



FAKULTETA ZA UPORABNE DRUŽBENE ŠTUDIJE

**SELF-EVALUATION REPORT ON THE ACTIVITY OF THE
SCHOOL OF ADVANCED SOCIAL STUDIES
IN NOVA GORICA IN 2019**

Nova Gorica, May 2020

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1. QUALITY OF SCHOOL OPERATION AND HUMAN RESOURCES

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

Table 1: Presentation of strategic guideline 3 – Business excellence

STRATEGIC GUIDELINE 3: Business excellence											
No.	Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/implementation	2015	2016	2017	2018	2019	2020
3.1	Revenue growth	Revenue growth rate	Financial department, growth rate calculation (balance sheet data)	%	Plan	0	2	1	2	2	3
					Implementation	0	0	4.7	15.18	15.30	/
3.2	Business performance of study programmes	Share of revenue from tuition fees (compared to total revenue of School)	Financial department, share calculation (balance sheet data)	%	Plan	25.0	30.0	31	32	33	34
					Implementation	22.3	24.2	30.5	35.06	42.08	/
3.3	Business performance of research	Share of revenue from R & D (compared to total revenue of School)	Financial department, share calculation (balance sheet data)	%	Plan	20	30	30	32	35	40
					Implementation	34.9	28.1	25.7	26.15	24.07	/
3.4	Financial performance	Surplus of revenue over expenditure	Financial department, surplus of revenue calculation (balance sheet data)	in EUR 1,000	Plan	50	50	100	100	100	100
					Implementation	58	104	72	207	277	/
3.5	Staff satisfaction	Index of employee and associate satisfaction at work	Secretary General/employee survey/assessment of satisfaction	Value	Plan	4.3	4.4	4.4	4.5	4.5	4.5
					Implementation	4.2	4.1	4.0	4.6	4.07	/
3.6	Staff loyalty	Number of employment terminations at the initiative of the employee and number of formal employee complaints	Secretary General/number of formal applications	Number	Plan	0	0	0	0	0	0
					Implementation	0	0	0	2	0	/
3.7	Involve ment of staff	Number of social events for employees and associates	Project Coordinator/number of events primarily organized	Number	Plan	2	3	3	3	3	3

			for the purpose of socialization among co-workers		Implementation	1	3	4	7	5	/
3.8	Staff internationalization	Number of international exchanges for employees and associates	Project coordinator /statistics/number of mobility events longer than 5 days	Number	Plan	3	4	4	5	5	5
					Implementation	3	6	6	5	10	/

Based on the above results and the given external conditions, we assessed that the activities of SASS in 2019 were successful. The total revenue growth is much higher than planned. The planned share of revenues from tuition fees and other study obligations was also exceeded (revenue from concessions is not considered in the calculation), while the share of revenues from research and development is slightly lower than planned. Compared to 2018, the revenues from research and development activities increased by EUR 19,966. The indicator of the surplus of revenue over expenditure is very promising, as the realization is almost three times higher than planned.

The index of employee and associate satisfaction at work is lower than planned, but still relatively high at 4.07. Based on the performed analyses, we concluded that the employee satisfaction index is slightly lower due to the significant increase in the volume of work in 2019, which was necessary to achieve the set objectives.

The relatively high index in all recent years is due to the high motivation of the staff, which is not primarily of material nature, but stems from strong interconnectedness and loyalty and their extremely high ability to cooperate with one another. The objectives in the field of organized social events for staff and internationalization of staff have been achieved or even exceeded.

1.2. Organizational structure of SASS

SASS organizational structure in 2019 was defined primarily by its Statute and some other acts describe it more in detail, particularly the Rules on scientific research and job profiles.

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

- Dean's office
- Pedagogic unit
- Research unit

The Dean's Office of the School is an organizational unit in charge of managing, resolving organizational and legal matters, performing professional administrative work in the field of human resources, studies, finances and accounting, the library, maintaining real estate, surroundings and equipment in the implementation of educational and research activities.

The Dean's Office consists of the Dean, Vice-Deans, Secretary General, Coordinators and the following departments:

- Financial and Accounting Department
- Office for Student and Academic Affairs
- Library
- Career centre
- Project Office

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

The Financial and Accounting Department performs the tasks from the field of accounting and finance. They participate in the planning, deal with accounting (value) monitoring, report and disclose the school operation. They ensure the realization of operations in terms of ongoing monitoring and forecasting of liquidity needs.

They perform the following as part of their duties:

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

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

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

The SASS Career Centre offers students and graduates comprehensive support in their studies, career paths and in lifelong learning. It provides a range of services to students throughout the entire study process, from enrolment to employment:

- career counselling (in person and by email)

- advising on studies and choosing internships
- Workshops, trainings and co-organization of events with the SASS Alumni Club
- information on employment opportunities (at home and abroad)
- encouraging students to join the SASS Tutoring System
- facilitating contacts with employers
- organization of study visits to various organizations
- study and internship experiences abroad.

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

The Project Office provides quality and effective advisory, informational and administrative support in the field of scientific research and ensures the implementation of mobility programs (Erasmus + and CEEPUS) in the field of student and staff mobility. They perform their tasks mainly in the following fields:

- identification of financial resources for scientific research and informing researchers and pedagogical staff about current tenders,
- support to researchers in project acquisition, implementation and administration,
- ensuring the involvement of students in the School research projects,
- ensuring international integration, partnerships and networking,
- management of mobility procedures for students, pedagogical and research associates and professional associates employed in School support services,
- promotion of existing projects, editing of project portfolios and seeking connections or synergies between existing projects, basic research work and the pedagogical process,
- keeping records and archiving project documentation.

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

The Professional Assistant for Information and Technical Affairs ensures the proper state of computers and other available IT equipment required in order to provide appropriate conditions for work and study.

The study activity takes place within the pedagogical unit, which consists of the following departments:

- Department of Advanced Social Studies
- Psychotherapy Department
- Doctoral department - Department of Advanced Social Studies

Research work takes place at the School within its research unit - Social Science Research Centre. The Vice-Dean responsible for scientific research is also the head of the research unit.

The research unit consists of the following organizational subunits (institutes):

- Institute for Advanced Social Studies
- National Institute of Psychotherapy

The organizational structure is shown in the following chart:

Figure 1: School organization chart



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

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

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

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

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

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

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

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

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

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

Based on the work program of the School, the Administrative Board adopts the annual financing plan. The financial plan is prepared in such a way as to enable smooth operation and development of the higher education institution and takes into account the following:

- School's sources of financing,
- number and planned number of enrolled students,
- number of higher education teachers, associates and other staff,
- infrastructure for educational and scientific, professional and research activities,
- infrastructure for support activities,
- developing and improving the quality of School activities,
- further development of the School.

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

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

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

Diversity of financing and co-financing sources (economy, public sector, sponsorships, tenders)

Pursuant to the Statute, the School can obtain the funds:

1. on the basis of special contracts with the founders,
2. from payments for the implementation of concessions,
3. from EU tenders,
4. from tuition fees and other study contributions,
5. from payments for rendered services,
6. from grants, heritage and gifts,
7. from sales of goods and services,
8. from other sources.

The School obtained the largest share (98.2%) of liquidity funds for operations in 2019 from the performance of public service, which amounted to EUR 1,340,788.

Table 2: Revenue and sources of financing according to the cash flow principle for 2019

Sources of financing:	Revenue in EUR	% of total revenue
MESS (concession and other revenue)	482,528	35.3
SRA, SPIRIT	51,830	3.8
Funding from the national budget remitted from the EU budget	75,511	5.5
Revenues from sales of services from the provision of public service (tuition)	513,790	37.6
Funding from the EU budget	217,129	15.9
Other resources	0	0
Market	24,689	1.8
Total:	1,365,477	100

In 2019, the School had various sources of funding. The largest share (35.3%) of the total revenues of the School according to the cash flow principle are revenues from the concession for studies from the Ministry of Education, Science and Sport (MESS) in the total amount of EUR 469,396 and received funds for development in the amount of EUR 13,000.

Revenues from the Slovenian Research Agency (SRA) amounted to EUR 51,830 and represent 3.8% of total revenues according to the cash flow principle.

A large share of revenues (37.6%) in the total amount of EUR 513,790 according to the cash flow principle was obtained from School's own activities from tuition fees and other study obligations listed on the School price list.

Funding from the national budget remitted from the EU budget amounted to EUR 75,511, i.e. 5.5% of total cash flow revenue. Other funds from the budget amounted to EUR 217,129, i. e. 15.9% of total cash flow revenue.

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

1.5. Data on document management and control

The School manages and controls the following documents:

General acts:

- Articles of Association
- Statute
- Rules
- Rules of procedure of various bodies
- Instructions
- Dean's decisions
- Administrative Board's decisions

General acts are drawn up in accordance with the regulations that serve as the basis for their preparation. Unless otherwise specified in the regulations, they include the following components:

- the basic provisions, which include the introduction and purpose of the general act,
- descriptions of the procedures based on the subject matter,
- transitional and final provisions.

The documentation system enables accessibility and ensures that all general acts and forms are made public on the School's website and that they are available to employees, contractual pedagogical associates and students in the higher education information system.

General acts are prepared by the Dean's Office, while the Office for Student and Academic Affairs normally proposes the forms intended for students. General acts are adopted by the body defined in the Statute of the School. Upon adoption, the act is made public. Amendments to acts are made under the same procedure as the adoption of the act. Following the adoption of the amendments, a clean copy is drawn up, adopted under the same procedure and made public. All changes are archived and only the clean copy is made public for transparency reasons.

All documentation related to the adoption of documents is kept in the Dean's Office.

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

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

The School keeps the following records of its activities:

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

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

The School also adopted a Personal Data Protection Policy.

1.6 Adequacy and qualifications of personnel

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

The following personnel data refer to the situation as at 31 December 2019. At the end of 2019, the institute had 26 full-time employees. The FTE percentage in the employee structure amounted to 20.16%. There were 15 full - time higher education teachers and associates. The percentage of FTE higher education teachers was 9.66. As at 31 December 2019, there was a total 11 administrative and technical employees, or 10.5 with regard to the scope of full-time employment.

All higher education teachers and higher education associates who are regularly employed at SASS are also engaged in scientific research and professional work, which we monitor through the Sicris database. All employees in the research activity are also involved in the pedagogical process.

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

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

Table 3: ratio between students and higher education teachers or associates

	Concession programmes	Programmes without concession	Definition
Number of students per higher education teacher in 1st and 2nd cycle study programmes	8.1	7.4	Number of all students in study programmes/total number of higher education teachers, employed and contractual, carrying out study programmes
Number of students per higher education associate in 1st and 2nd cycle study programmes	11.7	12.8	Number of all students in study programmes/total number of higher education associates, employed and contractual, carrying out study programmes
Number of students per higher education teacher in 3rd cycle study programmes	/	2.9	Number of all students in study programme/total number of higher education teachers, employees and contractors carrying out the study programme
Number of graduates per higher education teacher in 1st and 2nd cycle study programmes	0.8	0.7	Number of all graduates in study programmes/total number of higher education teachers, employed and contractual, carrying out study programmes

1.7. Relevance of procedures for election to titles

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

Comparisons so far show that the criteria for election to titles at SASS are set significantly higher than the minimum SQAA standards, as well as higher than the criteria used by the University of Ljubljana as the oldest and largest Slovenian university. The transitional period for the implementation of the current criteria for election to titles ended in 2015. The current criteria proved to be demanding, but also had certain positive effects, in particular:

- greater orientation towards quality scientific publications, especially in SCII/SSCI/AHCI and SCOPUS journals,

- better internationalization, particularly in terms of longer visits to foreign universities, especially among assistants, assistant professors and associate professors.

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

- anthropology
- social informatics
- social science methodology
- communication science
- management
- organizational science
- entrepreneurship
- political science
- business
- psychology
- psychotherapy
- social work
- sociology
- statistics
- psychosocial counselling
- quantitative methods
- law

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

Table 4: Overview of the elections to titles for the year 2019

Title	Number of providers whose election to title expired in 2019	Number of elections to titles in 2019
Full Professor	/	/
Research Counsellor	/	/
Associate Professor	0	1
Senior Research Fellow	/	/
Assistant Professor	0	4
Research Fellow	/	/
Senior Lecturer	0	1
Lecturer	/	/
Assistant	5	8

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

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

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

The School also provides all employees with additional education at professional seminars and study stays abroad. The exchange of higher education teachers, higher education associates and professional associates takes place within the framework of the Erasmus+ Lifelong Learning Programme in the sub-programme of Mobility for Individuals. In 2019, the School also strived to have as many of these exchanges as possible, so that both pedagogical and professional staff and students would acquire additional knowledge and experience.

The School organized the Winter Camp as a form of internal training for mainly younger academic staff. This camp that takes place every year represents a possibility for additional training and exchange of knowledge among the academic staff. The latter also attended training on project applications and on writing scientific articles. The annual social science conference organized by the School also presents an opportunity for knowledge upgrade. In 2019, it was organized for the 11th time in a row. Members of the Academic Assembly from the pedagogical ranks also attended various trainings and conferences, including the following:

- Characteristics of students with special needs and taking into account the diversity of students in the higher education area; the specific needs of the work with foreign students and working methods; the importance of learning outcomes and the achievement of competencies, SASS, 11 April 2019 and 30 September 2019
- National conference in the field of quality in higher education organized by the Slovenian Rectors' Conference: Transformation of the educational process in the age of digitalization, Vipava, 23 May 2019
- Conference on Quality in Higher Education: From minimum standards to excellence, Slovenian quality assurance agency for higher education and Slovenian Academy of Sciences and Arts, Ljubljana, 7 May 2019
- Evaluation of mentoring at the School for higher education students in practical training, UNI LJ, INOVUP project, 22 February 2019
- Training: Efficient and Effective Project Management for EU funded projects. Shipcon Limassol Ltd., Barcelona 29. 7. - 2. 8. 2019
- etc.

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 10. 2018–30. 9. 2022. Through its activities, INOVUP helps to improve teaching competencies of higher education teachers and other employees.

