. Certain comments also refer to the excessive/insufficient scope of pedagogical hours in individual courses. They also suggest updating some optional content.

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

Positive	Negative
− usefulness of content − professionalism of lecturers − experiences of lecturers − responsiveness of the student office	− too little emphasis on content in the field of communication − certain theoretical courses are superfluous (e.g. Practical Philosophy) − not enough practical content

All the above suggestions and comments of students have already been addressed, in the context of changes to the study programme in 2021. The innovations begin in 2021/22, so in the coming years we will closely monitor and analyse the effects of the adopted changes and student feedback.

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

1. In 2021**, modifications and updates of the contents of the master's study programme Media and Journalism** were adopted, based on the results of quantitative and qualitative analyses of students' opinions.

Implementation of measures in 2021 and planned measures for 2022:
All the measures envisaged in last year's self-evaluation report have been implemented.
The substantive changes to the study programme partly started 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 this study programme, 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 master's 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 interaction etc.)**.**

Implementation of measures in 2021:
● Discussions with individual coordinators of lectures and exercises on the implementation of courses, taking into account the renewed study programme: the measure was implemented.
● 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: the measure was implemented.

Planned measures for 2022:
● Numerous measures (changes of programme) were adopted in 2021 and started to be implemented in the academic year 2021/22. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2021, so we intend to carry out the analysis consistently and intensively.
● Discussions with individual coordinators of lectures and exercises with the aim of encouraging even greater emphasis on providing as much practical content as possible within the courses whose curricula make this possible (in charge: competent vice-dean; deadline: September 2022).
● Discussions with individual coordinators of lectures and exercises on the implementation of courses and student workload, taking into account the renewed study programme (in charge: competent vice-dean; deadline: September 2022).

3. Verification and assessment of knowledge in the Media and Journalism (master) study programme is generally evaluated as very appropriate.

Implementation of measures in 2021:

- Encourage lecturers and assistants to give clearer instructions regarding obligations (person responsible: Vice-Dean for study and student affairs, deadline: September 2021). The objective was achieved.

Additional measures for 2022 in the field of verification and assessment of knowledge are not planned for the time being.

2.5.3. Master's study programme Strategic Communication (academic year 2020/2021)

Table 36 Master'study programme Strategic Communication (academic year 2020/21) - quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasen 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 razprave 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	4,6	4,6	4,7	4,5	4,7	4,6	4,5	4,8	4,9	4,7	4,8	4,7	4,7	4,5	4,7	4,6	4,7	4,8
Komuniciranje in družbena realnost	3,8	3,7	3,8	3,9	3,8	4,1	3,9	3,9	3,9	3,9	3,9	3,8	3,9	3,9	3,8	3,9	3,9	4,1
Tržno komuniciranje	4,9	4,8	4,9	4,8	4,9	4,9	4,8	4,9	4,9	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,9	4,8
Teorija organizacije	4,3	4,3	4,2	4,2	4,5	4,5	4,3	4,7	4,6	4,3	4,3	4,2	4,2	4,2	4,3	4,4	4,2	4,6
Medijsko pravo	3,8	4,4	3,9	3,9	4,1	4,8	4,5	4,7	4,8	4,2	4,8	4,7	3,2	4,1	3,9	4,3	4,2	4,8
Organizacijsko komuniciranje	4,7	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	3,8	3,7	3,8	3,9	3,8	4,1	3,9	3,9	3,9	3,9	3,9	3,8	3,9	3,9	3,8	3,9	3,9	4,1
Metode kvalitativne analize	4,6	4,7	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	4,7
Tržno raziskovanje	4,9	4,8	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	4,9
Odnosi z javnostmi	4,7	4,7	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	4,8
Retorika	4,4	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	4,7
Komuniciranje v medkulturnem okolju	4,9	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	4,8
Evropska demokracija in politična kultur	4,7	4,8	4,8	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	4,8	4,8
Ekonomska in poslovna kultura	4,3	4,3	4,3	4,2	4,4	4,5	4,5	4,6	4,7	4,4	4,5	4,5	4,2	4,4	4,2	4,6	4,5	4,3
SKUPAJ (M=4,5)	4,5	4,5	4,5	4,4	4,5	4,6	4,4	4,6	4,6	4,5	4,6	4,6	4,4	4,5	4,5	4,6	4,6	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, Marketing communication, Organisational Communication, European Democracy and Political Culture, Communication in the Intercultural Environment stand out positively. The courses Communication and Social Reality, Structure of Modern Societies, Media Law, Organization Theory and Economic and Business Culture received slightly lower ratings. Quantitative evaluations have shown a negative opinion on essentially theoretical-oriented subjects and the preference for practical content.

Similarly, in qualitative evaluations, students praise the practical orientation of some courses, and on the other hand express an opinion on the excessive scope of theory in some courses. Students also mention the necessity for some new mandatory and optional content (digitization, even greater emphasis on practical communication skills).

Table 37 Master' study programme Strategic Communication (academic year 2020/21) - qualitative evaluations of students

Positive	Negative

− usefulness of content in certain courses − experience of professors − rhetoric skills	− wish for even more content in the field of communication, more demonstration of the use for work in practice and everyday life − too much theory

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

1. **The content of the study programme Strategic Communication is appropriate, major modifications and updates of the programme at the level of content or courses are no longer necessary as they were adopted already in 2021.**

Implementation of measures in 2021 and planned measures for 2022:
All the measures envisaged in last year's self-evaluation report have been implemented.
The substantive changes to the study programme partly started 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 this study programme, so we intend to carry out the analysis consistently and intensively.

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

Implementation of measures in 2021:
● Encourage lecturers to communicate clearly and unambiguously with students. The objective was achieved.
● Assess the need for additional consultations for foreign students and, if necessary, organise them. The objective was achieved.

Planned measures for 2022:
● Encourage lecturers to be more active and practical in courses whose curricula and content design make this possible (in charge: Head of Department, deadline: September 2022).

3. **Verification and assessment of knowledge in the Strategic Communication programme is generally evaluated as very appropriate,** so no additional measures are needed here.

Implementation of measures in 2021:
● Encourage lecturers to interpret student obligations and assessment methods more clearly. The objective was achieved.

Additional measures for 2022 in the field of verification and assessment of knowledge are not planned for the time being.

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2.5.4. Doctoral study programme Strategic Communication (academic year 2020/2021)

Table 38 Doctoral study programme Strategic Communication (academic year 2020/21) – quantitative evaluations by courses

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

For the third 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, Disposition Seminar, Models of Democratic Governance, and Media, Globalisation and Culture 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 the scientific and current orientation of some courses. They also express an opinion on the excessive scope of theory in some courses, but at the same time feel the need for a fundamental theoretical course as an introduction to the study programme. Based on the qualitative evaluations of students, it is also necessary to rename/update the names of certain courses. As in the previous two years, some students also show a desire for content in the field of management.

Table 39 Doctoral study programme Strategic Communication (academic year 2020/21)– qualitative evaluations of students

Positive	Negative
− professionalism and reputation of professors − help from the Student Office − topicality of content − good presentation of methodological content	− lack of content related to management − lack of theoretical basis for compulsory courses in the field of communication − difficulty of study

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 doctoral 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.

Implementation of measures in 2021:
All planned measures have been implemented. Since changes to the study programme are planned for 2022, in 2021 we additionally conducted a focus group with students of the Strategic Communication programme, with which we further analysed the general opinion of students about the quality of the study programme and once again checked the relevance of realization of the planned changes to the study programme, which will be introduced based on the results of student surveys. The focus group has shown that the planned changes to the study programme are sensible and also urgently needed.

Planned measures for 2022:
Based on the results of the self-evaluation procedure for 2022, we plan the following changes to the study programme:

1. Students demonstrate the need for a general theoretical course in the first year, as students now acquire such knowledge through individual study.
Measure: Instead of the course Individual work in the first year, a general theoretical course related to the focus of the study programme is to be introduced.
Deadline for implementation: February 2022; in charge: competent vice-dean.

2. Students show the need to change contact hours in most courses, in the direction of increasing contact hours. In this way, the implementation of the study programme will be of better quality.
Measure: Changes in the number of contact hours for individual courses, with the aim of better implementation of the study programme.
Deadline for implementation: February 2022; in charge: competent vice-dean.

3. Updates to the names of some courses so that they will be more attractive and up-to-date.
Measure: Review the names of courses and, if necessary, name updates.
Deadline for implementation: February 2022; in charge: competent vice-dean.

4. Updating the credit evaluation of certain courses in accordance with the actual workload of students, which is evident from the self-evaluation process, and checking the adequacy of the distribution by semesters.
Measure: Review of course workloads and, if necessary, change of credit points and change of distribution by semesters.
Deadline for implementation: February 2022; in charge: competent vice-dean.

5. Updating the list of elective courses in accordance with the interests of students.
Measure: Introduction of elective courses with content for which students have expressed interest: digital media, freedom of expression, innovation management, intellectual property, information systems, etc.
Deadline for implementation: February 2022; in charge: competent vice-dean.

6. Updating the content of some existing courses, with the aim of introducing more current content.

Measure: Review the contents of existing courses and update them.
Deadline for implementation: February 2022; in charge: competent vice-dean.

7. Students show a need for a new study field in management.
Measure: Introduction of a new study field Management.
Deadline for implementation: February 2022; in charge: competent vice-dean.

The substantive changes to the study programme are expected to start in the academic year 2022/23, provided that they are accepted by the competent bodies of the Faculty. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of this study programme, so we intend to carry out the analysis consistently and intensively.

2. **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.

Planned measures for 2022:
Introduction of additional forms for the course Disposition Seminar, with the aim of more efficient study
Deadline for implementation: February 2022; in charge: course coordinators and the competent vice-dean.

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.

Planned measures for 2022:
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 2022; 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 (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 overview of the analysis of graduate surveys, of the employability of graduates and the assessment of acquired competencies can be found in the document Anketa med diplomanti FAM. 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 questionnaire was sent to all FAM graduates who completed their studies in the period between 1 January 2009 and 31 December 2021. There were 95 graduates from all the programmes in those years. The survey questionnaire, designed specifically for graduates, was answered by 23 FAM respondents, divided according to the following study programmes:

⬚   16 graduates of the professional study programme Media and Journalism
⬚   4 graduates of the master's study programme Media and Journalism
⬚   2 graduates of the Master's study programme Strategic Communication
⬚   1 graduate of the doctoral study programme Strategic Communication

In study programmes where the number of respondents is very low, quantitative results cannot be generalized. The Faculty therefore complements these results with various forms of qualitative research.