As part of the professional development and training of employees in accompanying jobs, the following professional trainings, seminars or workshops were carried out in 2019:

- Reform of legislation in the field of personal data protection, Chamber of Commerce and Industry, 24 September 2019
- Training for the use of the online learning environment Moodle, SASS, 17 September 2019
- SASS Training: Characteristics of students with special needs and taking into account the diversity of students in the higher education area; the specific needs of the work with foreign students and working methods; the importance of learning outcomes and the achievement of competencies, SASS, 11 April 2019 and 30 September 2019
- Violence - a burning social problem or the reality of everyday life, SASS, 2 December 2019
- Presentation of eVŠ novelties for independent higher education institutions for the academic year 2020/21, MESS, 18 November 2019
- Workshop on (self)evaluation with online survey tools, Faculty of Arts, University of Ljubljana, 17 May 2019
- Workshop on the implementation and reporting of PKP projects, Koper, 13 February 2019
- Summer School for Contractors and Coordinators of Mobility Projects in Higher Education (KA103 and KA107), Laško, 27 and 28 June 2019
- Workshop on design with CANVA program, 12 December 2019
- Informative workshop for applying to the Public call for project work with economy and non-commercial activities in local and regional environment – Creative path to knowledge 2017–2020, 3rd opening, Vipava, 16 October 2019
- Workshop for the implementation and reporting of ŠIPK projects, Koper, 28 February 2019
- The State of Arab Media: Past, Present, and Future, lecture by Claudie Kozman, 28 May 2019, Nova Gorica
- The role of brands and marketing communication, 17 May 2019 Ajdovščina (Education within the INNO WISEs project)
- The importance of public relations and writing PR texts, 24 April 2019 (Primorska Technology Park)
- Public Speaking, 24 April 2019 (Primorska Technology Park)
- Workshop - digital marketing, 13 September, 2019 (Regional Chamber of Craft and Small Business Nova Gorica)
- Workshop "ABOUT THE REFORM OF PERSONAL DATA PROTECTION LEGISLATION", 24 September 2019 (CCIS Northern Primorska Chamber of Commerce and Industry)
- Website optimization, 5 November 2019, (Primorska Technology Park)
- Digital and Google analytics, 27 November 2019 (Primorska Technology Park)
- Online survey day, Ljubljana 25 September 2019.

The plan of the School for education or training of higher education teachers and associates in 2020 includes the following themes:

- modern forms of distance learning,
- use of new information and communication technologies
- training of internship mentors

- internationalization at home
- strengthening the importance and role of learning outcomes and the achievement of competencies in the educational process,
- coordination of competencies and activities of pedagogical staff when addressing the specific needs of foreign students,
- characteristics of students with special needs and taking into account the diversity of students

in the higher education area.

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

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

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

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

24 higher education teachers and associates completed the survey, of which 50% are full-time employees of SASS and 50% cooperate with SASS on the basis of a copyright contract or a work contract. 81% of the non-teaching technical staff also completed the survey. The method of the survey was set up in such a way that it was necessary to answer each question.

Survey results

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

Table 5: Quality of work for employees

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

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

Table 6: Quality improvement

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

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

Table 7: Motivation for work

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

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

Table 8: Reputation of SASS in the environment

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

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

Table 9: Training

TRAINING	Total	Teaching staff	Technical staff	Regular employees	Via contract
In our work at SASS, we learn from each other	3.90	3.73	4.33	3.93	3.83
SASS provides all the necessary training to the employees to do their job well	3.86	3.87	3.83	3.80	4.00
Training also takes into account the wishes of employees	3.81	3.73	4.00	3.80	3.83
Only the people that are good at their job work here	4.33	4.47	4.00	4.33	4.33

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

Table 10: Organizational climate

COOPERATION	Total	Teaching staff	Technical staff	Regular employees	Via contract
At SASS, we cooperate much more than we compete	4.67	4.67	4.67	4.67	4.67
The relations between people working at SASS are good	4.62	4.60	4.67	4.73	4.33
We resolve the conflicts to mutual benefit	4.67	4.67	4.67	4.73	4.50

I can trust my co-workers	4.62	4.60	4.67	4.67	4.50
We establish shared values and ethical good practices	4.67	4.67	4.67	4.67	4.67

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

Table 11: Mission and Vision

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

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

Table 12: Organisation

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

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

Table 13: Autonomy at work

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

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

Table 14: Communication

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

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

Table 15: Promotions

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

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

Table 16: Evaluation of work

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

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

Table 17: Satisfaction

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

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

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

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

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

Tutoring

The School has established a stable tutoring system, in which one tutor from among the higher education teachers and associates (teacher tutor) is appointed separately for each study programme and for each location of studies. The teacher tutors must convene a joint meeting for all those enrolled in a specific study programme twice a year, at the beginning of each semester. The aim of these two meetings is to clarify any initial general ambiguities regarding the studies, the operation of the School and the obligations of the students, as well as to resolve any specific issues and dilemmas.

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

In addition to teacher tutors, the tutoring system also includes student tutors with extensive knowledge in certain fields that have been graded with the highest grades in specific subjects. Students most often choose to become introductory tutors and tutors for international students.

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

From the academic year 2019/20 onwards, the head of the career centre Andreja Slejko Rojc carries out the task of the tutoring coordinator.

Career centre at SASS

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

In 2019, the Career Centre carried out various activities:

- career counselling (in person and by email)
- advising on studies and choosing internships
- organisation of various workshops and education - we organized 22 different events,
- informing students, alumni and members of the Alumni Club on job opportunities (at home and abroad),
- encouraging students to join the SASS Tutoring System,
- facilitating contacts with employers.

We organized various meetings between employers and students as part of various lectures at the School. In November 2019, we organized an introductory training for mentors and the so-called „Internship Marketplace“. At the event, students met with different employers.

In 2019, students had the opportunity to meet the following employers from the following organizations and companies:

CGP Ljubljana, Kolektor CGP Nova Gorica, YHD Assicoation, Spar Slovenia, Krka d.d., Projekt Človek Association, VDC Tončke Hočevar, OZARA, Lunina Vila, Social Work Centre Nova Gorica, Pelikan Institution, Family and youth centre Cerklje, Children's home Jarše, Mediation centre at the Health Centre of Ljubljana, Žarek Jesenice, Social Work Centre Celje, Social Work Centre Moste Polje, ŠENT Celje, OŠ Glazija Celje, MOST Ljubljana, Center for the treatment of autism, neuromovement and speech disorders, „Pot“ Association, Linea Snella, Mother's home Celje, Biotechnical centre Naklo - Secondary School, Social Work Centre Južna Primorska, Social Work Centre Maribor, Social Work Centre GORENJSKA, the unit of youth crisis centre, Centre fo the Elderly Horjul, Slovene philanthropy, Association for the Promotion of Volunteering, DEOS, VDC Nova Gorica, NEPTUN, Zavod sv. Frančiška Saleškega, Poslovni studio Tanja Golja s.p., Female consultancy, SONČEK Association, Administrative unit Nova Gorica, District Court of Nova Gorica, Radio Actual, SMC Rakovnik, Škofijska Karitas Koper, Association of volunteers Vincencijeve zveze dobrote, DrogArt Association, Public Institution Mladi Zmaji, Association of Friends of Youth Nova Gorica.

Within the Career Centre, SASS also offers various forms of non-formal learning. In 2019, several workshops and seminars were held for students and also for students and the wider circle of participants a wider circle of participants. In 2019, the following events took place or cooperated within the SASS Career Centre:

- Winter School of Psychology - Psychodays - Winter School of Psychology for pupils in Nova Gorica and Ljubljana,
- Winter camp FIS and SASS 2019,
- Career event - Presentation of the volunteer program at the Hostelling International Slovenia,
- Language exchanges - April and May,
- Erasmus International Dinner,
- Presentation of TRE technique, the field of stress management and of own company - Matej Zaplotnik,
- OST - Analysis of interviews and monitoring of changes - dr. Tjaša Stepišnik Perdih,
- Participation in the LUNG LEARNING PARADE,
- Training SASS: characteristics of students with special needs and taking into account the diversity of students in the higher education area,

- Organized group visit to the career fair Moje.delo.com in the Municipality of Nova Gorica,
- School signpost - introductory days at SASS; organized in Nova Gorica and Ljubljana,
- Choose your studies 2019,
- Informativa,
- RibTurSlo / Tourism in Slovenia - trends, new markets, opportunities, products - Andrej Šumer,
- EU 2019-2024 - What will the European elections bring?
- Training for internship mentors and the Internship Marketplace,
- Lecture: "Violence - a burning social problem or the reality of everyday life".

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

Public relations

In 2019, we undertook a systematic approach to the promotion of study programmes. Our objective was to increase the visibility of the faculty, to maintain or increase the share of enrolment, increase the share of enrolled in the 1st application deadline, expand the promotion of studies to the countries of the former Yugoslavia, improve the involvement of the School in the local and national environment and improve the field of information and communication with target audiences.

We used the following as the main means of communication:

- web,
- SASS website,
- social networks,
- e-mail marketing.

Other promotional activities:

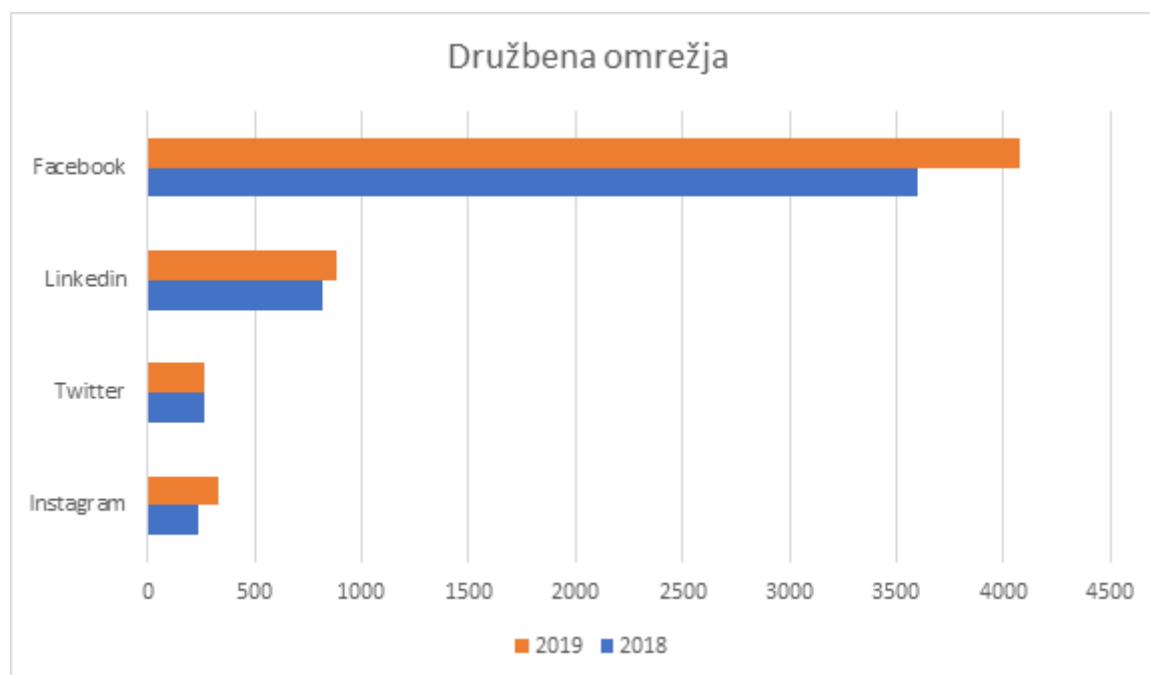
- organization of events and attendance/participation in events to which we were invited,
- designing new printed materials (partial remake of corporate design),
- presentations at secondary schools,
- Information days in Slovenia and abroad.

We are constantly adding information and updating the SASS website. We have added basic pages in Serbian language to the current website. In 2019, we started building a new website, which we will continue in 2020. We designed new promotional material in electronic and printed versions.

We redesigned the promotional packages for study programmes in English, Bosnian and Slovenian language. We also redesigned the SASS posters in Slovene, English and Bosnian language.

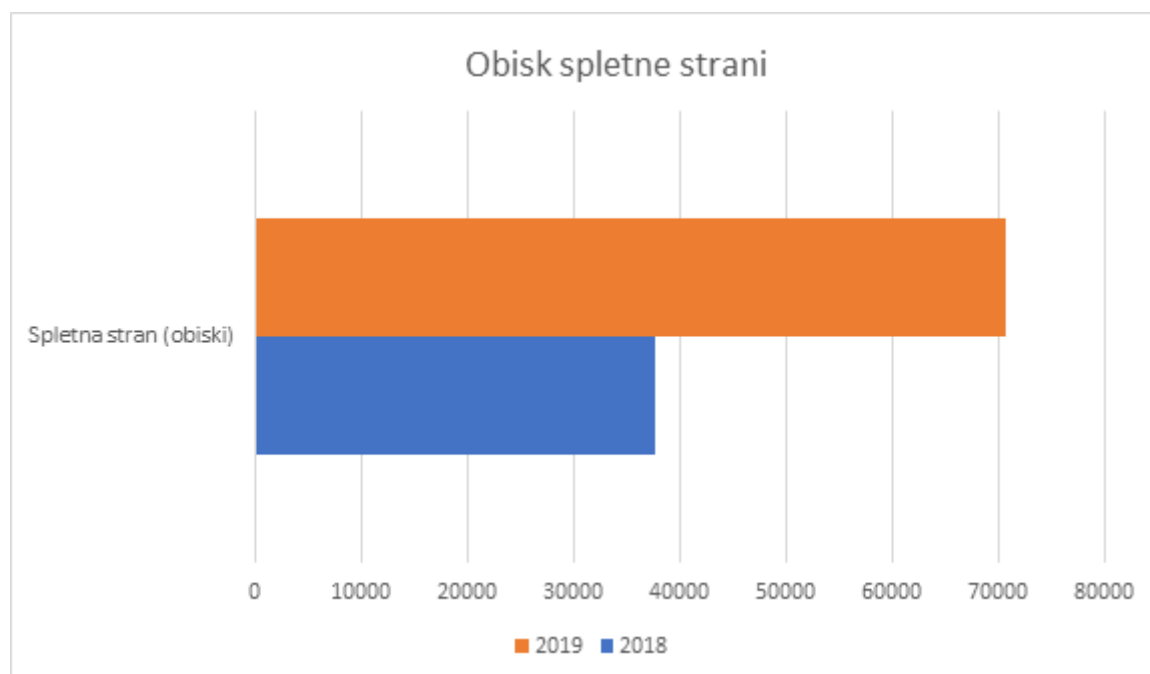
We increased our presence on on-line social networks.

Figure 2: Number of followers on social networks



The SASS Facebook page has 4073 followers (13% growth from the previous year), LinkedIn 881 followers (8% growth), Twitter 263 followers (unchanged) and Instagram 330 (39% growth).

Figure 3: Number of website visits



We recorded an 87.34% higher rate of website traffic compared to the previous year.

We participated in three major professional and educational fairs, namely Izberi si svoj študij, Informativa and Moje Delo.com in Nova Gorica.

We also promoted our study programmes in the countries of the Western Balkans. We regularly informed the environment about the research achievements of the School and organized popular science and professional events within the Career Centre. With the publication of two on-line newsletters (first half of 2019 and second half of 2019), we also made sure that SASS employees and students are better informed.

We carried out newsletter e-mail campaigns for those interested in studying as well as for the general public, and used them to inform the interested public about the novelties at SASS. We can say that the e-mail campaigns were very successful, as Open-Rate on average was as much as 57.58%.

We ensured the increase in the popularity of social sciences among youth through various events for youth, which were attended by a total of 507 people.

Representatives of the SASS student council also helped us to increase the interest in enrolment in our School.

1.11. Communication, information and notification

In a survey conducted among employees at SASS in January 2020 for the previous year, most respondents agreed that the managers and employees at SASS talk in a relaxed, friendly and egalitarian manner, that the management provides information in an understandable way and that the School associates get enough information about the activities in other internal organizational units. All evaluations are highly above average. Teaching staff has noted certain shortcomings in getting acquainted with the activities of other organizational units, so the School plans to strengthen internal communication in 2020.

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

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

In 2018, we established Newsletter e-mail campaigns, which continued in 2019. They are intended for those interested in studying as well as for the general public, and we use them to inform the interested public about the novelties at the School.

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

Interested stakeholders can find information on study programmes in the School's leaflets and brochures and on its website. In addition to general information on study programmes,

enrolment and selection procedures, the course and completion of studies, the website also offers the following information to the candidates for study, students and other stakeholders:

- methods of teaching and study, competencies and learning outcomes acquired by students and graduates,
- Modalities and possibilities for scientific, professional, research or artistic work of the students,
- placement of study programs in SQF, EQF and European Higher Education Qualifications Framework,
- employability of graduates, the need for their knowledge or opportunities to continue their studies.

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

The Faculty has adopted the Public Information Catalogue. All information and legal acts are available on the School's website under the tab „About SASS“ and in the Higher Education Information System (VIS). The decisions of the management in the field of quality and development of the School are listed in the minutes of the Senate, the Administrative Board and the Academic Assembly and published in the Higher Education Information System (VIS) of the School.

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

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

Figure 4: Overview of conclusions of the Self-evaluation report in 2018 in the field of business excellence and the realization in 2019

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

5.	Increasing business performance of study programmes	increasing activities to promote study programmes	Permanent job	PR	yes
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Identified opportunities for improvements in the field of business excellence in 2020:

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

Table 18: Action plan to realize the identified opportunities for improvements in the field of business excellence in 2020

Ser. No.	Objectives	Activities	Deadline for the realization	Responsibility
1.	Improvements in the field of information and communication with target audiences	Implementation of survey, implementation of the plan of informing and communicating with the target public	December 2020	Dean's Marketing Consultant
2.	Professional development and training of employees	Forwarding invitations to pedagogical training and encouragement of participation, Analysis of the survey on employee satisfaction, planning of education, improvement of knowledge and training of higher education teachers and associates and non-teaching staff	December 2020	Dean, Secretary-General
3.	Staff involvement	Organization of events for the purpose of strengthening the involvement of staff, Implementation of e-meetings	April 2020, September 2020, December 2020	Secretary-General
4.	Implementation of international exchanges for employees and associates	Keeping adequate procedures	December 2020	Head of Project Office
5.	Increasing business performance of study programmes	increasing activities to promote study programmes	January - August 2020	Dean's Marketing Consultant
6.	Greater consistency of the organizational structure of Dean's Office	Systematization adjustment	December 2020	Dean
7.	Alignment of organizational unit codes with their content	Renaming the Department of Psychotherapy to the Department of Psychosocial	October 2020	Dean

2. STUDENTS AND QUALITY OF STUDY PROCESS AND STUDY PROGRAMMES

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

In the Strategic Plan 2015–2020, there are 21 strategic objectives in the field of study excellence (listed in Table 19). 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 2 – Study excellence

STRATEGIC GUIDELINE 2: Study excellence											
No.	Strategic Objective	Indicator	Source, calculation.	Unit	Plan/ implementation	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019 / 2020
2.1	Increase in interest in the programme and student enrolment - Advanced Social Sciences (1st cycle)	Total number of all enrolled students (with student status) - Advanced Social Sciences (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	83	90	100	70	75	80
					Implementation	83	54	56	64	73	96
2.2	Increase in interest in the programme and student enrolment - SM (1st cycle)	Total number of all enrolled students (with student status) - SM (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	46	50	55	46	50	50
					Implementation	46	34	35	48	48	47
2.3	Increase in interest in the programme and student enrolment - Psychosocial counselling	Total number of all enrolled students (with student status) - Psychosocial counselling (all years, all locations) * After the last	SASS student office; VIS data - number of enrolled students	Number	Plan	64	70	71	72	73	74
					Implementation	64	61	58	64	88	116

	(1st cycle)	enrolment deadline in the current academic year									
2.4	Increase in interest in the programme and student enrolment - Intercultural management (1st cycle)	Total number of all enrolled students (with student status) - IM (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	120	122	124	110	115	120
					Implementation	120	97	94	85	77	101
2.5	Increase in interest in the programme and student enrolment - Psychosocial counselling (2nd cycle)	Total number of all enrolled students (with student status) - Psychosocial counselling (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	24	26	28	30	34	38
					Implementation	24	18	29	44	46	57
2.6	Increase in interest in the programme and student enrolment in doctoral studies (3rd cycle)	Total number of all enrolled students (with student status) - SOC (all years, all locations) * After the last enrolment deadline in the current academic year	SASS student office; VIS data - number of enrolled students	Number	Plan	37	39	41	30	30	30
					Implementation	37	28	27	23	20	38
2.7	Increase in the number of enrolled students in the first application period (1st year)	Share of all enrolled students in the 1st application deadline * In October for the current academic year	SASS student office; share of enrolled students on the date of the 1st enrolment deadline, with regard to the total number of enrolled students	%	Plan	22.5	27	32	22.5	25	27.5
					Implementation	22.5	17	19.05	42.04	36.55	41.51
2.8	Entry quality of students that completed the matura final exam and	Average number of points achieved at the matura for those enrolled in the 1st cycle university	SASS student office; average total no. of points that the enrolled students	No. of points	Plan	14.3	15.0	15.0	16.0	16.0	16.0
					Implementation	14.3	16.0	17.9	18.8	20.7	15.9

	enrolled in undergraduate programmes	programme *As at the 1st enrolment deadline for the current academic year	achieved at the matura exam								
2.9	Entry quality of students that completed the vocational matura final exam and enrolled in professional undergraduate programmes	Average number of points achieved at the vocational matura for those enrolled in the 1st cycle professional programme *As at the 1st enrolment deadline for the current academic year	SASS student office; average total no. of points that the enrolled students achieved at the vocational matura exam	No. of points	Plan	15.19	15.50	15.50	16.00	16.00	16.00
					Implementation	15.19	15.0	15.4	14.1	16.05	16.2
2.10	Effectiveness of undergraduate studies	Average number of years of study at the 1st cycle *All years of study from enrolment to successful completion	SASS student office; average period (in years) for completion of studies per student from enrolment to completion of obligations	Years	Plan	4.20	4.00	4.00	4.00	4.00	3.50
					Implementation	4.20	3.44	3.94	3.3	4.01	3.88
2.11	Entry quality of students enrolled in master programmes	Average overall grade of a student upon enrolling in master studies (without the grade of the final thesis) *As at the last enrolment deadline in October in the current academic year	SASS student office; average grade from the academic transcript, with regard to all students enrolled in the 1st year of the 2nd cycle studies	Rating	Plan	7.89	8.0	8.0	8.0	8.0	8.0
					Implementation	7.89	8.19	7.92	8.1	8.1	7.8
2.12	Effectiveness of master studies	Average number of years of study at the 2nd cycle *All years of study from enrolment to successful defense of the thesis	SASS student office; average period (in years) for completion of studies per student from enrolment to completion of obligations (defense of master thesis)	Years	Plan	3.10	3.06	3.0	3.0	3.0	3.0
					Implementation	3.10	3.13	3.22	3.2	2.7	3.04

2.13	Entry quality of students enrolled in doctoral programmes	Average overall grade of a student upon enrolling in 3rd cycle studies *As at the last enrolment deadline in October in the current academic year	SASS student office; average grade from the academic transcript, with regard to all students enrolled in the 1st year of the 3rd cycle studies	Rating	Plan	8.3	8.3	8.3	8.3	8.3	8.3
					Implementation	8.3	8.7	7.7	9.2	8.2	7.95
2.14	Effectiveness of doctoral studies	Average number of years of study at the 3rd cycle *All years of study from enrolment to successful defense of the doctoral dissertation	SASS student office; average period (in years) for completion of studies per student from enrolment to completion of obligations (defense of doctoral dissertation)	Years	Plan	4.00	4.00	4.00	4.5	4.5	4.5
					Implementation	4.00	4.37	4.98	4.3	3.63	3.75
2.15	Participation of SASS students in international exchanges	Share of available student places for exchanges abroad actually used (share measured since 2017/2018, before this year, the number of students from SASS that went to exchanges abroad) * In the current academic year	SASS student office; Number/share (since 2017-18) of students from SASS participating in exchanges in the current academic year	Number	Plan	2	4	4	100 %	100%	100 %
					Implementation	2	3	2	100 %	100%	100 %/
2.16	Attractiveness of SASS for foreign exchange students	Number of foreign exchange students at SASS * In the current academic year	SASS student office; numbers of students at SASS in an exchange student programme in the current academic year	Number	Plan	3	3	3	4	4	4
					Implementation	0	2	5	5	6	7
2.17	Attractiveness of SASS for enrolment of foreign students	Number of foreign students enrolled in SASS (first cycle, all programmes) in the current academic year	SASS student office; number of foreign students involved in the pedagogical process at SASS in first cycle, outside	Number	Plan	4	5	6	40	40	40

			the Erasmus programme								
					Implementation	4	2	25	59	65	66
2.18	Internationalization of the teaching staff	Number of foreign teachers involved in the teaching process at SASS (all levels of study) * In the current academic year	Number of foreign lecturers in the academic year	Number	Plan	12	13	13	10	10	10
					Implementation	10	4	6	2	8	6
2.19	High level of student satisfaction with the implementation of the teaching process	Average value of student satisfaction with the entire educational process (including all lecturers and assistants) * In the current academic year	Student surveys, average score of student satisfaction with the studies at SASS	1-5	Plan	4.4	4.4	4.4	4.4	4.5	4.5
					Implementation	4.4	4.5	4.1	4.6	4.6	4.5
2.20	High level of student satisfaction with the general image of the School	Average score of student satisfaction with the general image of the School * In the current academic year	Student surveys, average score with regard to student satisfaction	1-5	Plan	4.1	4.2	4.3	4.4	4.4	4.4
					Implementation	4.1	4.3	4.2	4.4	4.5	4.4
2.21	High level of student satisfaction with the student's office and the library	Average score of student satisfaction with the student's office and the library * In the current academic year	Student surveys, average score with regard to student satisfaction	1-5	Plan	4.1	4.2	4.3	4.4	4.5	4.6
					Implementation	4.1	4.4	4.3	4.2	4.6	4.6
2.22	Established cooperation with the Western Balkans region	Number of students from the Western Balkans enrolled in SASS (all levels and programmes) in the current academic year	SASS student office; number of foreign students involved in the pedagogical process at SASS	Number	Plan	/	/	/	/	30	30
					Implementation	/	/	/	46	50	90

We are pleased with the achievement of strategic objectives in the field of study excellence compared to previous years and there is still room for improvement. In the field of interest in the programmes and enrolment of students in the undergraduate study programmes of SM and IM, we came very close to the set strategic objective in the academic year. In the undergraduate and master's study programme Psychosocial Counselling, in the undergraduate program Advanced Social Sciences and the doctoral study programme Sociology, we even significantly exceeded this objective. The share of all enrolled students in the 1st application deadline is much higher than in the previous year (36.55% in 2018/19 and 41.51% in 2019/20). The entry quality of undergraduate students with completed matura or vocational matura final exam remains approximately the same as in the previous year. The strategic objectives in the field of entry quality of students in the academic and professional study programmes for 2019/20 were therefore achieved. The average period of undergraduate study dropped from about 4 years last year to 3.88 years, which is still slightly different from the strategic objective (3.5 years), but the result is better than the year before. The entry quality of students in master's studies is at the level of set objectives, as is the efficiency of master's studies (set objective 3 years; actual number 3.04 years). The entry quality of doctoral students is adequate, and the efficiency of doctoral studies strongly exceeds the set objectives (set objective 4.5 years; actual number 3.75 years).

We are also satisfied with the attractiveness of SASS for foreign students. E.g. the number of foreign students enrolled at SASS in the 1st cycle significantly exceeds the set objectives (set objective 40 students; 66 students actually enrolled). The same applies to the related strategic objective in the field of establishing cooperation with the Western Balkans region, which was also exceeded (set objectives of 30 students; 90 students actually enrolled; all levels of study).