FAM is in the process of merging with the School of Advanced Social Studies (SASS). From the moment of merger, for all study programmes, in accordance with the SASS Quality Assurance System, the survey among graduates will be carried out every two years.

Survey results

Continuation of study

The majority of respondents, i.e. 14 respondents (61%), did not continue their studies after graduating from FAM. The number of graduates who continued their studies at FAM was 7 (30%). Two graduates decided to continue their studies, but at one of the other faculties (9% share).

Figure 9 Continuation of studies after graduation

CONTINUATION OF STUDIES

- DA, nadaljevanje študija na FAM
- DA, na drugi fakulteti
- NE
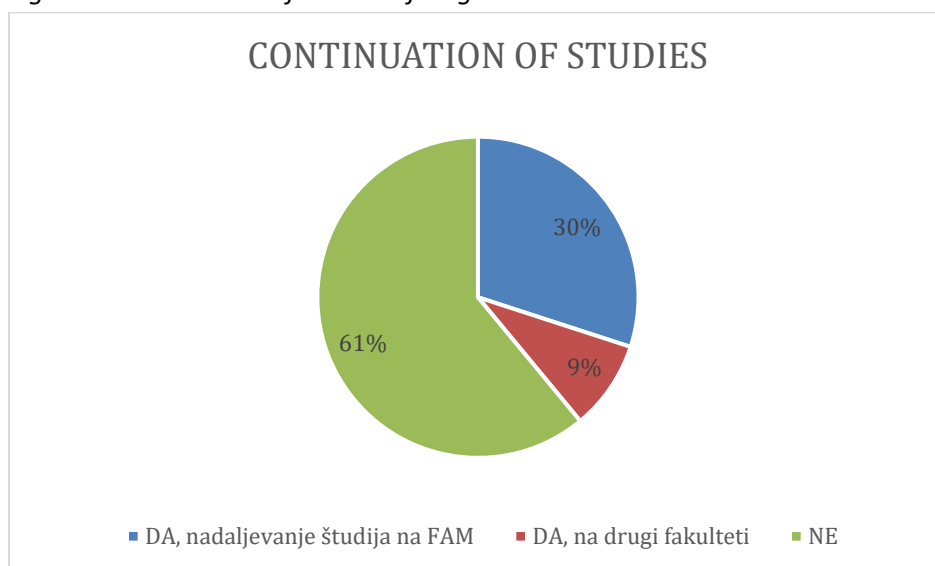
Employment

23 respondents answered this question. The largest share of all answers was represented by those graduates who are already employed somewhere. There were 15 of them (65%). 8 graduates (35%) have never been employed. Of the 8 students who were never employed at the time of the survey, 4 continued their studies at that time, namely 2 at FAM, and the rest at other higher education institutions. The share of graduates who neither study nor are employed is therefore 17.5%.

Figure 10 Employment after graduation

EMPLOYMENT OF GRADUATES

17,5% 17,5% 65%

■ DA   ■ NE   ■ NE, a trenutno še študiram
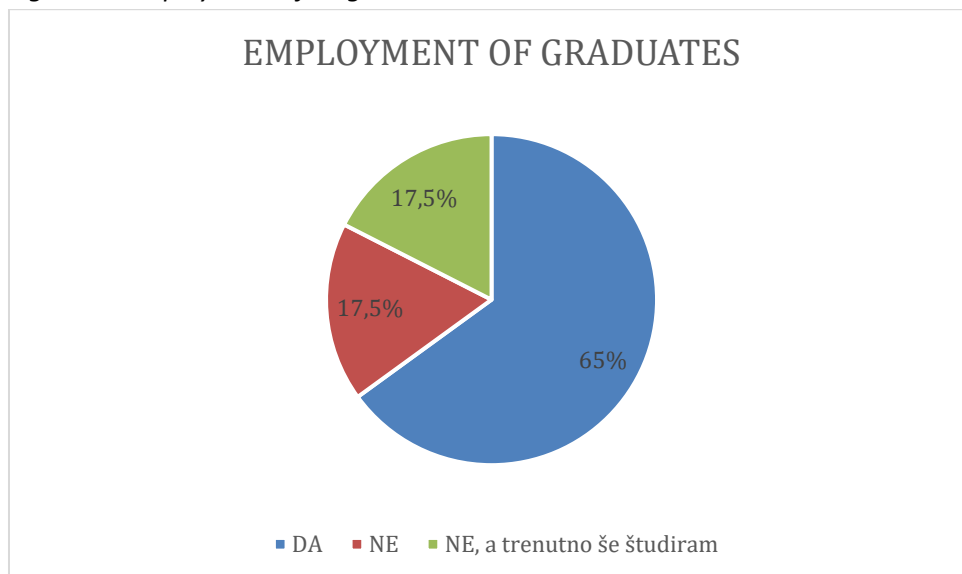
Collaboration with the Faculty

7 graduates expressed a desire to become an active member of the Alumni Club (31%). Most, namely 11 graduates (47%), confirmed that they are willing to maintain contact with the Faculty by means of receiving information. 5 graduates (22%) at all three levels of study do not want to cooperate with the Faculty through the Alumni Club or receive information.

Figure 11 Collaboration with the Faculty

COLLABORATION WITH FAM

22% 31% 47%

■ DA, preko Alumni kluba   ■ DA, preko obveščanja   ■ NE
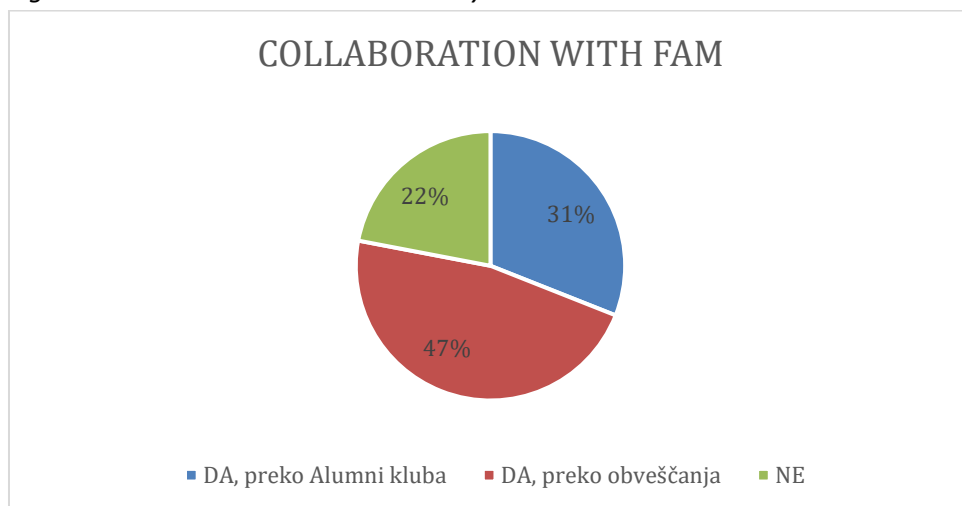
Comparison of competency evaluation by programmes

The table below shows the average competency ratings (first line) or acquired competences (second line) by study programmes. As regards the competences that graduates consider important for obtaining a job or for their current employment and that are related to the study programme they attended, we can see that graduates of the doctoral Strategic Communication programme rated the competences assumed in the questionnaire as the least important, but nevertheless their rating of

competences can be considered as high (4.1). Graduates of this programme gave a slightly higher rating to the level of abilities they acquired during the study process (4.2). Similarly, but slightly higher ratings were given to the competences by graduates of the higher education professional study programme Media and Journalism (4.2), and their rating of acquisition of these competences at FAM was even higher (4.3). The highest rating regarding the competences was given by graduates of the master's programme Strategic Communication (4.9). These students also gave a very high rating (4.5) regarding the abilities they acquired during their studies. The same could be said for graduates of the master's programme Media and Journalism, where respondents rated the importance of competencies with an above-average rating (4.8). The rating regarding the level of acquisition of skills at FAM was not far behind, the graduates rated this with 4.5.

Table 40 Comparison of competency evaluation by programmes

Kompetence	MiN/VS	MiN/mag	SK/mag	SK/DR
Pomembnost sposobnosti za pridobitev kompetence	4,2	4,8	4,9	4,1
Stopnja pridobitve sposobnosti na FAM	4,3	4,5	4,5	4,2

2.6.1. Study programme MEDIA AND JOURNALISM - HIGHER EDUCATION PROFESSIONAL PROGRAMME

Survey results

The survey was answered by 16 graduates of the higher education professional study programme Media and Journalism.

Collaboration with the Faculty

Out of 16 graduates, 4 (25%) would like to cooperate with the Faculty as an active member of the Alumni Club; most of those who have successfully completed their studies (7 graduates or 44%) would like to stay in touch with the Faculty by means of receiving information. Five graduates (31%) have no intention of cooperating with the faculty in the future.

Figure 12 Collaboration with the Faculty

COLLABORATION WITH THE FACULTY

- DA, kot aktivni član Alumni kluba
- DA, preko obveščanja
- NE
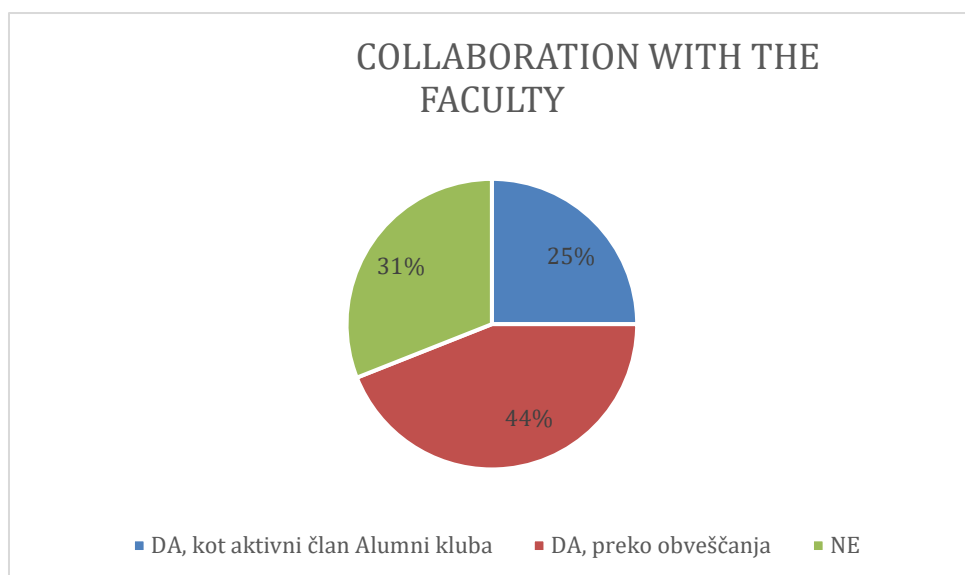
Three students who have successfully completed their studies (19%) continue their studies at FAM, while two students continue their studies, but not at FAM, and represent a share of 13% of respondents. The answers showed **that most graduates feel that the programme met their expectations**, **i.e. 69% of graduates.**

Workplaces and organisations

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

Table 41 Employment of graduates

Position of employment	Organization
Administrative services officer	*No information*
Technical employee of the Student Office	SASS
Teacher	School Centre Celje
Director	Methodyca RX, d.o.o.
Associate for Organization and Operations	RTV Slovenija
Journalist Editor	RTV Slovenija
Independent entrepreneur in video production	Name and surname, s.p.
Student professional work (editing and filming)	*Sensum, d.o.o.*

Required level of education

Two graduates responded that their jobs require at least the fifth level of education, and two claim that their work requires the seventh level of education.

Year of employment in the current and first workplace

Five graduates were employed in 2021 and one graduate in 2001, one in 2004 and one in 2008. The one who has been performing tasks and obligations in the current workplace since 2001 was first employed in 1996, the one who has been in the current workplace since 2004 was employed for the first time in 1983 and the one who has been in the current position since 2008 has been working since 1979. Other graduates who have been in the current job since 2021 were employed for the first time in 2008, 2014, 2016, 2018 and 2021.

Competences

In the graph below, we show the degree of importance of the competences that employed graduates need to successfully perform their job in combination with the level of competencies that, according to their ratings, they received during their studies at the higher education professional study programme Media and Journalism. Graduates assessed the importance of acquired competences with a rating of 4.2; while the acquisition of these competences at FAM was assessed with 4.3.

10 out of 16 graduates (share: 62%) consider that their competencies at the workplace where they are currently employed are sufficient. Other graduates believe that FAM could offer more in terms of competences. This mainly refers to more practical education, better organisation and more communication skills, and more use of the media.

Figure 13 Evaluation of competencies in the study programme Media and Journalism (professional)

Media and Journalism, professional, undergraduate study

Legend: stopnja pridobitve (red), pomembnost (blue)

Categories (top to bottom):
- ZMOŽNOST ZA PREPOZNAVANJE IN IZKORIŠČANJE… — 4,1 / 4,4
- SPOSOBNOST TIMSKEGA DELA, ZMOŽNOST… — 4,6 / 4,7
- ETIČNA REFLEKSIJA IN ZAVEZANOST… — 4,6 / 4,4
- RAZVOJ SPOSOBNOSTI IN SPRETNOSTI ZA… — 4,3 / 4,4
- POZNAVANJE KONCEPTA KAKOVOSTI IN VZTRAJNO… — 4,2 / 4,2
- SPOSOBNOST FLEKSIBILNE UPORABE ZNANJA V… — 3,9 / 3,6
- RAZVOJ KRITIČNE IN SAMOKRITIČNE PRESOJE — 4,1 / 3,8
- OBVLADOVANJE TEHNIK, METOD IN POSTOPKOV, KI… — 4,1 / 3,9
- SPOSOBNOST REŠEVANJA KONKRETNIH… — 4,2 / 4,3
- POZNAVANJE IN RAZUMEVANJE DRUŽBENIH… — 4 / 3,8
- PLODNO KOMUNICIRANJE Z RAZLIČNIMI DELEŽNIKI… — 4,1 / 4,1
- ORGANIZACIJSKE IN VODSTVENE SPRETNOSTI… — 4,1 / 4,2
- VZGOJITEV PRIMERNIH INDIVIDUALNIH VREDNOT,… — 4,6 / 4,6
- VZGOJA IN RAZVOJ POTREBE PO SAMOSTOJNEM… — 4,4 / 4,4
- SPOSOBNOST UPORABE INFORMACIJSKO-… — 3,9 / 3,8
- RAZVOJ VEŠČIN IN SPRETNOSTI PRI UPORABI… — 4,2 / 4,2
- RAZUMEVANJE METOD KRITIČNE ANALIZE IN… — 4,5 / 4,6
- SPOSOBNOST PRIDOBIVANJA, SELEKCIJE,… — 4,6 / 4,3
- SPOSOBNOST POVEZOVANJA KOHERENTNO… — 4,7 / 4,3
- SPOSOBNOST ZA REŠEVANJE KONKRETNIH… — 4,6 / 4,7
- POZNAVANJE IN OBVLADOVANJE PROCESOV IN… — 3,9 / 3,9
- GLOBLJE RAZUMEVANJE IN USTREZNO PRAKTIČNO… — 4,2 / 3,9
- STROKOVNO UTEMELJENO POZNAVANJE IN… — 3,9 / 3,3

Final evaluation

Three students of the Media and Journalism (professional) programme continue their studies at FAM. Of the 16 graduates surveyed, 8 have a job – half of them require at least 5th level of education at their workplace. Graduates advise bodies involved in the design of the study programme to include more practical education, greater involvement of the digital environment and better organisation of studies. Since FAM is in the process of merging with the School of Advanced Social studies (SASS), the Faculty has already addressed the proposals of the graduates, and is also actively working on it. Infrastructure and human resources and other important elements of the School of Advanced Social Studies (SASS) will also contribute greatly, as they are expected to have a very positive impact on the development and implementation of FAM study programmes.

2.6.2. MASTER'S STUDY PROGRAMME MEDIA AND JOURNALISM

Survey results
The survey was answered by 4 graduates of the master's study programme Media and Journalism.

Collaboration with the Faculty
Of the 4 graduates, 2 would continue to cooperate with the Faculty as active members through the Alumni Club, while 2 would prefer to maintain contact with FAM through notifications.

Figure 14 Contact with the Faculty

COLLABORATION WITH THE FACULTY

50   50

■ DA, kot aktivni član Alumni kluba   ■ DA, preko obveščanja
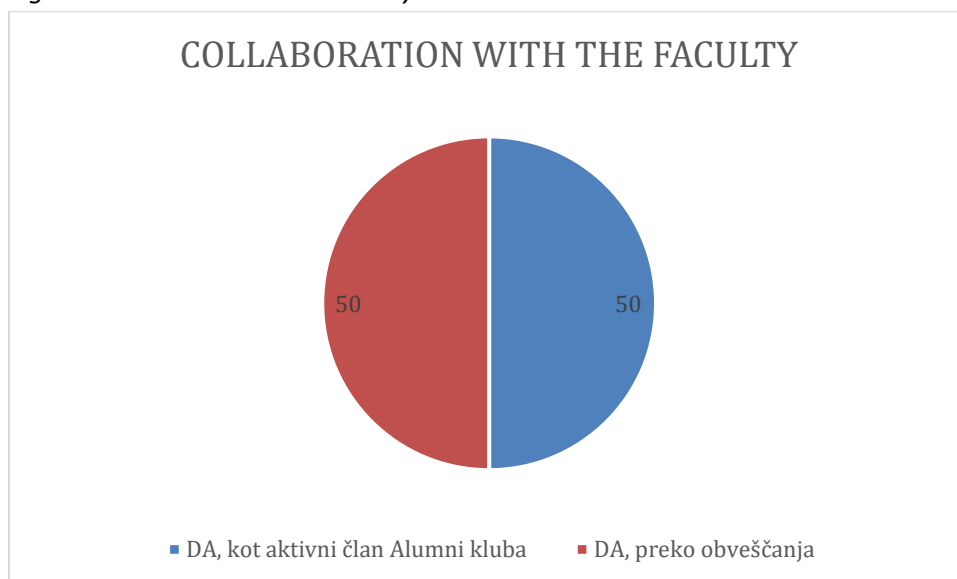
Of the 4 graduates, two decided to continue their studies at FAM, while the other two will not continue their studies.

Figure 15 Continuation of studies

CONTINUATION OF STUDIES

50   50

■ Nadaljevanje študija na FAM   ■ NE
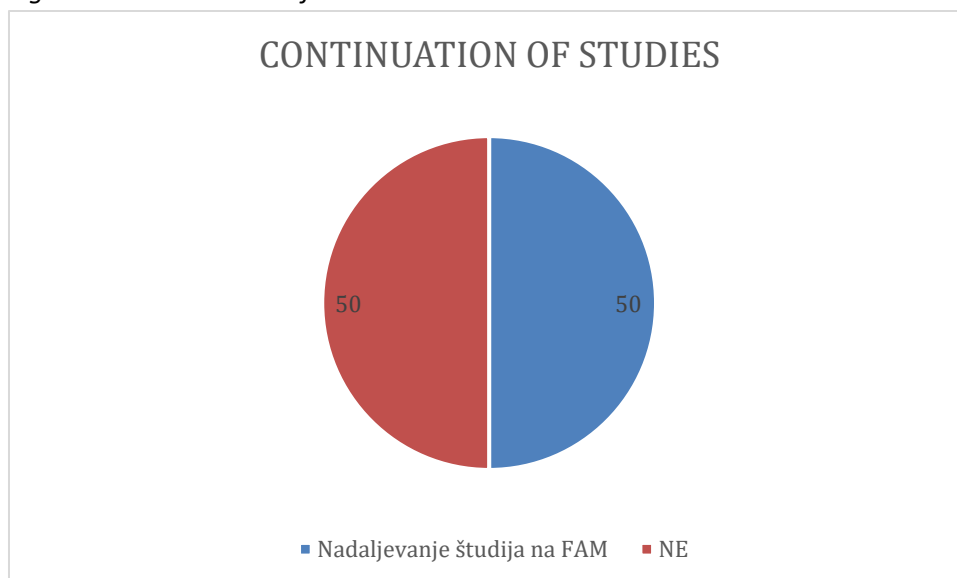
All 4 graduates who responded to the survey questionnaire are employed.

Workplaces and organisations

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

Table 42 Employment of graduates

Position of employment	Organization
Director	IAM-Institute and Academy of Multimedia
Head of Multimedia Centre (MMC)	RTV Slovenija
Senior consultant in area III - for the tourism sector	Public Institute, Zavod Znanje Postojna

Required level of education

In the case of all graduates, the 7th level of education is required for their job.