Student mobility is carried out in accordance with the set strategic objectives and to some extent even exceeds them, as in the academic year 2019/2020, 6 students from SASS will study abroad and 7 students from abroad will study at SASS, while only 4 exchanges per academic year were planned (incoming / outgoing). Student exchanges take place through two programmes, namely Erasmus + (SASS holds an ECHE charter SI NOVA-GO02) and CEEPUS (SASS is included in the network „Europe from the Visegrad perspective“). In the academic year 2019/2020, there were 3 outgoing and 5 incoming students through the Erasmus + programme and 3 outgoing and 2 incoming through the CEEPUS programme. Students benefit from the study and internship grants.

SASS encourages the students to get involved in other mobility programmes such as participation in international summer schools. In the academic year 2018/2019, one SASS student attended a summer school organized within the CEEPUS program.

The number of mobile employees is in line with the set objectives. Staff exchanges take place mainly through the Erasmus + programme in cooperation with the countries in the programme (KA 103). SASS is also becoming increasingly active in the field of exchanges with partner countries (Erasmus + KA107). The employees also participate in mobility through SRA bilateral cooperation programmes. There is still room for improvement in the field of internationalization of teaching staff.

The objective regarding high student satisfaction with the implementation of the study process was exceeded. It should also be pointed out that the evaluation of this objective is similar to the previous year; there was a slight downward shift (by 0.09 points), but the result is still in line with

the set strategic objectives. Students evaluated the implementation of the study process with a score of 4.54 (on a scale of 1-5). Compared to the previous academic year, the general satisfaction of students with the general image of the faculty slightly improved (grade 4.43), exceeding the set strategic objective (4.4). The general satisfaction of students with the work of the student office and the library significantly increased (score 4.6), exceeding the goal of high student satisfaction in this field. In the previous academic year, there was a slight downward deviation in this field (score 4.2), so we estimate that the measures introduced to increase student satisfaction with the work of the student office and the library were sufficient and effective.

2.2. Analysis of interest to enrol in study programmes

Information days in 2019 were organized on several occasions, namely on 15 and 16 February 2019, on 23 May 2019, on 22 August 2019 and on 19 September 2019. Information days were held simultaneously in Nova Gorica and Ljubljana. Information days were also held abroad: On 2 September 2019 in Skopje, on 3 September 2019 in Belgrade and on 4 September 2019 in Novi Sad. The information days were attended by the Dean, Vice-Dean for student and academic affairs, Vice-Dean for International Cooperation, Head of the student office, Head of the career centre, individual higher education teachers and associates, and student representatives. Participants of the information days submit forms with basic information that allow us to monitor which profiles are potentially interested in individual programmes and how many are at a given location at certain times.

Figure 5: Interest in studying expressed at information days

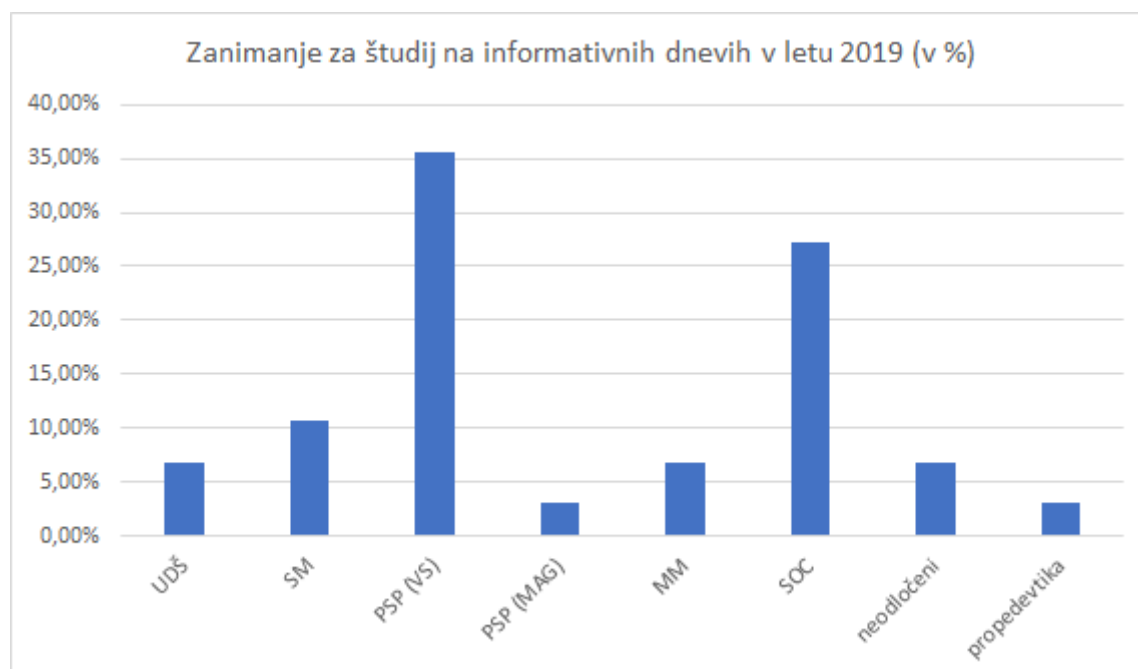


Figure 5 illustrates the interest in studying expressed at information days per study programmes. Higher professional study programme Psychosocial Counselling was the most interesting, followed by the doctoral programme Sociology, for which we recorded an increased interest among the students from the former Yugoslavia. SASS is using its new marketing strategy to

actively promote all its programmes with the aim of increasing the visibility of the School and obtaining new students. In 2019, we continued with the activities from the previous year and continued actively promoted undergraduate, master and doctoral programmes abroad, especially in the countries of the former Yugoslavia. We are planning a similar strategy in foreign markets for the next year.

Interest in studying expressed via email

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

Figure 6: Interest in studying expressed via email

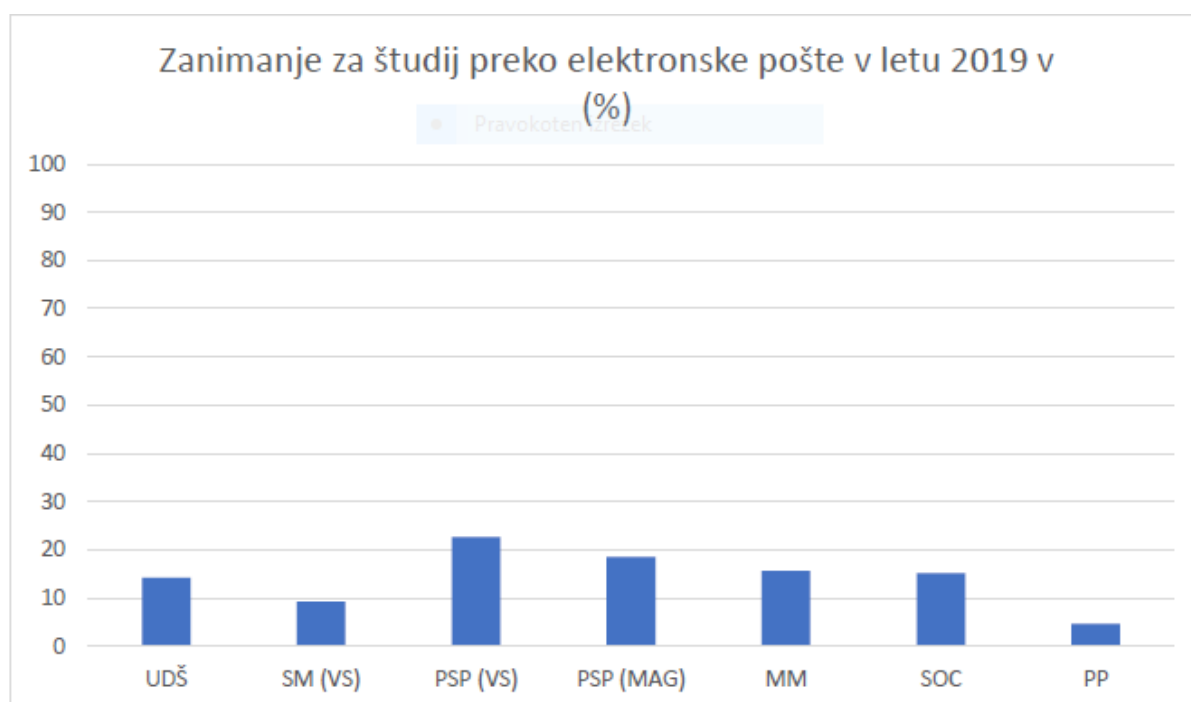


Figure 6 shows the percentage of interest in study programmes expressed via email. The greatest interest via e-mail was expressed for the undergraduate and master's study programme Psychosocial Counselling. This was followed by the master's study programme Intercultural Management. Interest in master's degree programmes is particularly often expressed via e-mail because the candidates for study previously ask about the differential exams they have to pass. In 2019, we also recorded a large increase in interest in the doctoral studies of Sociology. Candidates for enrolment also show interest in studying through the contact forms on the website.

The candidates for enrolment who want us to inform them about news, events and other matters related to the School are increasingly subscribing to our newsletter at this link: <https://www.facebook.com/fakultetazauporabnedruzbenestudije/app/100265896690345/>

Individual consultations

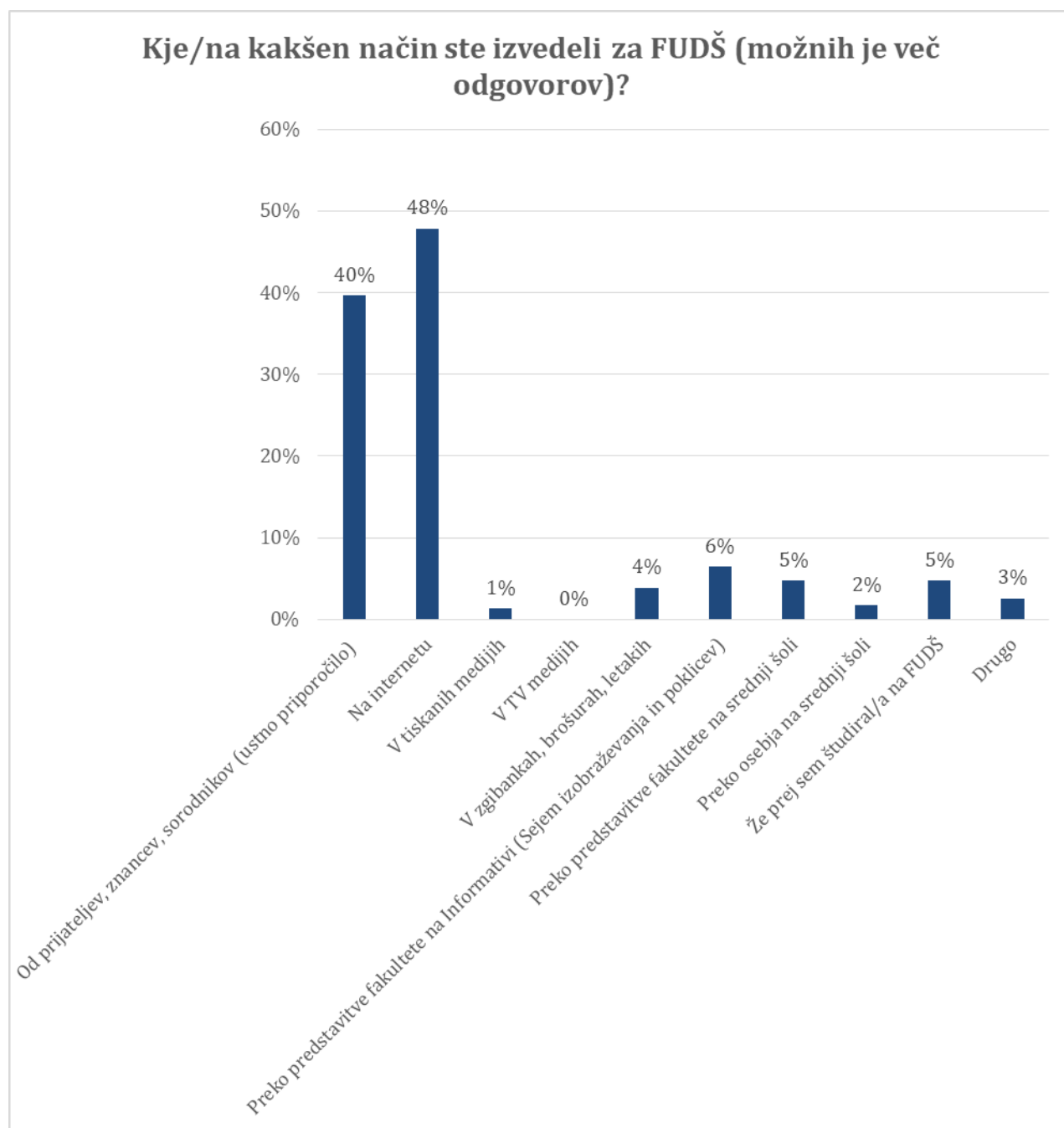
The Head of Student and Academic Affairs Office and the Head of the Career Centre carry out individual consultations regarding studies throughout the year. In 2019, approx. 20 individual consultations took place, usually lasting 30 to 60 minutes. They help the candidate to examine the enrolment conditions, syllabus, payment conditions and determine additional obligations if necessary. At the request of the candidate, an education plan is also prepared, which helps the candidate to perform his/her study obligations during the year.

Participation in educational and career fairs

The School regularly responds to various invitations from secondary schools and educational and career fairs. In 2019, we participated in the educational fairs Izberi si svoj študij, Informativa and Moje Delo.com in Nova Gorica.

Information channels

Figure 7: Information channels



Of all the students who answered the survey question about information channels, the majority (48%) found out about SASS on the Internet, followed by the oral recommendation of SASS by friends, acquaintances, and relatives (40%). We will therefore continue to place great emphasis on Internet advertising. Compared to the previous year, there is a smaller increase in the number of students who learned about the School through an oral recommendation, a presentation of the School at Informativa or at secondary schools.