Year of employment in the current and first workplace

One graduate took up his current job in 2021, one in 2004 and one in 2016. Their first employments took place in 1998, 2012 and 2007.

Competences

The graph below shows the extent to which competences are in line with the level of competences they were supposed to acquire during their studies in the Media and Journalism master's study programme. At this point, it is worth noting that for most competences, students consider them very important for getting a job. As many as 17 competencies were rated with 5.00 in terms of importance. It is most encouraging that these competences are highly rated even in terms of the level of acquisition of competence at FAM; they all got a rating of 4.5 or 5.00. The competence that got the lowest rating was the organisational and leadership skills needed to plan, direct, encourage, supervise, evaluate and reward the independent, conscientious and professional work and/or creativity of individuals and groups within media organisations; it got a rating of 3.5 in terms of the importance of acquiring the competency for the workplace, and 3.8 in terms of the level of acquisition of the competency at FAM.

None of the graduates considered that the competences acquired at FAM should be changed, supplemented, upgraded or upgraded.

Figure 16 Evaluation of competencies in the study programme Media and Journalism (master)

Mediji in novinarstvo, magistrski študij
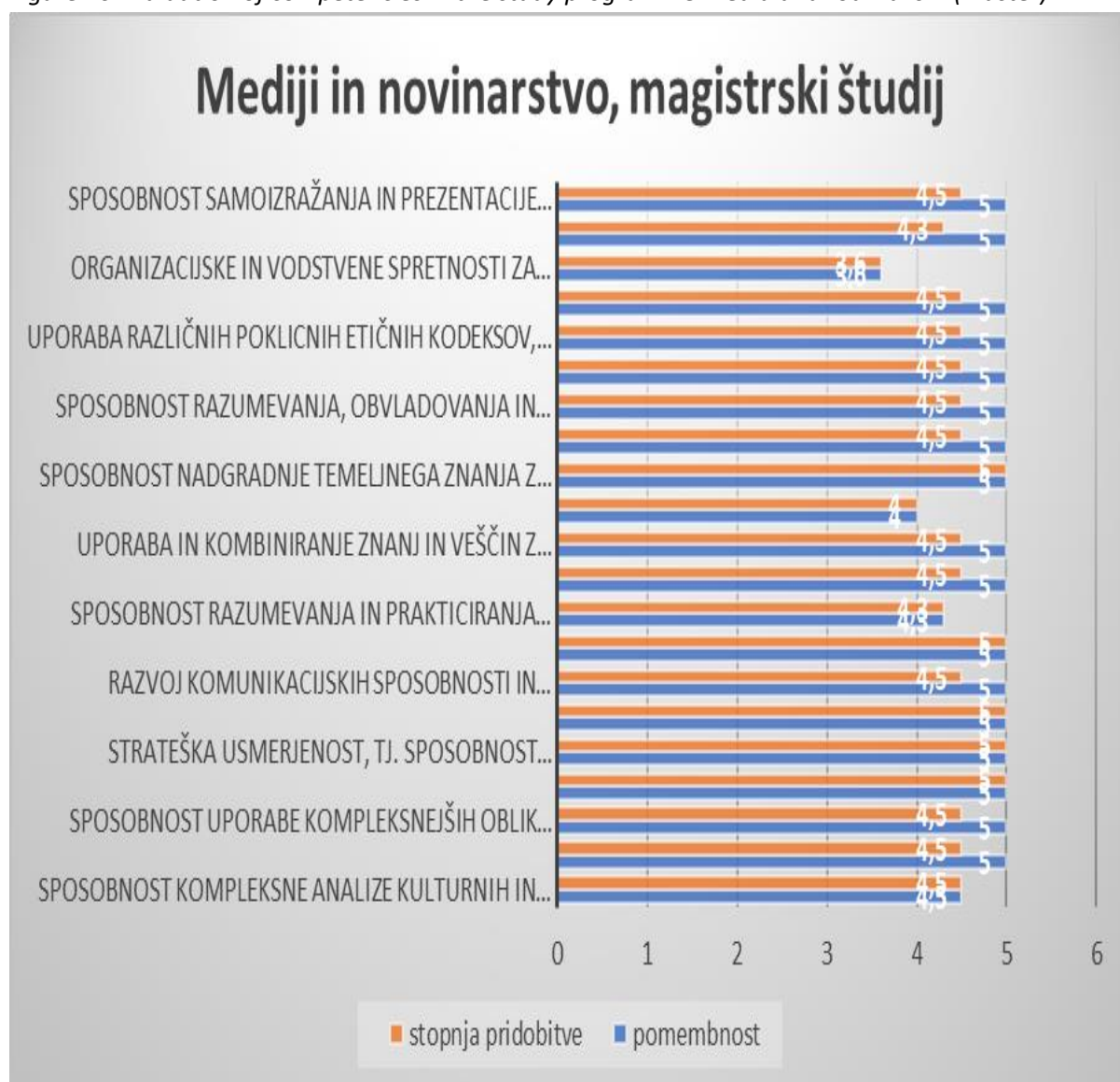
Final evaluation and necessary measures

All graduates are employed, namely in different fields. Their job requires 7th level of education. Only one of them will continue their studies in the future.

2.6.3. MASTER'S STUDY PROGRAMME STRATEGIC COMMUNICATION

Survey results

The survey was answered by 2 graduates of the Strategic Communication master's programme.

Collaboration with the Faculty

Of those graduates who participated in the survey, 1 (50%) would continue to collaborate with the Faculty as active members of the Alumni Club. 1 graduate wants to collaborate by getting notifications from the Faculty.

Figure 17 Collaboration with the Faculty

Collaboration with FAM

Aktivni član 50%
Obveščanje 50%
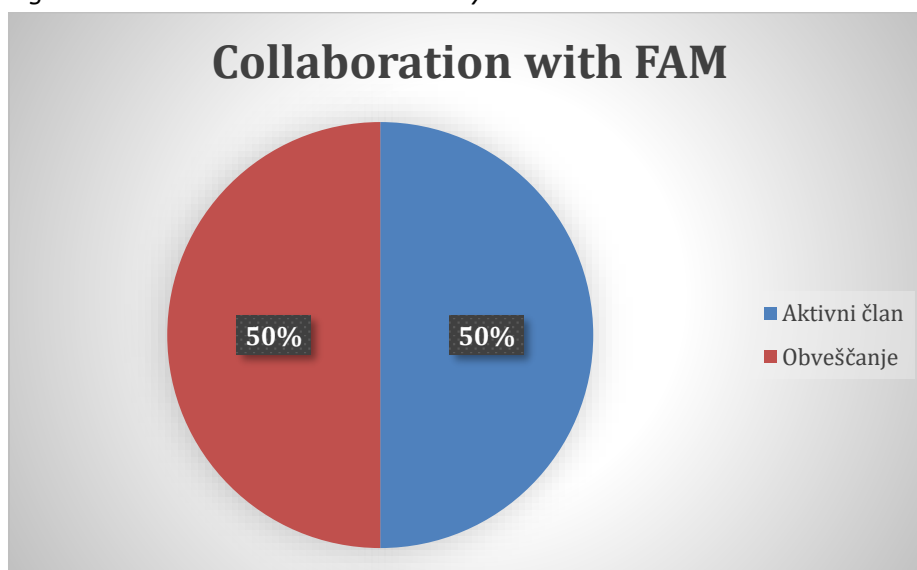
One of the graduates continues their studies at FAM, in the 3rd cycle study programme Strategic Communication, while the other one does not continue the studies.

Figure 18 Continuation of studies

Continuation of studies

Študij na FAM 50%
NE 50%
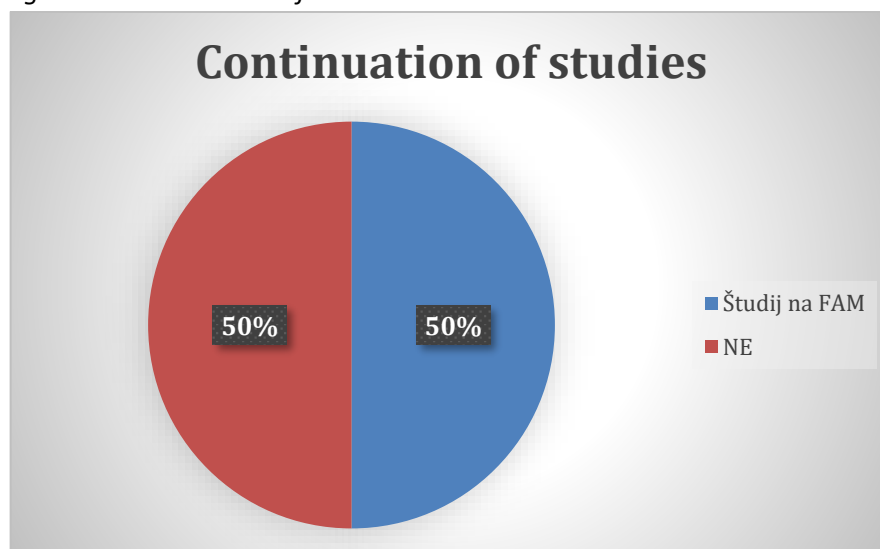
Both graduates were already employed at the time of their studies.

Workplaces and organisations

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

Table 43 Employment of graduates

Position of employment	Organization
Self-employed	No information
Presenter of the main news programmes	RTV Slovenija

Required level of education

One graduate does a job that requires a 5th level of education, while the other needs a 7th level of education for their job.

Year of employment in the current and first workplace

The graduates got employed at their current job in 2021, the first graduate got employed for the first time in 1999 and the second in 2018.

Competences

The graph below shows how those graduates who were employed at the time of filling out the questionnaire rated the importance of competences for their current job and the level of competences related to these competences. This shows, among other things, the extent to which the studies have met their expectations in this respect. The graph shows that the level of competences acquired during the course of the study is estimated to be slightly lower than the level of relevance of the competences associated with these abilities, but the rating is still very high (above 4.0 for most competences). The competences rated with 4 regarding the acquisition of competence at FAM were the following: ability to autonomously identify a given research problem, its analysis and possible solutions; ability to use and combine various research methods in an innovative way; ability to master standard methods, procedures and processes of research work in the field of strategic communication. All three competencies were rated in terms of importance for employment in the workplace with a rating of 5.

Figure 19 Evaluation of competencies in the master's study programme Strategic Communication

None of the graduates made any further comment on obtaining additional competences during their studies at FAM.