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

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

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

I. Department of Applied Social Studies (Chair: Matej Makarovič, PhD, Professor)

With a total of 244 students enrolled in two undergraduate and one master's programme, the Department of Applied Social Studies is the largest at the School: the undergraduate university study programme Advanced Social Studies (UN), the higher professional study programme Social Management (1st cycle) and the master's study programme Intercultural management (2nd cycle). In terms of content, it mainly covers general social sciences and management, and is distinctly interdisciplinary with regard to its staff and its study programmes.

II. Department of Psychotherapy (Chair: Jana Krivec, PhD, Assistant Professor)

The department consists of two study programmes and one training study programme: undergraduate professional programme Psychosocial Counselling (1st cycle), master's programme Psychosocial Counselling (2nd cycle) and Psychotherapeutic Propaedeutics. There is a total of 181 students enrolled in these programmes.

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

The doctoral department implements the doctoral study programme Sociology. Doctoral studies are predominantly individual with only some organized study work, comprising two exams in the first year. They are carried out as part-time studies and take place in the afternoon during the week and on Saturday mornings. In order to improve the quality of studies, consultations and tutoring are also organized. In 2019 both were carried out by prof. Matevž Tomšič, PhD. The doctoral school also co-organized the winter camp. There are 38 students enrolled in the doctoral study programme.

SASS implemented the following study programmes in the academic year 2019/2020:

- undergraduate university study programme Advanced Social Studies
- undergraduate professional study programme Social Management
- undergraduate professional study programme Psychosocial Counselling
- master's study programme Psychosocial Counselling
- master's study programme Intercultural Management
- doctoral study programme Sociology
- training study programme Psychotherapeutic propaedeutics

The School also offered a training study programme Psychotherapeutic Propaedeutics, into which 8 students enrolled (significantly more than in the academic year 2018/19, when only 2 students enrolled in this programme). The Advanced Social Studies (UN) and Intercultural Management (MASTER) programmes are implemented full-time and part-time, while other programmes only offer part-time studies. Undergraduate study programmes are three years long

and comprise 180 credit points, master's study programmes are two years long and comprise 120 credit points, and doctoral study programmes are three years long and comprise 180 credit points.

Certain study obligations (differential exams, only certain exams...) are also attended by individuals as citizens (persons who pay for individual exams and do not have a student status). In the academic year 2019/20, 6 citizens actively carried out their study obligations.

2.3.1. Enrolment

In the academic year 2019/2020, a total of 455 students were enrolled into the School. The undergraduate university study programme Advanced Social Studies is attended by 96 students, the higher professional study programme Psychosocial Counselling by 116 and Social Management by 47 part-time students. The master's study programme Intercultural Management is attended by 101 students, and Psychosocial Counselling (MASTER) by 57 students. The doctoral study programme Sociology is attended by 38 students. The School is relatively satisfied with the number of students enrolled in programmes that are implemented only in part-time form, and we would like to increase the enrolment in the undergraduate full-time programme Advanced Social Studies. In the future, the School will make additional efforts to increase its visibility by advertising at home and abroad.

The total number of all students enrolled in the undergraduate university study programme Advanced Social Studies exceeds the planned number. In the academic year 2019/20, there is a trend of increased enrolment in full-time Advanced Social Studies compared to previous years (the enrolment in the 1st year of studies increased by 15.8% compared to the academic year 2018/19). We noticed a slight decrease in the enrolment in the study programme Social Management: in the academic year 2018/19, 18 students enrolled in the 1st year of the study programme, and in the academic year 2019/20, there were 12. The enrolment trend is very positive in the undergraduate study programme Psychosocial Counselling – in 2019/20, the number of students enrolled in the 1st year of Psychosocial Counselling study programme increased by 31.6% in comparison to the previous academic year. The total number of students enrolled in the undergraduate programme Psychosocial Counselling (in all years of study) thus significantly exceeded the set strategic objectives in the academic year 2019/20. The trend of increasing enrolment is also noticeable in the master's programme Intercultural Management - compared to the academic year 2018/19, enrolment in the first year increased by 33.3%. There was also an increase in the enrolment in master's study programme Psychosocial Counselling: there were 16 students enrolled in the 1st year in 2018/19 and 26 in 2019/20.

We enrolled 38 students in the doctoral study programme Sociology, which exceeds the set objective of 30 students. Compared to the previous year, the academic year 2019/20 is marked by an exceptional increase in enrolment in the first year of doctoral study programme Sociology, which was probably due to the intensive promotion of this programme both in Slovenia and in the Balkans. In the academic year 2018/19, 4 students were enrolled in the programme, and in the academic year 2019/20, there were 20 students, of which 14 were from abroad.

A total of 15 students withdrew from the School. In most cases, this was due to the financial incapacity to pay the tuition fee. For this purpose, SASS inquired with several banks about favourable loans for students. We received a reply from all banks that the students must come to

the bank themselves, as the bank grants credits on the basis of individual situations. We informed the students about the possibility of taking a loan.

Table 20: Number of all enrolled students in the academic year 2019/20 by location and type of enrolment (excluding the students in the graduation year)

Programme	Location	Status	Enrolled in 2019/2020
Social Management 1st year	Nova Gorica	part-time	3
	Ljubljana	part-time	11
Social Management 2nd year	Nova Gorica	part-time	3
	Ljubljana	part-time	15
Social Management 3rd year	Nova Gorica	part-time	8
	Ljubljana	part-time	4
Psychosocial Counselling (Professional) 1st year	Nova Gorica	part-time	7
	Ljubljana	part-time	43
Psychosocial Counselling (Professional) 2nd year	Nova Gorica	part-time	0
	Ljubljana	part-time	32
Psychosocial Counselling (Professional) 3rd year	Nova Gorica	part-time	4
	Ljubljana	part-time	25
Advanced Social Studies 1st year	Nova Gorica	full-time	47
		part-time	3
	Ljubljana	part-time	0
Advanced Social Studies 2nd year	Nova Gorica	full-time	27
		part-time	3
	Ljubljana	part-time	0
Advanced Social Studies 3rd year	Nova Gorica	full-time	13
		part-time	1
Intercultural Management 1st year	Nova Gorica	full-time	62
		part-time	2
Intercultural Management 2nd year	Nova Gorica	full-time	19
		part-time	1
	Ljubljana	part-time	0

		time	
Psychosocial Counselling (MASTER) 1st year	Nova Gorica	part-time	10
	Ljubljana	part-time	18
Psychosocial Counselling (MASTER) 2nd year	Nova Gorica	part-time	2
	Ljubljana	part-time	12
Sociology 1st year	Nova Gorica	part-time	1
Sociology 1st year	Ljubljana	part-time	20
Sociology 2nd year	Nova Gorica	part-time	5
Sociology 2nd year	Ljubljana	part-time	2
Sociology 3rd year	Nova Gorica	part-time	1
Psychotherapeutic propaedeutics	Ljubljana	part-time	8

Analysis of enrolment in the academic year 2019/20 - first-time enrolments in the 1st year of study by programmes (by region and gender)

Undergraduate university study programme Advanced Social Studies

Table 21: Demographic characteristics of students enrolled in the Advanced Social Studies programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	8	6	2
Other regions	10	6	4
Foreigners	26	18	8
Total	44	30	14
Number of graduates in 2019: 11			

Undergraduate Study Programme Social Management (SM)

Table 22: Demographic characteristics of students enrolled in SM programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	1	1	0
Other regions	8	7	1
Foreigners	3	2	1
Total	12	10	2
Number of graduates in 2019: 4			

Undergraduate higher education programme Psychosocial Counselling (PC-professional)

Table 23: Demographic characteristics of students enrolled in PC programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	8	6	2
Other regions	40	37	3
Foreigners	2	1	1
Total	50	44	6
Number of graduates in 2019: 9			

Master's study programme Intercultural Management (IM)

Table 24: Demographic characteristics of students enrolled in IM programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	12	9	3
Other regions	34	23	11
Foreigners	10	8	2
Total	56	40	16
Number of graduates in 2019: 7			

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

Table 25: Demographic characteristics of students enrolled in PC programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	6	5	1
Other regions	19	19	0
Foreigners	1	1	0
Total	26	25	1
Number of graduates in 2019: 10			

Doctoral Programme Sociology (SOC)

Table 26: Demographic characteristics of students enrolled in SOC programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	1	1	0
Other regions	6	5	1
Foreigners	13	9	4
Total	20	15	5
Number of graduates in 2019: 2			

Training study programme Psychotherapeutic propaedeutics

Table 27: Demographic characteristics of students enrolled in PP programme (ac. year 2019/2020)

Region	Total	Women	Men
Goriška statistical region	0	0	0
Other regions	8	8	0
Foreigners	0	0	0
Total	8	8	0

Number of students who completed the programme in 2019: /
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2.3.2. Advancement

Advancement remains a challenge, especially in the Advanced Social Studies study programme, as only 57.9% advance from the 1st to the 2nd year (but this has increased significantly compared to 2018/19, when only 37.1% of the students advanced). The rate of advancement from the 2nd to the 3rd year is much higher, namely 81.3%. We estimate that the low rate of advancement from the 1st to the 2nd year is somewhat related to the higher share of enrolled foreigners who, upon arrival in the Slovenian higher education area, in addition to getting used to it also face language challenges and living in a new culture. The study programme Intercultural Management also recorded a slightly lower advancement rate, 38% in 2019/2020. The main reasons for (too) low advancement rate can be seen in (1) the complexity of the programmes with regard to the initial expectations of many students and (2) problems with combining work and study. In order to define and introduce measures in to improve advancement, a working group was established in 2017 to prepare proposals for measures to increase advancement. They prepared a set of measures to improve the advancement of students from the 1st to 2nd year, and we continued to implement them also in 2019. We are planning additional measures for this purpose in 2020.

Table 28: Overview of average grades per study programmes

Programme	Average grade
Social Management 1st cycle	7.76
Advanced Social Studies 1st cycle	7.78
Intercultural Management 2nd cycle	8.66

A high level of advancement is recorded mainly in the undergraduate programme Psychosocial Counselling, where 76.3% of students advance from the 1st year to the 2nd, although this rate has decreased slightly since 2018/19. We recorded an even higher advancement rate from the 2nd to the 3rd year, namely 87.1%, which is comparable to last year. In the master's study programme Psychosocial Counselling, the advancement rate from the 1st to the 2nd year is 78.6%, which is a bit over 6% more than last year. We believe the reason for such a high advancement rate is mainly the fact that studying at both levels is payable (and relatively expensive), which is obviously a good motivation for students. The latter can also reflect a rather high average of grades (see the table below, 8.20 at the 1st cycle and 8.47 at the 2nd).

Table 29 Overview of average grades per cycle of the programme Psychosocial Counselling

Programme	Average grade
Psychosocial Counselling 1st cycle	8.20
Psychosocial Counselling 2nd cycle	8.47

The advancement rate in the Sociology study programme from the 1st to the 2nd year was 80%, and there was no advancement from the 2nd to the 3rd year, as no students were enrolled in the 2nd year in the academic year 2018/19.

Table 30: Overview of average grades per cycle of the programme Sociology

Programme	Average grade
Sociology 3rd cycle	8.36

Table 31: Overview of average grades per cycle of the programme Psychotherapeutic propaedeutics

Programme	Average grade
Psychotherapeutic propaedeutics	8.1

2.3.3. Completion of studies

In 2019, we had 11 new graduates in the programme of Advanced Social Sciences, 4 in the SM programme and 7 in the IM programme. In 2019, 9 students graduated from Psychosocial Counselling programmes and 10 received master's degrees. No candidate completed the training study programme Psychotherapeutic propaedeutics in 2019.

In 2019, 2 students successfully completed the doctoral study programme Sociology.

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

Data for 2019/20 show that undergraduate study programmes are completed on average in less than 4 years (in 2019/20 in 3.88 years), master's programmes in about 3 (in 2019/20 in 3.04 years), and doctoral programmes in slightly over 3.75 years. The completion of studies in undergraduate study programmes and the effectiveness of studies is therefore at the level of the set strategic objectives, and the data on the completion of studies at the master's and doctoral level even shows that the set strategic objectives have been exceeded.

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

Department of Advanced Social Studies

The achievement of specific objectives in 2019 was as follows:

- Successful completion of the modifications and updates of the study programme Social Management 1st cycle (professional) that started in 2018: the objective was fully achieved.
- Implementation of certain modifications and updates of the study programme Advanced Social Studies (curriculum updates, ensuring even greater vertical connectivity, etc.): the objective was fully achieved.
- Implementation of certain modifications and updates of the study programme Sociology (especially at the level of optional subjects): the objective was fully achieved.
- Continued promotion of enrolment in study programmes within the Department of Advanced Social Studies, both at home and abroad: the objective was fully achieved.
- Continued visits to secondary schools, colleges and other institutions abroad, with a view to promote the study programmes of the Department of Advanced Social Studies: the objective was fully achieved.
- Continue to consistently maintain appropriate standards of difficulty to achieve appropriate learning outcomes, while at the same time providing highly individualized support to students, with the aim of increasing advancement: the objective was fully achieved.
- Renovate student surveys: the objective was fully achieved.
- Further strengthen internationalization by involving foreign students and promoting exchanges within the Erasmus system: the objective was fully achieved.
- Strengthen activities in the field of curriculum internationalization: the objective was fully achieved.
- Introduction of improvements in the field of student mobility (more intensive promotion of mobility, measures related to the implementation of mobility itself - measures before/during/after mobility), which is also evident in the greater interest in participating in mobility programmes: 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 for teaching and non-teaching staff or ensure their participation in such education, training (on the diversity of students in higher education area; characteristics and specifics of students with special needs in higher education, etc.): the objective was fully achieved.
- Further check the status of pending/passed student exams after the first semester (grades exported by the student office that serve as a basis for interviews with students who have not completed most of the obligations): the objective was fully achieved.
- Further ensure the integration of tutoring activities into the introductory teaching process: the objective was fully achieved.
- Further motivate foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations: the objective was fully achieved.

The objectives of the Department of Advanced Social Studies in 2020 are as follows:

- Continued promotion of enrolment in study programmes within the Department of Advanced Social Studies, both at home and abroad.
- Continue visits to secondary schools, colleges and other institutions abroad, with a view to promote the study programmes of the Department of Advanced Social Studies.
- Continue to consistently maintain appropriate standards of difficulty to achieve appropriate learning outcomes, while at the same time providing highly individualized support to students, with the aim of increasing advancement
- Modernization of the teaching process by encouraging intensive use of (new) ICT technologies.
- Further strengthen internationalization by involving foreign students and promoting exchanges within the Erasmus system.
- Continue to strengthen curriculum internationalization activities.
- Modify and update the master's study programme Intercultural Management.
- (Further) adapt the implementation of the master's study programme Intercultural Management to the possibilities of students (organization and schedule of lectures, exercises and seminars, exam dates, etc.).
- Encourage higher education teachers and associates to maintain a quality system of verification and assessment of knowledge; use of learning forms and methods that motivate students for regular work and timely performance of obligations; introduction and implementation of ongoing assessment of students' knowledge (higher education teachers and associates are encouraged to use the methods of assessment and testing of knowledge and competencies that motivate students for regular work and more active participation - homework, self-assessment, mutual assessment of students, peer assessments, writing a diary, portfolio preparation, etc.).
- Further organize education 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 School services in general.
- Further check the status of pending/passed student exams after the first semester (grades exported by the student office that serve as a basis for interviews with students who have not completed most of the obligations).
- Further ensure the integration of tutoring activities into the introductory teaching process.
- Further motivate foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations.
- Inclusion of new experts from practice in the study process.
- Organize events aimed at strengthening the importance and role of learning outcomes and the achievement of competencies in the educational process.

Department of Psychotherapy

In 2019, we achieved the following objectives:

- Completion of modifications and updates of the PC master's study programme: the objective was fully achieved.

- Achieving enrolment according to strategic guidelines: the objective was fully achieved.
- Increasing the number of high-quality international scientific publications by employed higher education teachers: the objective was fully achieved.
- Obtaining at least one major domestic or international project: the objective was partially achieved. We obtained projects within the ŠIPK, PKP and ERASMUS tenders; we also applied for various domestic and international projects in larger tenders, but we were not successful. We gained valuable knowledge from the evaluations of the tender documentation, which we will use in future project applications.
- Participation of teaching staff in international events: the objective was fully achieved.
- Organization of events for public awareness and promotion of SASS: the objective was fully achieved.
- Continue to establish links with the local, regional and national environment: the objective was fully achieved.
- Introduce several elements of internationalization in the PC master's study programme, namely in the course of modification and updating of the programme: the objective was fully achieved.

The objectives of the Department of Psychotherapy in 2020 are as follows:

- Continue promotion of enrolment in study programmes within the Department of Psychotherapy, both at home and abroad.
- Modify and update the undergraduate 1st cycle study programme Psychosocial Counselling.
- Modify and update the study programme Psychotherapeutic propaedeutics.
- Further adapt the implementation of the 2nd cycle master's study programme Psychosocial Counselling to the possibilities of students (organization and schedule of lectures, exercises and seminars, exam dates, etc...).
- Introduce more elements of internationalization in the course of modifications and updates of the undergraduate study programme PC and of the training study programme Psychotherapeutic propaedeutics.
- Apply for at least one major domestic or international project.
- Continue to involve students in the School research projects.
- Encourage students and staff to exploit the possibilities of international exchange.
- Strengthen quality international scientific publications by employed higher education teachers.
- Modernization of the teaching process by encouraging intensive use of (new) ICT technologies.
- Organize events aimed at strengthening the importance and role of learning outcomes and the achievement of competencies in the educational process.
- Networking with relevant stakeholders in the local, national and international environment in order to present and promote the profile of a psychosocial counsellor.

Doctoral Department

In 2019, we achieved the following objectives:

- Attract as many new students as possible, both domestic and especially foreign (especially area of Eastern and South-Eastern Europe): the objective was fully achieved and even exceeded.

- Continue to organize several sets of lectures (on consecutive days), if possible, in conjunction with other events (conferences, winter camp, etc.). This will enable more contacts and exchange of information between the lecturers: the objective was achieved.
- Strengthen the involvement of doctoral students in the research work of the School: the objective was achieved.

Objectives of the Doctoral Department in 2020:

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

2.4. Quality of studies and other services at SASS

The expectations and needs of students regarding the course of studies, the implementation of study programmes and the conditions for them are determined in several ways:

- through student surveys that evaluate the general satisfaction of students with SASS; satisfaction with the study process and teaching staff; satisfaction with individual study programmes, subjects and the implementation of lectures and exercises; evaluation of the suitability of the scope of subjects (results are listed in the self-evaluation report);
- through qualitative analyses (focus groups, etc.);
- through the analysis of competencies and employability of graduates (results are listed in the self-evaluation report);
- through the tutoring system (evident from the minutes of tutoring meetings and reports on the tutoring system);
- with the help of the participation of the Student Council in the School bodies (evident from the minutes of the sessions and other meetings of the School bodies);
- through informal (individual/group) conversations of teaching and non-teaching staff with SASS students.
- The findings obtained through these mechanisms are stated in the following subsections.

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

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

Below we present a comprehensive overview of the results of the student survey for the academic year 2018/19.

In general, students are satisfied with all aspects of their studies at SASS (M = 4.43), which is a similar result than in the previous academic year (M = 4.51). They are most satisfied with the work of the student office (M = 4.61) and the work of the career centre (M = 4.53). The vast majority of students also believe that they can get all the necessary information (e.g. on the School website, via e-mail notification, through conversations with employees ...) regarding the operation of the School and its internal quality system, as well as information related to their rights and the related operation of the School bodies. There are opportunities for improvement of the School website (M = 4.26), extracurricular activities (M = 4.28) and the suitability of lecture and exercise schedules (M = 4.29).

Table 32: Dimensions of overall satisfaction at SASS (academic year 2018/19)

DIMENSIONS OF SATISFACTION	AVERAGE
The students can rely on staff assistance in solving their problems.	4.40
Lectures and other services are carried in the promised time.	4.48
Schedules of lectures and exercises are suitable.	4.29
Students are duly informed about the time and place of the lectures and other information necessary for the smooth and efficient studies.	4.50
Students have access to all the necessary information (e.g. on the School website, via e-mail communication, through communication with employees ...) regarding the operation of the School and its internal quality system.	4.53
The promised services are carried out quickly and with due quality.	4.40
The premises of the School are orderly and offer good conditions for work.	4.49
I am generally satisfied with the work of the student office.	4.61
I am generally satisfied with the work of the library.	4.50
Administrative staff pays individual attention to students.	4.49
I am generally satisfied with the work of the career centre.	4.53
Website of the School is attractive and transparent.	4.26
Hours of operation (School, library, student office) are appropriate.	4.35
The extracurricular activities provided by the School (academic events, conferences, workshops, social activities ...) are topical and interesting.	4.28
I am very satisfied with the higher education information system (VIS)/online classroom.	4.35
I am able to participate in School bodies through the student council.	4.42
Students have access to all the necessary information (e.g. on the School website, through communication with employees ...) regarding their rights and the related activities of the School bodies.	4.51
I am satisfied with the School's internal quality system and the self-evaluation procedures of the School.	4.37
TOTAL	4.43

The year-on-year comparisons of satisfaction with the organizational aspects of the School shown are shown in the graph below - Figure 8. The results are slightly worse, but still comparable to the year before. There is still room for improvement. We do not perceive any

organizational problems at the general level. In general, student satisfaction with the organizational aspects of the School has been very high for many years. This reflects the quality of the organizational aspects of School services.

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

Figure 8: Trend of general satisfaction with the organizational aspects of the School



Figure 9 shows that students are satisfied with the quality of our service. The result is slightly worse, but still comparable to the year before. There is still room for improvement in this field. The evaluation of students regarding the interest of employers to employ students from our

School was slightly worse than the previous year. At this point, we should consider additional measures to improve this rating.

Figure 9: General satisfaction with the quality of School services and employers' interest in employing students



In general, students are very satisfied ($M = 4.54$) with all aspects of studying at SASS (Table 33). They are most satisfied with the fact that the course coordinators treated the students with respect ($M = 4.7$), that they complied with the scheduled hours ($M = 4.69$) and that they informed them about the knowledge assessment criteria ($M = 4.61$). The lowest scores were noted in the aspects related to trust in the coordinators ($M = 4.46$) and clarity and comprehensibility of the presentation of addressed contents ($M = 4.47$). The aspects of good implementation of lectures and exercises, new content and the ability of the coordinator to present the usefulness of study content at work or in real life were also evaluated slightly lower than average (all three aspects rated with $M = 4.48$).

The results are similar than in the academic year 2017/2018, whereby average assessment of student satisfaction in 2018/19 was slightly lower, but the difference is very small (0.09).

Table 33: Dimensions of satisfaction with teaching staff at SASS (academic year 2017/18)

STATEMENTS	AVERAGE
Lectures/exercises were well executed	4.48

Discussed topics were presented in a clear and understandable way	4.47
Discussed topics were appropriate	4.55
The coordinator presented the usefulness of study content at work in an organization or in real life	4.48
The coordinator encouraged discussion and student participation	4.51
The coordinator acquainted us with the knowledge assessment criteria	4.61
The methods of verification and assessment of knowledge were appropriate	4.54
The coordinator is always available for questions and to resolve our dilemmas	4.58
The coordinator complied with the scheduled hours	4.69
The coordinator inspires my trust	4.46
There were no problems with obtaining the required literature	4.56
The literature and materials provided by the coordinator are transparent and understandable	4.53
We learned a lot of new things in the course	4.48
The course is appropriately placed in the study programme curriculum	4.58
We acquired the planned competencies in the course	4.49
The coordinator has an understanding for my individual needs	4.5
The coordinator encourages me to think	4.5
The coordinator treats students with respect	4.7
TOTAL	4.54

Because we wanted to obtain additional feedback on students' satisfaction with their studies, an additional qualitative research was conducted in the past two academic years, using focus groups. The results show that the implementation of some study programmes will have to be further adapted to the possibilities of students, in the context of the organization and timing of lectures, exercises and seminars; schedule of exam deadlines, etc. Primarily, adjustments will be made to the study programmes Intercultural Management and Psychosocial Counselling 2nd cycle.

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

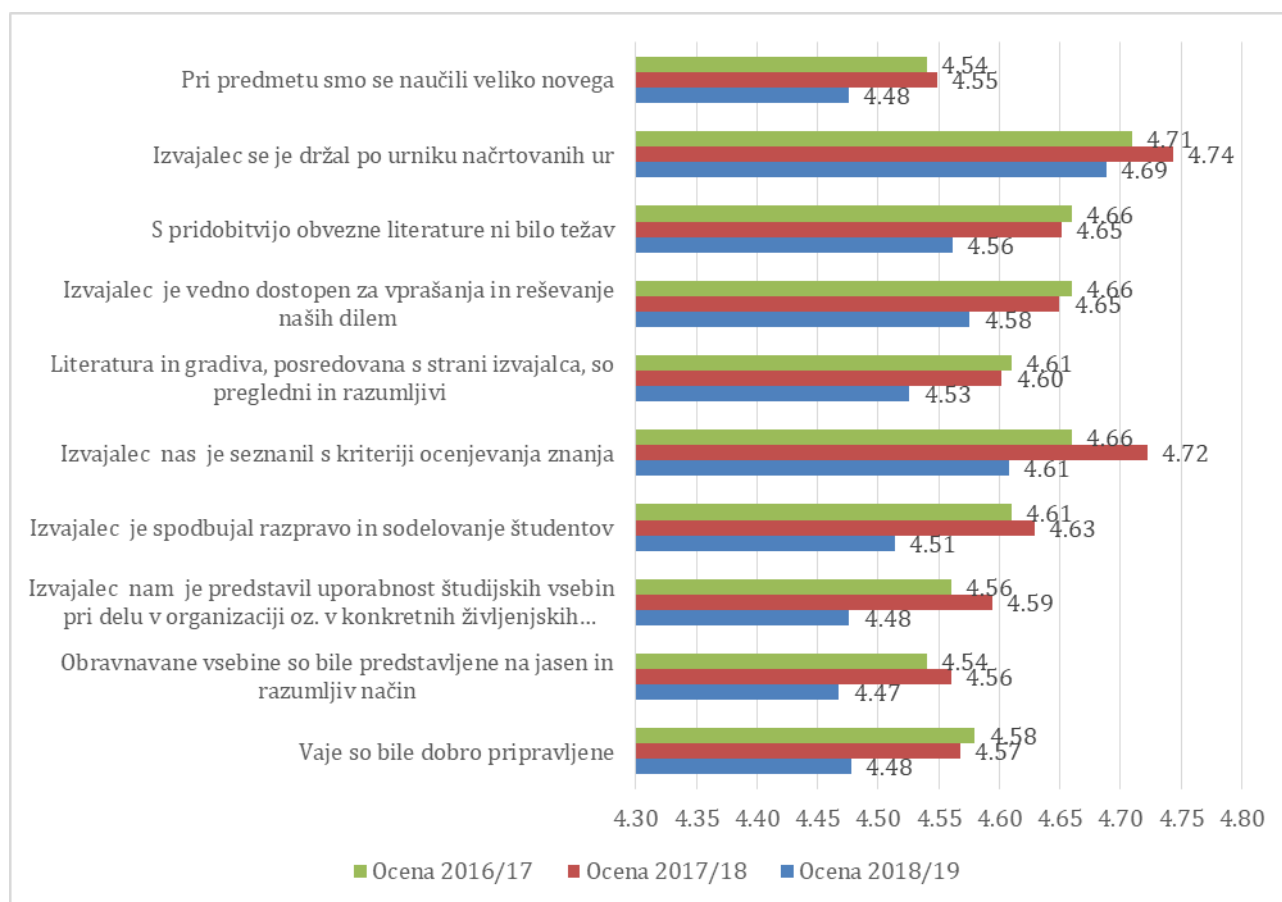
Table 34: Detailed presentation of satisfaction according to the method of study (full-time study, part-time study)

	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih	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
Izredni	4,5	4,5	4,6	4,5	4,5	4,6	4,5	4,6	4,7	4,4	4,6	4,5	4,5	4,6	4,5	4,5	4,5	4,7
Redni	4,5	4,5	4,5	4,4	4,5	4,6	4,5	4,6	4,7	4,5	4,5	4,5	4,4	4,5	4,4	4,5	4,5	4,7
SKUPAJ	4,5	4,5	4,6	4,5	4,5	4,6	4,5	4,6	4,7	4,5	4,6	4,5	4,5	4,6	4,5	4,5	4,5	4,7

Both full-time and part-time students are very satisfied with various aspects of their studies ($M = 4.5$ in both methods of study), but slightly less than in the previous academic year ($M = 4.63$). Both full-time and part-time students are most satisfied ($M = 4.7$) with the fact that the coordinators complied with the scheduled hours and that they treated the students with respect. The following aspects are assessed slightly lower ($M = 4.4$) for full-time students: usability of study content, new knowledge and acquisition of planned competencies. The average values per individual dimensions are slightly higher for part-time students than for full-time students, and only one aspect received a grade lower than 4.5 - that is, the aspect of trust in the coordinator ($M = 4.4$). Most study programmes are rarely conducted simultaneously in both forms (full-time and part-time), so the differences between full-time and part-time study at the School are also present due to the content and nature of study programmes. No major measures are therefore needed at this point.