Final evaluation From what we have seen and written above, we can conclude that the graduates are very satisfied with the competences they have acquired in the Master's study programme in Strategic Communication. No one said that they would need additional competencies upon completing their studies. Both graduates who responded to the questionnaire are employed.

2.6.4. DOCTORAL STUDY PROGRAMME STRATEGIC COMMUNICATION

Survey results
The survey was answered by 1 graduate of the doctoral study programme Strategic Communication. The low number of answers is due to the low number of graduates of this study programme. In the past two years, the Faculty has therefore introduced additional measures to promote the study programme, and the results of these measures are already visible, as the number of students of this study programme has increased. Therefore, in the coming years, the Faculty expects a larger number

of graduates in this study programme, which will also improve the analysis of the study from the point of view of graduates.

Collaboration with the Faculty

The graduate would remain in contact with the Faculty through regular informing. He has already reached the highest level of education, so he will not continue his studies.

Workplaces and organisations

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

Table 44 Employment of graduates

Position of employment	Organization
Director	No information

Required level of education

The position of a graduate who replied to the questionnaire for the 3rd cycle doctoral study programme Strategic Communication requires the 5th level of education.

Year of employment in the current and first workplace

The graduate took up his current job in 2008.

Competences

In the graph below, we show the degree of importance of the competences that the employed graduate needs to successfully perform his job in combination with the level of competencies that, according to his ratings, he received during the studies at the doctoral study programme Strategic Communication. The graduate assessed the importance of acquired competences with a rating of 4.1; while the acquisition of these competences at FAM was assessed with 4.2. The graduate does not assess that he would need additional competencies for his work. He also does not propose changes or additions to the set of competences of the study programme, and it is evident from the qualitative answers of the graduate that he emphasizes the relevance of acquiring competences in the field of management.

Figure 20 Evaluation of competencies in the doctoral study programme Strategic Communication

STRATEGIC COMMUNICATION, doctoral study programme
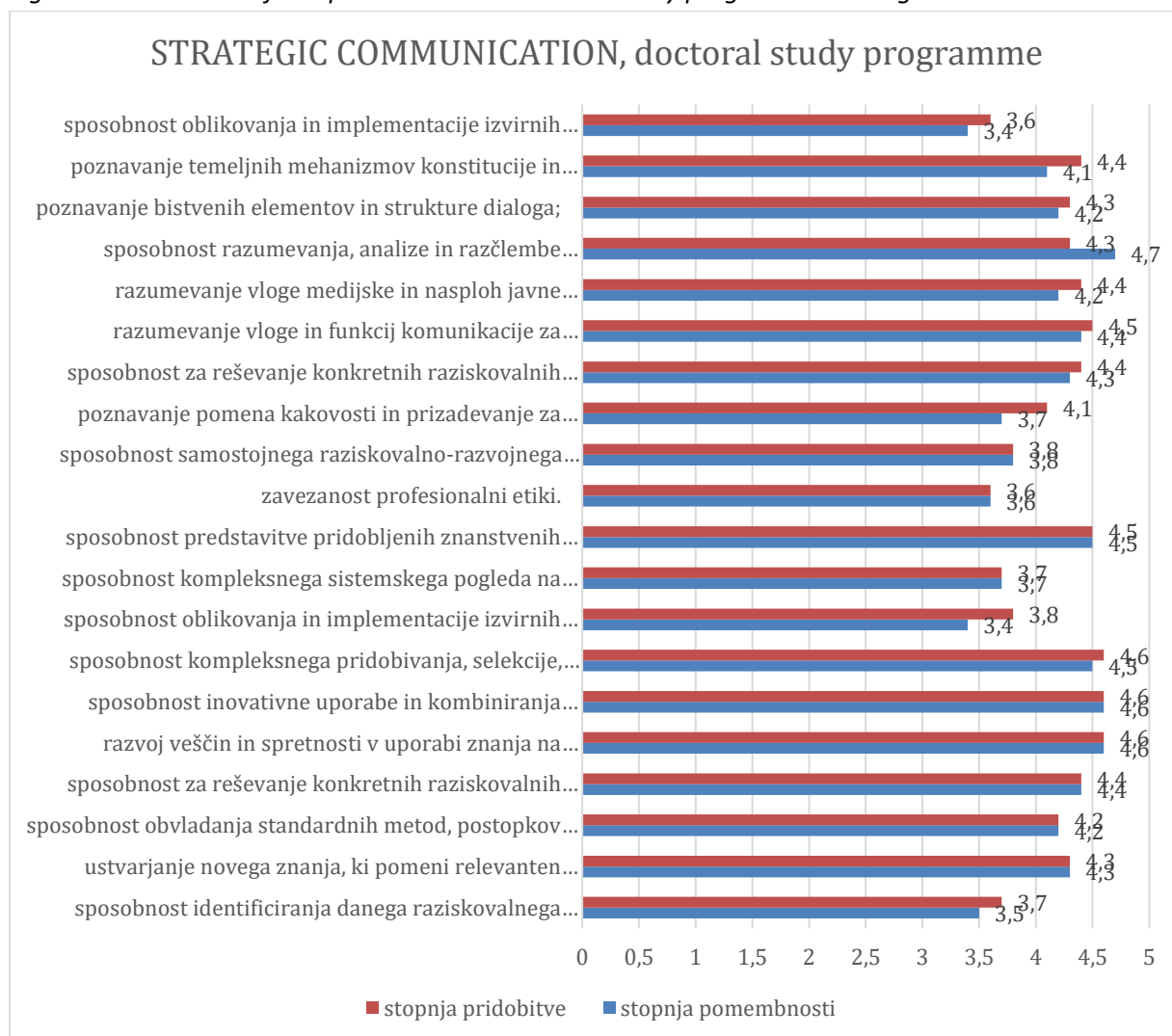
Final evaluation

These are the ratings of a graduate who is employed and wants to stay in touch with the Faculty through notifications. The graduate rated the acquired competencies with a high rating, on average 4.2, and it is evident from his ratings that he rated certain competences as more important for the performance of his work than others. Based on the obtained answers, it is reasonable to consider additional study contents/directions in the field of management. The Faculty will take it into account.

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.

In 2021, the practice module was established in the VIS, which enables electronic registration for the practice and everything related to it.

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 trainings and educations for the implementation of practical training, and keeps appropriate records. 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 2021, two specific planned measures were implemented in this regard:

1) participation of coordinators and person in charge of practice in training for planning and preparation of practice,

2) participation of practice mentors in training for more efficient implementation of practice.

In October 2021, the Career Center organized an introductory training for mentors and the so-called „Internship Marketplace". The event took place online this year. At the event, students had the opportunity to get to know different learning bases and arrange practice with them. Alternative ways of practice implementation during the Covid-19 epidemic were also presented at the event. For the first time, we also conducted training for co-mentors from the ranks of employers.

In 2021, we perceived an increased interest in the inclusion of our students in practice and in general in the employment of our graduates.

In 2021, students performed practical training at the following organizations:

Ski Association of Slovenia

SCHOOL OF ADVANCED SOCIAL STUDIES IN NOVA
GORICA

PRO PLUS D.O.O

Shoebox Alpe-Adria d.o.o.

Družina d.o.o

ALL-IN.SI, Luka Vabič s.p.

StoringCargo j.d.o.o.

VPS zavarovalniško zastopanje Vito Pregelj Sošnja
s.p.

Peek & Cloppenburg d.o.o.

Zavod Modrivoznik.si

Top Tisk d.o.o.

Cooperation of the higher education institution with practice mentors

In September 2021, we invited various learning bases - organizations to call for vacancies for the academic year 2021/22. In the call, the learning bases advertised vacancies for practice and described the field of work, stated the expected skills and competencies of the persons attending practice and other information that helped students choose a practice.
After establishing contact with the organization in which a certain student wants to do their practice, the Faculty or the practice coordinator, in cooperation with the person responsible for 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.

At the introductory training, with the aim of carrying out a higher quality practice for students, we presented to mentors:
- the results of surveys on practical education filled out by mentors and students,
- practice curricula,
- practice objectives,
- competencies to be acquired by students in practical training,
- desired methods for carrying out the practice (with emphasis on the active involvement of students in the work process),
- we offered them constant support and help in case of any problems during the practice,
- we acquainted them with the current legal acts of the Faculty 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 2021:
Organize a meeting for the mentors, the coordinator and the persons responsible for practice at the beginning of the academic year 2021/22.

Planned measures for 2022:
Organize a meeting for the mentors, the coordinator and the persons responsible for practice at the beginning of the academic year 2022/23 (person responsible: practice coordinator; deadline: October 2022).

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 8 students and 6 mentors from the institutions where the practice was conducted in the academic year 2020/2021. 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 2020/21 (a rating of 4.34). Students are above average satisfied (average higher than 4.5 on a scale of 1-5) with the following aspects: (1) Tasks were appropriate with regard to the objectives of the practice; (2) During practice, I learned a lot of useful things from the field of the study programme; (3) The implemented topics were presented in a clear and understandable way; (4) The mentor communicates openly with the student and provides feedback.

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 practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme; (2) The Instructions for conducting the practical training are appropriate; (3) The scope of practice is appropriate with regard to the prescribed scope.

Table 45 General evaluation of practice by students

STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice	4.8
We had the possibility of active participation in the practice	4.3
We had the possibility to solve specific problems	4.3
We had the possibility to show initiative	4.3
We had the possibility to attend and to participate in team work	4.3
The mentor assisted us in our integration into practical work	4.3
The implemented topics were presented in a clear and understandable way	4.5
The mentor is available for questions and to resolve dilemmas	4.3
The mentor invests time, advises and guides the student	4.3
The mentor communicates openly with the student and provides feedback	4.5
During practice, I learned a lot of useful things from the field of the study programme	4.6
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme	4.2
The Instructions for conducting the practical training are appropriate	4
The scope of practice is appropriate with regard to the prescribed scope	4.1
The person responsible for practice is available for questions and to resolve dilemmas	4.3
Average	**4.34**

As part of the qualitative evaluations, the students did not make any suggestions for improving the practice. They praised good relations with performers (mentors, practice coordinators), their openness and accessibility.

2.7.3. Evaluation of quality of practice by mentors

Mentors are generally quite satisfied with the quality of practice (average rating 4.3 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 and (2) that students have the possibility to attend and to participate in team work (rating 4.6 on a scale of 1-5). It is also worth pointing out that students have the opportunity to solve specific problems within the framework of practice. In fact, none of the aspects were assessed sub-average, but the room for improvement can be seen mainly in the acquisition of competences assumed by the curriculum, knowledge about pedagogical goals and the curriculum of practice (the rating for these statements is 4.1 on a scale of 1-5).

Below are the average ratings on the various statements 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).

Table 46 Rating of practice mentors

Mentor ratings	Rating
Cooperation with the person in charge of practice at the Faculty was professional and correct	4.3
I am informed about the pedagogical objectives of the practice	4.1
I am informed about the practice curriculum	4.1
As part of the practice, the student acquires the competencies assumed in the practice curriculum	4.1
The person responsible for practice is available for questions and to resolve dilemmas	4.2
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme	4.1
Tasks are appropriately planned with regard to the objectives of the practice	4.3
Students have the possibility of active participation within the practice	4.6
Students have the possibility to solve specific problems within the practice	4.5
Students have the possibility to show initiative within the practice	4.2
Students have the possibility to attend and to participate in team work	4.6
TOTAL	**4.3**

As regards the proposals for improving the quality of work practice, two of the mentors pointed out the need for better familiarisation with the practice curriculum and the expected competences. 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). They expressed the opinion that the implementation of the practice is the primary work of the coordinator or the person in charge of the practice. They pointed out two points as a disadvantage regarding the concept and implementation of the practice, i.e. the lack of companies willing to accept interns and the lack of motivation of some students to work. In order to improve the quality of practice, they proposed to put even more effort into the work. The Faculty has already addressed the given proposals and started to actively 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. Based on the general evaluation of mentors' satisfaction with the practice, the improvement compared to the previous year is mainly observed in the possibility for students to attend and participate in team work and the possibility for students to solve specific problems. The final evaluation of mentor satisfaction is slightly lower, but still fully comparable with the last year. Namely, many indicators show a significant improvement, which, according to our predictions, is the result of the measures implemented in the previous academic year.

The general quantitative evaluation of students' satisfaction with the practice is also very high (on a scale of 1 to 5, the rating is 4.34). 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;
- opportunities for active participation, solving concrete cases and participation in teamwork;
- great satisfaction with the work of the 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 instructions for the implementation of practical training (realized towards the end of the academic year 2020/21 by establishing the practice module in the VIS).

Measures implemented in 2021
All planned measures for 2021 have been implemented.

Measures planned in 2022:
- Further inform mentors about the curriculum of the practice in the framework of the Faculty's events. *In charge:* practice coordinator; deadline: September 2022.
- Expanding the range of learning bases.
  In charge: practice coordinator; deadline: September 2022

- Study programmes that include practical education were changed in 2020, and the changes also affected practical education, taking into account the results of a survey of students and other stakeholders. Quantitative and qualitative research in the coming years will show the real effects of the adopted modifications.

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 47 Involvement of students in scientific research and professional work of the Faculty

Seq. No.	Project title and acronym	Funder	Project implementation period	Cycle of study/study programme of involved students
	MELIA Observatory	Interreg DTP	2020- 22	3rd cycle/Sociology (DR)
	MEDIA LITERACY MODULE FOR ACTIVE CITIZENS	ERASMUS+ JEAN MONNET MODULE	2020- 2023	1st cycle 2nd cycle
	POPULISM AND THE FUTURE OF EUROPEAN DEMOCRACY	ERASMUS+ JEAN MONNET CHAIR	2020- 2023	1st cycle 2nd cycle
	MEDIA LITERACY	SRA,	2015 – 2021	3rd cycle/Sociology (doctoral)

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 exceeded. In the academic year 2021/22, we enrolled a total of 14 foreign students, which is 75% more than the previous year. 3 foreign students enrolled in the higher education professional programme Media and Journalism, and 1 foreign student enrolled in the master's study programme Strategic Communication.

In the academic year 2021/22, 10 foreign students (most of them from Croatia) were enrolled in the doctoral study programme, which also improved the result of the previous year (when 7 foreign students were enrolled in the doctoral study).

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 implemented a measure to prepare a plan for more intensive inclusion of internationalized learning outcomes and competencies in the curricula, in line with the implemented modifications and updates of study programmes. Thus, in 2021, the measure of strengthening internationalized learning outcomes and competencies was implemented in connection with the professional study programme Media and Journalism, master's study programme Media and Journalism, and master's study programme Strategic Communication.

International mobility

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

Table 48 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	0	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	1
		Realization	3*	/	/
Number of researchers and professional associates who will leave Slovenia to carry out	Number	Plan	5	0	0

research at a higher education or research institution abroad and will not participate in the teaching process		Realization	5*	/	/

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

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 2021, we carried out 2 incoming student mobility exchanges for the purpose of education and 2 staff mobility exchanges 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 49 List of bilateral agreements concluded between FAM and foreign institutions in the last two academic years

University/Faculty	Country
Uniwersytet Slaski w Katowicach	Poland
Gaza University	Palestine
Wyzsza Szkola Promocij w Warszawie	Poland
Metropolitan University Prague	Czech Republic
Istituto Politecnico do Cavado e do Ave	Portugal
Panstwowa Wyzsza Szkola Zawodowa im. Stanislawa Pigonia 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 2022:
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. 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 2021, 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 2021, students were invited to participate in the following researches and projects:
- MELIA Observatory
- MEDIA LITERACY MODULE FOR ACTIVE CITIZENS
- POPULISM AND THE FUTURE OF EUROPEAN DEMOCRACY
- 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 cooperation with the marketing department. As part of the extracurricular activities, the Faculty organized numerous activities and events in 2021.

In February 20 21 the Faculty (co)organized the Winter Camp, which took place virtually , where employees and students were able to participate in numerous workshops, round tables and lectures.

In May 2021, we carried out the 1st Media day.

In June 2021, we also organized the 2nd Media day.

In October 2021, we carried out the Introductory Days for all three cycles of study. We held three events, namely the first day we broadcasted a virtual greeting of the management via Zoom, and the second day, we held an event entitled "Naj te med študijem nič ne preseneti" (Don't let anything surprise you during your studies), where students received all the necessary information for a successful start to the academic year. On the third day we held an information day for foreigners. Finally, due to the specifics of the study, we held an introductory meeting for doctoral students.

In October, on the occasion of World Mental Health Day, together with KVS Slovenia, we held a series of lectures titled Change Your Thoughts - Change (Your) World.

In October, we organized two presentations of the Erasmus+ programme and other mobility programmes, which we implement at FAM under the title "Let's go on Erasmus!". The presentations were intended for students and Faculty staff.

On 21 October 2020, the Career Center successfully organized an introductory meeting and training for mentors of the practice and the "Internship Marketplace", where the students of the Faculty learned more about the operation and activities of different organizations whose work includes psychosocial counselling, social management and other forms of assistance to children, adolescents and adults. For the first time, we also conducted training for co-mentors from the ranks of employers.

At the beginning of November, we conducted an interactive workshop From pupil to student, which was attended by secondary school pupils and teachers.

At the beginning of December, more precisely on 7 December 2021, a round table entitled Spremembe: grožnje ali priložnosti! (Changes: threats or opportunities!) was held, which was prepared in co-organization with the SASS/FAM Alumni Club. The participating speakers, graduates, presented their work and gave a lot of useful advice to students. The General Assembly of the Alumni Club took place after the event.

During 2021, we conducted seven academic seminars, where researchers present their research achievements. The purpose of these popular science events is to bring the work of our Faculty researchers closer to the general public.

We ended the year 2021 with a "virtual toast" to Faculty employees.

● *Tutoring*

The Faculty encourages the students to take an active role as student tutors within the FAM tutoring system. In the academic year 2021/2022, we had one student tutor for each study programme. We carried out the following forms of tutoring: introductory student tutoring, tutoring for foreign students and tutoring for students with special needs. In 2021, we also introduced a supervision tutor group, which meets once a month. With the help of IT staff, we established communication of student tutors with the students they tutor through Moodle, and in general, we ensured greater promotion of the student tutors among students.

By carrying out tutoring activities, the students acquire the skills of effective communication, problem solving and conflict management, time management, effective transfer of knowledge to others, counselling, leadership, motivation, etc. In addition to student tutors, we also have active teacher tutors for each study programme in the academic year 2021/2022, who convene two meetings a year for the students they tutor and are otherwise available to help them study during the year.

● *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,
- organization of events,
- participation in the Faculty's promotional activities,
- making suggestions for improvements and further development, and
- evaluation of the implementation of study programmes and their modification, renewal and updating.

● ***Organization and implementation of events at 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. In 2021, students participated in the organization and implementation of all events organized by the FAM Career Center.

● ***Promotional activities***

As part of the extracurricular activities, students have the opportunity to participate in the promotional activities of the Faculty. In 2021, students participated in the Faculty's information days. Students acquire the skills of quality work in the field of marketing, promotion and marketing activities, team work, taking on various roles in the team, etc.

● ***Sports and social activities***

The 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 2021, such events were cancelled due to the Covid-19 epidemic. The only live sports and social activity was conducted in June, where we first presented Gosar's awards to employees and then continued socializing in the co-organization of the Alumni Club of SASS and FAM. Together we walked to Kostanjevica in Nova Gorica and visited the Franciscan monastery.

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 to protect the rights of all students and to facilitate 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.

The 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. For this purpose, the Student Council has created its own online classroom in Moodle, through which it informs students about its activities. Students are also informed through social networks, which are more accessible to young people. Due to the small number of students, they are strongly connected with each other, which allows for effective real-time cooperation between them. 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 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 teacher tutors) on the rights and responsibilities of the status of students with special needs and their possibilities for adaptation of their studies.