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

Figure 10: Comparison between individual years



A more accurate comparison with estimates from previous years shows that the results are slightly worse, but still very comparable to the year before. Most of the rating in 2018/19 remain relatively similar to those in 2017/18 (a difference of maximum 0.12 points), with some more room for improvement compared to the previous academic year. In this regard, measures are planned for 2020 at the level of individual study programmes and course implementation. Overall, student satisfaction results have been very good for many years.

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

2.4.3. Evaluation of student workload

In determining the adequacy of the work volume of the courses, students estimated how much time in hours they spent on the course (including lectures, exercises, seminars, internships, preparation of written work, preparation for exams, colloquia, project work, collecting and studying literature and other sources and all other tasks and activities in any way related to this course).

Tables 35 and 36 show the assessment of students in terms of time spent on performing obligations - by study programmes and years of study; and by subjects. Such an assessment of students allows us to evaluate the workload of students.

The majority of students (81%) of all study programmes estimate that the volume of work in individual courses in the study programmes is approximately equal to the expected volume of work. A smaller share of students (a total of 13% of students in all study programmes) are of the opinion that the volume of work in individual courses is higher than expected; and an even smaller share of students (a total of 6% of students in all study programs). Psychosocial Counselling Students in 1st and 2nd cycle mostly estimate that the volume of work for the course is higher than prescribed (18%).

In general, the evaluation of the student workload shows that the current student workload is relatively equal to the planned workload, while some room for improvement remains. The analysis of the suitability of the workload of courses by study programmes and years of study shows that the volume of work in the doctoral study programme Sociology is the most equal to the expected one (100%). The study programme Intercultural Management stands out somewhat negatively, as only 65% of students believe that they have worked as many hours as expected. Therefore, we see opportunities for the introduction of additional measures at the level of implementation and content of the study programme. Certain measures are also needed in the Psychosocial Counselling (professional) programme.

In most courses, students estimated that they spent approximately as many hours as required in the curriculum to complete the obligations. The courses in doctoral studies stand out in the most positive way (100% correspondence between the time spent on obligations and the estimated time needed for obligations). Courses in the field of quantitative methodology stand out negatively, as students spent more time on them than expected. The latter can be explained by the difficulty of the contents of the quantitative methodology.

The number of students who believe that the volume of work is approximately the same as expected was slightly lower in 2018/19, but still comparable to the previous year. Additional measures at the general level for the next year are therefore not required, but minor measures are needed at the level of individual study programmes or courses (especially in the programmes Intercultural Management 2nd cycle and Psychosocial Counselling 1st cycle). These measures will be implemented through planned changes in study programmes and through discussions of the Vice-Dean for student and academic affairs with the coordinators of individual courses.

Table 35: Estimation of hours of student work spent on performing obligations (by study programmes and years of study)

STUDY PROGRAMME AND YEAR	More hours of work than expected	About as many hours of work as expected	Less hours of work than expected
2nd cycle master's study programme Intercultural Management	16%	65%	19%
1st year	20%	58%	22%
2nd year	7%	81%	11%
2nd cycle master's study programme Psychosocial Counselling	18%	81%	1%
1st year	23%	74%	2%
2nd year	11%	89%	1%
Doctoral study programme - 3rd cycle Sociology	0%	100%	0%
1st year	0%	100%	0%
3rd year	0%	100%	0%
University study programme - 1st cycle Advance social sciences	15%	82%	3%
1st year	10%	86%	3%
2nd year	25%	73%	2%
3rd year	5%	91%	5%
Higher education study programme - 1st cycle Psychosocial Counselling	18%	73%	9%
1st year	17%	70%	13%
2nd year	20%	76%	4%
3rd year	17%	81%	2%
Higher education study programme - 1st cycle Social Management	9%	85%	6%
1st year	14%	84%	2%
2nd year	7%	84%	9%
3rd year	2%	91%	7%

Table 36: Estimation of hours of student work spent on performing obligations (by courses)

SUBJECT	More hours of work than expected	About as many hours of work as expected	Less hours of work than expected
Dynamics of Contemporary Society (2017)	4%	91%	4%
DR Methods of Triangulation	0%	100%	0%
DR Dissertation Seminar	0%	100%	0%
DR Seminar for Disposition	0%	100%	0%
Contemporary Theories in Political Sociology	0%	100%	0%
Contemporary Theories in Sociology of Culture	0%	100%	0%
Social Theory (2017)	25%	75%	0%
Social Science Methodology (2017)	9%	91%	0%
Business Economics (2017)	31%	62%	8%
Ethics	11%	78%	11%
European Integration (2017)	0%	100%	0%
European public policy	0%	80%	20%
European policy instruments	0%	100%	0%
Selected topics in psychotherapy, psychology and psychiatry	11%	89%	0%
Qualitative analysis	0%	100%	0%
Qualitative methodology	33%	63%	4%
Quantitative methodology 1	35%	60%	6%
Quantitative methodology 2	31%	60%	10%
Quantitative Methods 1 (2017)	46%	54%	0%
Quantitative Methods 2 (2017)	50%	50%	0%
Media and Communication (2017)	0%	96%	4%
Management of change	13%	75%	13%
Management of Change (2017)	9%	89%	2%
Qualitative methodology (2017)	19%	81%	0%
Research Methods	4%	87%	9%
Nonprofit Management	7%	87%	7%
Nonprofit Management (2017)	13%	83%	4%
Neuropsychology and Psychotherapy	17%	81%	3%
Public Policy and Public Finance Formulation	0%	100%	0%
Public Policy and Public Finance Formulation (2017)	8%	82%	10%
Relations with decision-makers	0%	80%	20%
Organizations and economics	0%	100%	0%
Organizational Communication (2017)	8%	88%	4%

Basics of communication in organization	0%	100%	0%
Basics of Administrative Law	24%	70%	7%
Basics of Administrative Law (2017)	24%	74%	2%
M Socio-legal aspects of social security systems	15%	85%	0%
M Economic and Business Culture (2017)	3%	82%	15%
M Epistemology of Psychotherapy	14%	86%	0%
M European Democracy and Political Culture (2017)	16%	78%	6%
M European values and identity (2017)	13%	63%	24%
M Challenges of globalization (2017)	23%	52%	25%
M Communication in the Intercultural Environment (2017)	5%	73%	23%
M Qualitative Research Methods in Social Sciences (2017)	23%	65%	13%
M Qualitative Research in Social Sciences	45%	50%	5%
M Master's seminar	13%	80%	7%
M Marketing communication (2017)	5%	76%	20%
M Management Information Systems (2017)	13%	57%	30%
M Management of Intercultural Differences (2017)	13%	70%	18%
M Methods of selected psychotherapeutic approach 1	11%	89%	0%
M Methods of selected psychotherapeutic approach 2	0%	100%	0%
M Qualitative methodology (2017)	37%	33%	30%
M Psychotherapy and Violence	11%	89%	0%
P Business Communication (2017)	15%	74%	12%
M Tuition 1	23%	73%	5%
M Tuition 2	18%	82%	0%
M Tuition 3	14%	86%	0%
M Tuition 4	11%	89%	0%
M Comparative Research Methods (2017)	25%	60%	15%
M Psychotherapy and Spirituality	17%	83%	0%
M Research Seminar (2017)	9%	85%	6%
M Contemporary social theories (2017)	23%	65%	13%
M Theoretical foundations of selected psychotherapeutic approach 1	11%	89%	0%
M Theoretical foundations of selected psychotherapeutic approach 2	11%	89%	0%
M Theoretical and clinical concepts in psychotherapy 1	10%	80%	10%
M Theoretical and clinical concepts in psychotherapy 2	11%	86%	4%

M Introduction to Business, Employment, Contract and Tort Law (2017)	8%	75%	17%
M Introduction to Research (2017)	20%	65%	15%
Entrepreneurship	13%	88%	0%
Political Sociology (2017)	0%	100%	0%
Political Systems and Policy Analysis (2017)	25%	68%	7%
Political systems and policy analysis	9%	85%	7%
Tuition 1	8%	81%	12%
Tuition 2	12%	73%	15%
Tuition 3	22%	78%	0%
Social Security Law (PC)	12%	64%	24%
Social security law (SM)	9%	85%	7%
Project Management	0%	100%	0%
Psychosocial Treatment of Addiction	11%	89%	0%
Psychotherapeutic Approaches	30%	68%	3%
Research Practice	0%	100%	0%
Research Project (2017)	14%	86%	0%
Development of Psychotherapeutic Approaches – Group Psychotherapy	11%	89%	0%
Development of Slovenian Society	2%	89%	9%
Developmental psychology	13%	87%	0%
Rehabilitation, special and social pedagogy	12%	85%	4%
Sociology of Social Policy (PC)	22%	67%	12%
Sociology of Social Policy (SM)	4%	91%	4%
Contemporary Political Doctrines (2017)	11%	87%	2%
Special psychopathology	23%	63%	14%
General psychology 1	18%	75%	7%
General psychology 2	16%	79%	5%
General psychopathology	27%	54%	19%
Statistical methods 1	11%	83%	7%
Professional practice	20%	80%	0%
Advising couples	25%	75%	0%
Lobbying and Negotiating Techniques	0%	100%	0%
Basics of Economic Operation	20%	74%	7%
Basics of Economics (2017)	11%	89%	0%
Organization Theory.(2017)	19%	81%	0%
Delinquency Theories and Process of Help in Community	12%	88%	0%
Theories and models of personality	27%	73%	0%
Change management	0%	100%	0%
Introduction into Informatics (2017)	9%	85%	7%
Introduction to Contemporary History	13%	87%	0%
Introduction to psychosocial help	9%	81%	10%

Introduction to Research Methods	28%	64%	9%
Introduction to General Psychology (2017)	16%	84%	0%
Introduction into Health and Social Care	5%	83%	12%
Knowledge and treatment skills 1	10%	79%	10%
Knowledge and treatment skills 2	11%	89%	0%
Grand total	13%	81%	6%

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

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

Methods and forms of teaching, their development and adaptation

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

Respect for and appreciation of diversity of students and their needs at the School enables different learning paths and different learning methods in the implementation of the study programme. Accordingly, the study materials are adapted to the various methods and forms of teaching and students' needs. In 2019, additional guidance of academic staff regarding the adaptation of study materials to students with special needs was realized, and certain measures in this area are also planned in 2020. The implementation of the study programme is thus constantly being adapted to the needs of students. Nevertheless, the School promotes the autonomy of higher education teachers and teaching staff, while providing assistance and guidance to improve teaching methods and techniques.