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

The 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 committees 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 al higher education teachers and associates n 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 2021 and action plan for 2022

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

Table 50 Overview of conclusions of the Self-evaluation report in 2020 in the field of teaching excellence and the realization in 2021

Seq. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY	REALIZATION
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	YES
		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	YES
		Strengthening the visibility of the Faculty abroad; promotion of study programmes abroad	September 2021	Marketing and PR	YES
2.	Improvements in the field of information - a special focus on communicating job opportunities after	Highlighting the employability possibilities at the information days and in other individual conversations of candidates with	December 2021 - planning, realization of annual plans and impacts of information and public relations are reviewed	Career Center, Marketing and PR	YES

	completing a programme	the staff at FAM, in online communication and at events intended for networking with stakeholders in the field of study programmes	annually within the self-evaluation processes of the Faculty		
3.	Increase in the advancement of students from 1st to 2nd year of study	Continued implementation of adopted measures with the aim of increasing the advancement of students from the 1st to the 2nd year	September 2021 – planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the Faculty.	Vice-dean for education and student affairs, Student Office	YES
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	YES
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	YES
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	Career Centre, Practice Coordinator	YES

		the self-evaluation processes of the Faculty.		
7.	Promoting the active work of graduates	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	YES
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	YES
		Organization of the meeting of the coordinator, mentors and persons in charge of practice	November 2021	Practice Coordinator	YES
		Organization of „internship marketplace" (students meeting potential organizations for practice opportunities)	November 2021	Practice Coordinator	YES
9.	Encouraging cooperation and	Encouraging student representatives to	December 2021 - task - planning, realization of	Career Center	YES

	communication of student representatives with other students	send electronic notifications and inform all students of the Faculty about the issues addressed by the Student Council	annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the Faculty		
10.	Concern for the quality of the study process supported by ICT resources	Conduct of the survey	until the end of 2021	Vice-dean for education and student affairs	YES
11.	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	YES
		Monitoring of tenders for the promotion of virtual student mobility	December 2021		YES
		Conducting meetings of the E + coordinator and lecturers on the possibilities of realizing a virtual form of student mobility, before the implementation of each individual mobility exchange	December 2021		YES
		Informing various stakeholders of FAM about the existence of key	December 2021		YES

		documents of the Erasmus + programme	114		
		Awareness raising/training of teaching staff for the introduction of virtual forms of participation in the regular study process	December 2021		YES
12.	Implementation of mobility	Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	March 2021	Head of Project Office	YES
		Preparation of students for mobility - Implementation of a preparatory meeting for mobility students before mobility, with the purpose of cultural and linguistic preparation (2x per year)	December 2021		YES
		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	December 2021		YES

		students			
13.	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	YES
14.	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	YES
15.	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	YES
16.	Promoting talented students	2 activities aimed at promoting talented students	by the end of 2021	Career Center	YES
17.	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	Partially

Table 51 Action plan to realize the identified opportunities for improvements in the field of pedagogic excellence in 2022

Seq. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
1.	Increased interest in FAM study programmes	Systematic approach to the promotion of study programmes	December 2022 - 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, Head of Department
		Active and frequent information on the online media, on the web site, on social networks and personal information activities	December 2022 - 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 2022	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 2022 - 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 from	Continued implementation of adopted measures with	September 2022 – planning, realization of annual plans and	Vice-dean for education and student affairs,

	1st to 2nd year of study	the aim of increasing the advancement of students from the 1st to the 2nd year	impacts of public relations are reviewed annually within the self-evaluation processes of the Faculty.	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 2022	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 2022/2023	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 2022 – 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, PR
7.	Encouraging the activities of the Alumni Club	Networking with graduates on social networks intended for professional communication, actively inviting graduates to Faculty events	December 2022- 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	June 2022 - 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	November 2022	Practice Coordinator

		and persons in charge of practice		
		Organization of „internship marketplace" (students meeting potential organizations for practice opportunities)	November 2022	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 2022 - 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.	Concern for the quality of the study process supported by ICT resources	Conduct of the survey	until the end of 2022	Vice-dean for education and student affairs
11.	Promoting student mobility	Continued promotion of student mobility at Faculty events; presentation of mobility options should be reasonably integrated in the study process	October 2022	Head of Project Office
		Monitoring of tenders for the promotion of virtual student mobility	December 2022	
		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 2022	
		Informing various stakeholders of FAM about the existence of key documents of the Erasmus + programme	December 2022	

		Awareness raising/training of teaching staff for the introduction of virtual forms of participation in the regular study process	December 2022	
12.	Implementation of mobility	Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	March 2022	Head of Project Office
		Preparation of students for mobility - Implementation of a preparatory meeting for mobility students before mobility, with the purpose of cultural and linguistic preparation (2x per year)	December 2022	
		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 2022	
13.	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 2022	Vice-dean for education and student affairs
14.	Raise awareness among student tutors about the diversity of	2 events where student tutors are made aware of the importance of providing care for	by the end of 2022	Tutoring coordinator

	students and their needs	student diversity and their needs		
15.	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 2022	Tutoring coordinator
16.	Promoting talented students	2 activities aimed at promoting talented students	by the end of 2022	Career Center
17.	To design a new field of study in the doctoral study program	Preparation of changes of the doctoral study programme	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 two institutes 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 52 Presentation of strategic guideline Research and development excellence

Strategic Objective	Indicator	Source, calculation method	Unit	Plan/ implementation	2021
Publishing Activity and Excellence	Number of points for social sciences taken into account per full-time researcher per year	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	95
				Implementation	98.61
Publishing Activity and 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	0.35
				Implementation	0.28

Publishing Activity and Excellence	*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*	*18*
				Implementation	*25.19*
Increasing the level of collaboration between researchers	*Regular presentation of research achievements of individual researchers*	*Vice-dean for scientific and research activities*	*Number of presentations*	*Plan*	*1*
				Implementation	*1*
Increasing the level of collaboration between researchers	*Strengthen cooperation and search for synergies between researchers*	*Sicris; number of publications for RO in an individual year/ number of publications in new co-authorships*	*Number of publications*	*Plan*	*1*
				Implementation	*1*
Active involvement in international, national and market research and development projects	*Number of active international projects implemented in the current year*	*Project Management Office*	*Number of projects*	*Plan*	*7*
				Implementation	*7*

Active involvement in international, national and market research and development projects	*Number of actively implemented projects from national sources in the current year (SRA)*	*Project Management Office*	*Number of projects*	*Plan*	*1*
				Implementation	*1*
Active involvement in international, national and market research and development projects	*Number of projects actively implemented for external clients in the current year - market projects*	*Project Management Office*	*Number of projects*	*Plan*	*1*
				Implementation	*0*
Increasing bilateral cooperation at national and international level	*Number of bilateral projects/contracts concluded for the purpose of developing research programmes*	*Project Management Office*	*Number*	*Plan*	*1*
				Implementation	*1*
Increasing visibility in the international academic community through participation in the organization of an international conference	*Number of all papers presented at a scientific conference*	*Project coordinator, event organizers*	*Number of participants with papers*	*Plan*	*56*
				Implementation	*42*
Active involvement in international, national and market research and	*Share of foreign speakers at scientific and professional conferences and workshops*	*Project coordinator, event organizers*	*%*	*Plan*	*80*
				Implementation	*80*

development projects	*organized or co-organized by the Faculty in each year*				
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*
				Number	*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 2021, 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 2021, 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 Research Institute at FAM

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 2021, 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), 1 scientific monograph and 3 chapters in scientific monographs. They collected 375.87 points in the SICRIS database.

Project applications:

In 2021, the Institute prepared and submitted applications for various calls related to the Erasmus + scheme (Jean Monnet, Erasmus + CBHE).

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 2022 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 2021 and action plan for 2022

In order to achieve the objectives laid down by the Faculty, we prepared an Action Plan in 2021 to realize the opportunities for improvements in the field of scientific research in 2022.

Table 53 Overview of conclusions of the Self-evaluation report in 2020 and the realization 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	Realization in 2021
Research and development excellence	Applications for international projects in the framework of various tenders, such as: Interreg Danube, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application	Project applications	3	2	2
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	1	1	1
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of survey	Conducting research	1	2	0
	Participation in the organization of an international social science conference	get established international lecturers; organizational tasks; Publication of papers	Event organization	1	1	1

	Promoting the scientific notable work of employees in the public	Organization of a public event on the subject of scientific work and current social events	Round table within the SASS/FAM winter camp	1	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 SASS scientific conference	1	1	1

According to the set objectives in 2020, the Faculty achieved the indicators almost entirely in 2021, or even exceeded them in individual fields. Academic staff was extremely active in the field of applications for international projects within the tenders: Jean Monnet, Strategic Partnership, Marie Curie, Erasmus+ strategic partnerships, RSA and others. This exceeded the initial value by 2 submitted applications.

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. It also achieved the objective regarding the organization of the annual international scientific conferences at the Faculty. 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 2021, 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 2022 are as follows:

- intensified applications to international projects, systematic approach and search for synergies among employees, as an ongoing task;
- adapted implementation of research for the economy and non-economy according to the workload, as a permanent task;
- making further institutional contacts with relevant research organizations in different regions of the world, as a permanent task;
- more intensive scientific and journalistic activity to achieve publications in international scientific journals of the highest rank, as a permanent task;
- promoting the scientific visibility of researchers as a permanent task;
- connections in scientific research work by emphasizing the importance of the internationalization of FAM as a permanent task;

In order to further achieve and exceed the set objectives, the Faculty laid down the following in 2022:

Table 54 Action plan to realize the opportunities for improvements in the field of scientific and research work in 2022

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long-term objective	Name of indicator	Baseline value of the indicator for 2021	Target value of the indicator for 2022
Research and development excellence	Application of international projects within the framework of tendering schemes: Interreg Danube, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application	Project applications	2	2
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	1	1

	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of survey	Conducting research	1	1
	Participation in the organization of an international social science conference	get established international lecturers; Organizational tasks; Publication of papers	Co-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 SASS/FAM winter camp or similar	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 SASS scientific conference	1	1

4. MATERIAL CONDITIONS

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

The 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 2021/22 the Faculty did not have any students with special needs. 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 and 2021:
1) adaptations of premises and equipment;
2) communication and information accessibility and
3) adaptations of study materials and implementation of studies.

In 2018-2021, 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.

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. The Faculty ensures the availability of materials to students, taking into account the manner of work and implementation of contact hours (e.g. lecture, exercises). We estimate that the library is properly equipped and stocked and that it provides all the services necessary for the good quality of library activities.

The 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 2021:
In 2021, the Faculty carried out all planned works in the field of library activities.

Objectives for 2022:
In 2022, 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 2021 and action plan for 2022

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

Table 55 Overview of conclusions of the Self-evaluation report in 2020 and the realization in 2021 – material conditions

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

Opportunities for improvements in the field of material conditions in 2022:

- monitoring the needs of students with special needs and the ongoing implementation of additional adjustments to Faculty premises and equipment in accordance with actual needs in cooperation with relevant associations;
- maintaining and improving the field of communication and information accessibility.

Table 56 Overview of conclusions of the Self-evaluation report in 2020 and the realization in 2021 in the field of material conditions

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	REALIZATION
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 for Tertiary Education in the Republic of Slovenia*	*October 2021*	*Vice-Dean for study and student affairs, working group for the adaptations to students with special needs*	*YES*
improving operation and the study process	*additional purchase of ICT resources*	*October 2021*	*Technical assistant for information and technical matters*	*YES*
improving working conditions	*arrangement of additional office space*	*September 2021*	*Secretary general*	*YES*
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*	*YES*

Table 57 Action plan to realize the identified opportunities for improvements in the field of material conditions in 2022

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 In tertiary education in RS	October 2022	Vice-Dean for study and student affairs, working group for the adaptations to students with special needs

improving operation and the study process	purchase of ICT resources	October 2022	Technical assistant for information and technical matters
improvement of working conditions and study process	arrangement of the premises of professional services	October 2022	Technical assistant for information and technical matters

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 58 Presentation of strategic guideline Environmental responsibility

Strategic Objective	Indicator (Balance sheet data)	Source, calculation method	Unit	plan/ implementation	2021
Cooperation with the employers	monitoring graduates' employment prospects	Career Center/percentage of employed graduates	Percent	plan	70
				implementation	80
Cooperation with the employers	training of mentors at employers	Career Center/number of trainings	Number of events	plan	1
				implementation	1
Cooperation with secondary schools	organization of trainings for pupils and professional associates	Career Center and PR Service/number of events	Number of events	plan	2
				implementation	5
	Dissemination of research by Faculty	project office and PR department/number	number of presentations	plan	8

				implementation	8
Strengthening the visibility of the Faculty	associates to the general public	of presentations (digital and physical)		implementation	8
Strengthening the visibility of the Faculty	promotion of the Faculty's activities	PR service/number of submitted information in the digital newsletter	Number of newsletters	plan	2
				implementation	8
Contribution to the mental health of society	promotion of mental health	NIPPS and Career Center	Number of activities	plan	2
				implementation	8

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

5.2.1. Cooperation with the environment at the local level
We were very active in the field of cooperation with the environment in 2021 and thus achieved and in most cases even exceeded the long-term objectives. We increased the number of learning bases and improved the communication with study practice mentors. In October 2021, we also organized an introductory training for practice mentors and an „Internship Marketplace," where students had the opportunity to meet potential employers. We regularly respond to various invitations from organizations and enter into various collaborations. We regularly inform the environment about our news through the online newsletter and publications on social networks.

5.2.2. Cooperation with the environment at the national level

The 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 2021, the Faculty participated in the international conference of the School of Advanced Social Studies. The 13th Slovenian Social Science Conference in a row took place. The conference was held on 11 and 13 November 2021 in virtual form. Despite the different form of implementation, the

conference was very high-profile and very well-attended. The event was attended by 42 participants, of which 29 were foreign participants. The title of the 13th SSSC was "Digital Society and Sustainability".

The Faculty has been very successful in obtaining funds from international projects in recent years. In 2021, it implemented the following:

- won the project Erasmus+ KA220 HED JUST - Joint University And Small And Medium - Sized Enterprises (SME) Training (JUST), 2022-2024
- won the project JM Centre of Excellence "Media, Populism and Political Stability in the European Union" (2021-2024)
- implementation of „MELIA Observatory - Media Literacy Observatory for Active Citizenship and Sustainable Democracy" under the Interreg DTP programme
- implementation of JM Chair project "Populism and the Future of European Democracy (POPEDEM)" (2020-2023)
- implementation of 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 and extension of the programme for the period 2022-2027.

In 2021, the Faculty at the level of mobility projects:

- implemented the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner countries 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 2019, 2020 and acquisition of a new project in 2021.

5.2.4. Cooperation with the graduates

The Faculty has an established Alumni Club, which is an association of graduates, masters, doctoral 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 2021, we organized three events with the Alumni Club. The red thread that connects all the events organized by the Alumni Club is getting to know and evaluate the environment where the Faculty operates. In June 2021, we organized an informal gathering for all members of the Alumni Club in the form of a guided tour of the Franciscan Monastery Kostanjevica in Nova Gorica, where we all discovered its sights and particularities. This was followed by a pleasant gathering at the Faculty premises. The event was also attended by representatives of the management of the Faculty, professors and professional associates.

In December 2021, a round table entitled "Round Table - Changes: Threat or Opportunity" was held, attended by various successful SASS/FAM graduates.

In December 2021, the Alumni Club implemented an analysis of the employability of graduates. Through this analysis, we monitor the adequacy of acquired competencies and learning outcomes. We the evaluate the results and use them to improve the study programmes and harmonize the programmes with the needs of graduates.

In December 2021, for the second year in a row, the Alumni Club also organized a "New Year's virtual toast", in order to further connect the Alumni Club members and Faculty employees.

A survey of FAM graduates in the academic year 2020/21 showed, among other things, that as many as 7 graduates (31%) want to maintain contact with the Faculty and become members of the Alumni Club. Most, namely 11 graduates (47%), confirmed that they are willing to maintain contact with the Faculty by means of receiving information. 5 graduates (22%) at all three levels of study do not want to cooperate with the Faculty through the Alumni Club or receive information.

Figure 23: Cooperation with the Alumni Club
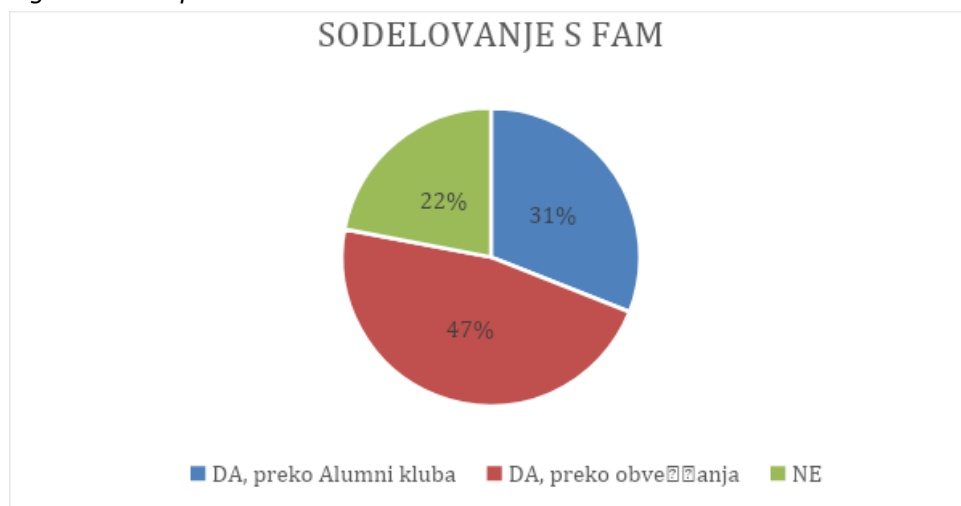
5.2.5. Cooperation with the employers

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

The Head of the Career Center of the Faculty regularly receives various offers for the employment of students and graduates by various employers and helps them find the right staff.

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.

5.4. Implementation of tasks for 2021 and action plan for 2022

Table 59 Overview of conclusions of the Self-evaluation report in 2020 in the field of cooperation with the environment and the realization in 2021

OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY	REALIZATION
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	YES
Establish systemic cooperation with potential employers	Training of co-mentors from the ranks of employers in final theses	October 2021	Vice-Dean for study and student affairs, Head of Career Center	YES
Strengthening the visibility of the Faculty abroad	Promotion of study programmes abroad	December 2021	Marketing	YES
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	YES
Faculty's contribution to mental health	Mental health promotion activities (seminars, workshops)	December 2021	Career Center and KVS Slovenia	YES
Preparation of a survey for employers	Preparation of survey questions	December 2021	Career center	in progress
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	Head of Career Centre	YES

Identified opportunities for improvements in the field of cooperation with the environment in 2022:
- 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
- Promotion of professions acquired at FAM

Table 60 Action plan to realize the identified opportunities for improvements in the field of cooperation with the environment in 2022

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 2022	Head of Career Centre
Establish systemic cooperation with potential employers	Training of co-mentors from the ranks of employers in final theses	October 2022	Vice-Dean for study and student affairs, Head of Career Center
Strengthening the visibility of the Faculty abroad	Promotion of study programmes abroad	December 2022	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 2022	Vice-dean for Scientific and Research Affairs, Head of project office
Faculty's contribution to mental health	Mental health promotion activities (seminars, workshops)	December 2022	Career Center and KVS Slovenia
Preparation of a survey for employers	Preparation of survey questions	December 2022	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 2022	Head of Career Centre
implementation of the plan of informing and communicating with the identified target public	data processing, analysis of survey results, preparation and implementation of the plan	October 2022	Marketing

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 2021, 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, focus group regarding the change of the doctoral study programme Strategic Communication), within which students were 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 2021 and action plan for 2022

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

Table 61 Overview of conclusions of the Self-evaluation report in 2020 and the realization in 2021 – quality system

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	REALIZATION
Strengthening stakeholder participation in the process of self-evaluation	Promotion of more intensive involvement of stakeholders in the adoption of improvement measures, monitoring of their implementation and the production of self-evaluation reports	December 2021	Quality and Evaluation Committee	YES
Increased intensity of informing stakeholders about the self-evaluation process	Increased intensity of informing stakeholders about the implementation of planned tasks or about the results and findings in the self-evaluation of the activities of the 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	YES
Raising awareness of student representatives about the importance of their cooperation with all other students	Meeting with the Student Council in order to encourage student representatives to regularly inform and notify all other students about the quality system and cooperation with them	December 2021	Career Center	YES

Involvement of external stakeholders in updating the study programme	Promotion self-evaluation report among internal and external stakeholders	June 2021	Marketing	YES
raising the awareness of teaching staff about the quality of the assessment system and the introduction of innovative assessment practices and methods	Awareness-raising at the Academic Assembly	October 2021	Vice-dean for education and student affairs	YES
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	in progress

Opportunities for improvements in the field of quality system in 2022:
- further 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 62 Action plan to realize the identified opportunities for improvements in the field of quality system in 2022

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
Strengthening stakeholder participation in the process of self-evaluation	Regular review of the relevance of survey questionnaires, Promotion of more intensive involvement of stakeholders in the adoption of improvement measures, monitoring of their implementation and the production of self-evaluation reports	February 2022	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	September 2022	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	November 2022	Career Center
Involvement of external stakeholders in updating the study programme	Promotion self-evaluation report among internal and external stakeholders	June 2022	Marketing
raising the awareness of teaching staff about the quality of the assessment system and the introduction of innovative assessment practices and methods	Awareness-raising at the Academic Assembly	October 2022	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 2022	Vice-dean for education and student affairs