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

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

Table 37: Higher professional study programme Psychosocial Counselling (academic year 2018/19) - Quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obrađane vsebine so bile predstavljene na jasn in razumljiv način	Obrađane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih	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
Etika	4,8	4,8	4,8	4,8	4,8	4,9	4,8	4,8	4,8	4,9	4,8	4,8	4,8	4,8	4,9	4,8	4,9	4,8
Izbrana poglavja iz psihoterapije, psihologije in psihiatrije	4,8	4,8	5,0	4,7	4,9	4,9	4,9	4,7	5,0	4,7	4,9	4,6	5,0	5,0	5,0	5,0	4,9	4,9
Kvalitativna metodologija	4,5	4,6	4,6	4,4	4,6	4,7	4,5	4,7	4,9	4,5	4,7	4,5	4,3	4,3	4,5	4,6	4,5	4,8
Kvantitativna metodologija 1	3,9	3,7	4,0	3,6	4,1	4,2	4,3	4,5	4,8	4,1	4,3	4,1	3,9	3,7	3,8	4,2	4,1	4,8
Kvantitativna metodologija 2	4,0	3,7	3,9	3,7	4,2	4,4	4,5	4,6	4,8	4,1	4,4	4,3	4,0	3,8	4,0	4,3	4,3	4,9
Nevropsihologija in psihoterapija	4,8	4,8	4,8	4,8	4,9	4,9	4,8	4,9	4,9	4,8	4,8	4,8	4,8	4,9	4,8	4,8	4,8	4,9
Praksa 1	4,8	4,7	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,7	4,8	4,8	4,7	4,8	4,7	4,7	4,7	4,8
Praksa 2	4,9	4,7	4,9	4,8	5,0	4,9	4,9	4,9	5,0	4,8	4,9	4,8	4,9	5,0	5,0	4,9	4,8	5,0
Praksa 3	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
Pravo socialne varnosti (PSP)	4,3	4,2	4,4	4,2	4,3	4,8	4,5	4,7	4,9	4,5	4,7	4,3	4,3	4,2	4,2	4,4	4,2	5,0
Psihosocialna obravnava zasvojenosti	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7
Psihoterapevski pristopi	4,5	4,5	4,6	4,5	4,5	4,6	4,6	4,5	4,6	4,5	4,5	4,5	4,5	4,6	4,5	4,4	4,5	4,5
Razvoj psihoterapevskih pristopov – skupinska psihoterapija	4,7	4,6	4,9	4,4	4,4	5,0	4,3	4,9	4,9	4,4	4,9	4,3	4,4	4,9	4,6	4,6	4,7	4,9
Razvojna psihologija	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	5,0	4,9	4,9	4,9	4,9	4,9	4,8	4,9	4,9	5,0
Rehabilitacijska, specialna in socialna pedagogika	4,8	4,8	4,8	4,9	4,9	4,8	4,8	4,8	5,0	4,8	4,8	4,8	4,8	4,9	4,8	4,8	4,9	5,0
Sociologija socialne politike (PSP)	4,2	4,3	4,4	4,3	4,5	4,6	4,4	4,4	4,7	4,2	4,6	4,5	4,2	4,4	4,3	4,1	4,4	4,6
Specialna psihopatologija	4,1	4,0	4,4	4,1	4,0	4,3	3,9	4,0	4,4	3,8	4,2	4,1	4,3	4,6	4,3	3,9	4,1	4,3
Splošna psihologija 1	3,9	4,0	4,5	4,1	4,1	4,5	4,4	4,0	4,6	3,9	4,6	4,4	4,3	4,8	4,4	4,0	3,9	4,6
Splošna psihologija 2	4,9	4,9	4,9	4,9	4,9	4,8	4,9	4,9	4,9	4,9	5,0	4,9	4,9	5,0	4,9	4,8	4,9	5,0
Splošna psihopatologija	3,8	3,7	4,3	4,0	3,8	3,9	3,4	3,6	4,3	3,5	4,0	3,7	4,1	4,6	4,0	3,5	3,7	4,0
Svetovanje parom	4,3	4,3	4,2	4,2	4,1	4,4	4,4	4,3	4,4	4,1	4,4	4,4	4,4	4,2	4,2	4,1	4,1	4,1
Teorije deviantnosti in proces pomoči v skupnosti	4,7	4,8	4,8	4,8	4,7	4,8	4,7	4,8	4,9	4,7	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,9
Teorije in modeli osebnosti	4,8	4,9	4,9	4,8	4,9	4,9	4,8	4,8	4,9	4,8	4,8	4,8	4,8	4,9	4,9	4,9	4,9	4,9
Uvod v psihosocialno pomoč	4,7	4,7	4,9	4,6	4,5	4,7	4,8	4,9	4,9	4,5	4,9	4,8	4,8	5,0	4,8	4,7	4,6	4,9
Uvod v raziskovalne metode	4,0	4,1	4,3	4,1	4,3	4,4	4,5	4,4	4,7	4,2	4,5	4,4	4,1	4,2	4,2	4,4	4,2	4,6
Uvod v zdravstveno in socialno varstvo	4,6	4,6	4,8	4,6	4,6	4,8	4,8	4,7	4,8	4,5	4,7	4,7	4,6	4,8	4,7	4,7	4,7	4,9
Znanje in veščine za ravnanje 1	4,7	4,8	4,8	4,8	4,6	4,8	4,8	4,8	4,9	4,5	4,7	4,8	4,8	4,9	4,7	4,8	4,7	4,9
Znanje in veščine za ravnanje 2	4,7	4,8	4,8	4,8	4,8	4,9	5,0	4,8	5,0	4,5	4,8	4,5	4,8	4,9	4,8	4,8	4,6	4,8

Ratings by individual courses in the 1st cycle Psychosocial Counselling programme are generally good. The subjects with very high ratings in most aspects were Selected Topics in Psychotherapy, Psychology and Psychiatry, Tuition 2 and in particular Tuition 3; Developmental psychology; General Psychology 2; Theories and Models of Personality; Neuropsychology and Psychotherapy; Ethics, etc. The courses of General Psychopathology and two methodological subjects (Quantitative Methodology 1 and Quantitative Methodology 2) stand out in somewhat negative direction. This result is in line with the qualitative evaluations of students, which show that the slightly worse assessment in these two courses is mainly due to the general difficulty of quantitative research contents, poor adaptation of contents to the field of study, too fast, unclear and incomplete explanation (in particular by the assistant) . The students' (qualitative) evaluations also show a need to reduce the content in the field of methodology and especially the need to focus only on content that is crucial for the field of Psychosocial Counselling.

The students gave a lot of qualitative evaluations with a bit more negative than positive comments. The survey shows that undergraduate students of Psychosocial Counselling value the professionalism and pedagogical skills of lecturers, the coordinator's incentives for active participation and critical thinking, linking theory with practice, new knowledge and fair attitude towards students. In line with this, negative comments are mainly related to lecturers/assistants who, in the opinion of students, do not have appropriate pedagogical skills (inappropriate way of presenting contents, boring lectures, etc.), do not encourage interaction, have an inappropriate attitude towards students, etc. In addition, many students also mentioned the excessive difficulty and scope of the assignments, especially in view of the fact that it is difficult to coordinate them with work and other extracurricular obligations. Students would like to have (even) more useful contents. Students also want a system of practice that would be more reasonable.

Table 38: Higher professional study programme Psychosocial Counselling (academic year 2018/19) - Qualitative evaluations of students

Positive	Negative
Arrangements with professors	Lack of incentives to participate; lack of interaction
Attitude towards the subject and students	Excessive complexity and scope of obligations; excessive content; too much detail
Additional activities (e.g. visit to the prison)	Unclear and inconsistent instructions (current liabilities, exam)
Responsiveness and criticism of lecturers	Inconsistency between the coordinator and the assistant
Many practical examples of theory	Greater emphasis on the knowledge they need as consultants
Interesting topics	More on the applicability of subjects in practice
A lot of new knowledge	Too many requirements for employed students
Empathy of the lecturers	Inadequacy of the coordinator (comments related to two coordinators)
Incentives to think outside the box	Better organization in the implementation of the second part of practice
Integration of examples from everyday life	
Feedback	

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

1. **The content of the 1st cycle study programme Psychosocial Counselling is relatively appropriate and of high quality, but the analysis of students' opinions clearly shows that certain modifications and updates to this study programme are needed.** A renewal of the 1st cycle study programme Psychosocial Counselling was planned in 2017 and then postponed due to a significant improvement in the evaluations of the study programme in the latest student surveys and the expressed general satisfaction of students with the study programme. At the same time, a plan of detailed analysis was given as to what modifications and updates to this study programme are really necessary in terms of ensuring a higher quality of the programme. To this end, an in-depth quantitative and qualitative analysis of the opinion of the students of the study programme in question was conducted in 2019. Especially the qualitative analysis (focus group method) showed that certain contents need to be renewed. A survey of graduates conducted at the end of 2019 showed a similar result.

Planned measures for 2020:

- It makes more sense to design and structure a system of practical training and to increase the scope of practical training at the employers (i.e. other forms of study). The necessity of such modification is indicated by student surveys and qualitative analysis, which show the need to acquire a greater amount of useful knowledge for work in practice. Similarly, graduate surveys show that in practice, graduates need an even higher level of acquisition of competencies that would benefit them in the practical performance of work in the field of Psychosocial Counselling, e.g. ability to use knowledge and methods of psychosocial counselling in actual situations directly when working with clients, ability to use knowledge in practice and solve problems; ethical reflection and commitment to professional ethics; cooperation, group work, etc. Graduates express the need for more hours of practice, more opportunities to work with clients, active listening within the practice and constructive problem solving (relevance of mastering different techniques). For this reason, we plan to increase the scope of practical work at the employers (so-called „other forms of study“) and concentrate it within two internships (according to the new course Tuition 1 and Tuition 2), which will contribute to more structured and meaningful internships in this study programme. At the same time, we will add hours of seminars and exercises to these two courses, which will effectively prepare students for practical training with employers. We will also modify the third existing practical course into Experimental Psychology; in this course, students will acquire practical modalities by working in groups and in direct contact with the course coordinators (lectures, exercises). We estimate that this will help the students and the graduates to effectively acquire the competencies for work in the field of Psychosocial Counselling for which they expressed the need in the conducted surveys and research.
- Merge the subjects General Psychopathology and Special Psychopathology, modify their content and focus more on those contents through which students will be able to more effectively acquire the competencies planned in the study programme.
- Because the students and graduates expressed the need for more useful, practical content, and in order to create clearer and more attractive course titles, we are planning the following measures: Knowledge and Treatment Skills 1 and Knowledge and Treatment Skills 2 will be replaced by the course Personal Communication Techniques and Working with a Group and Group Dynamics, and three new courses will be introduced: Mental health and Personal growth, Participation and Cooperation in Community , and Non-directive Counselling.

- Based on the results of student and graduate surveys, the courses Quantitative Methodology 1 and Quantitative Methodology 2 will be merged and will focus on those contents of quantitative methodology that are of key importance for the field of Psychosocial Counselling.
- The courses Introduction to Research Methods and Qualitative Methodology will be merged and will focus on those contents that are of key importance for the field of Psychosocial Counselling.
- Based on the results of student and graduate surveys, the courses General Psychopathology and Special Psychopathology will be merged and will focus on the contents that the students and graduates deemed necessary for their work in practice.
- The course Sociology of Social Policy will be renamed into Social Policy, and the course Introduction into Health and Social Care will be renamed into Introduction to Health Care. In this way, we will avoid repeating certain contents in these two courses.
- Due to the expressed needs of students for supervision and intervision, the course Supervision and Intervision will be moved from optional to compulsory courses.
- Based on the results of student surveys, graduate surveys and focus groups with students, the course Selected Topics in Psychotherapy, Psychology and Psychiatry will be replaced by the course Basics of Cognitive Behavioural Approach, which will be moved from optional to compulsory courses and renamed accordingly.
- The diploma thesis will be abolished and replaced with the subject Project work and re-evaluated in credit points,
- Due to better horizontal and vertical connection between the courses, the course Ethics will be moved from the 3rd to the 2nd year, the course Neuropsychology and Psychotherapy from the 2nd to the 3rd year, and the course Introduction to Health Care from the 1st to the 2nd year.
- Optional courses Development of Psychotherapeutic Approaches – Group Psychotherapy, History of Psychotherapy, Woman in Psychotherapy, Psychotherapy of Adults with Special Needs will cease to exist. Two optional courses will be moved to compulsory courses (Supervision and Intervision, Development of Psychotherapeutic Approaches - Cognitive-Behavioural Approaches). Instead, we will introduce optional courses in which the students expressed their interest: Coaching, Working with Young people and Families, Digital Marketing, Integrative Creativity, Social Gerontology.
- Taking into account the results of student workload in individual courses and in accordance with the above-mentioned planned content modifications, the courses are appropriately revalued in credit points and redistributed by semesters, so as to ensure an appropriate connection between the courses.

2. Considering the results of surveys and responses of students and other stakeholder, **major updates in the implementation of the 1st cycle study programme Psychosocial Counselling are not needed** at the moment; **the implementation of the study programme, methods and forms of pedagogical work and the work of students are assessed as appropriate**. Updates or modifications in the implementation of the study programme to a lesser extent are only necessary **at the level of individual courses**. Certain updates are also needed at the level of **ensuring appropriate student workloads** that will be consistent with the projected workloads in the curricula.

Implementation of measures in 2019:

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

Planned measures for 2020:

- discussions with individual coordinators of lectures and exercises on the implementation of courses (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020);
- 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 (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020);
- discussions with individual coordinators of lectures and exercises in order to promote greater coordination between the lecturer and the assistant (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020).

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

Implementation of measures in 2019:

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

Planned measures for 2020:

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

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

Table 39: Higher professional study programme social Management (academic year 2018/19) - Quantitative evaluations of students

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	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
Evropske integracije (2017)	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
Evropske javne politike	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
Kvalitativna analiza	4,5	4,5	4,5	4,5	4,5	5,0	5,0	5,0	5,0	4,5	5,0	4,5	4,0	4,5	4,5	4,5	4,5	5,0
Mediji in komuniciranje (2017)	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Metode raziskovanja	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
Neprofitni menedžment	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
Oblikovanje javnih politik in javnih financ	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
Odnosi z odločevalci	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
Osnove komuniciranja v organizaciji	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
Osnove upravnega prava	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
Politični sistemi in javnopolitične analize	4,5	4,5	4,6	4,5	4,5	4,7	4,6	4,6	4,7	4,5	4,6	4,5	4,5	4,6	4,6	4,5	4,4	4,7
Pravo socialne varnosti (SM)	4,2	4,4	4,4	4,4	4,3	4,6	4,5	4,6	4,5	4,3	4,6	4,5	4,4	4,5	4,4	4,3	4,3	4,6
Projektno upravljanje	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,9	4,9	4,8	4,9	4,8	5,0
Razvoj 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
Sociologija socialne politike (SM)	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
Statistične metode 1	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
Strokovna praksa	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
Temelji delovanja gospodarstva	3,7	3,8	3,9	4,2	4,0	4,0	3,8	3,5	3,5	3,5	3,5	3,6	3,8	4,1	3,8	3,6	3,9	3,9
Teorija organizacije (2017)	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Upravljanje sprememb	4,4	4,6	4,6	4,6	4,5	4,7	4,3	4,5	4,4	4,5	4,3	4,5	4,3	4,4	4,3	4,6	4,4	4,7
Uvod v novejšo zgodovino	4,9	4,8	4,8	4,8	4,8	4,9	4,8	4,9	4,9	4,9	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,9

In the Social Management programme, the evaluations of courses are relatively good. The courses Media and Communication, Basics of Communication in Organization, Project Management, Professional Practice and Theory of Organization received extremely high ratings, and the courses Nonprofit Management and Introduction to Contemporary History also received very high ratings. The courses Statistical Methods 1 and Basics of Economic Operation received lower ratings. Since we are dealing with a very small number of students in some cases, caution is needed when making conclusions based on quantitative data.

Qualitative evaluations mainly consisted of general praise of lectures and exercises. The students favourably highlighted the good lecturers/assistants, interesting contents and interactivity and usefulness of lectures/exercises. There were very few negative qualitative evaluations, and most of them related to the way of teaching, the attitude towards students and the lack of communication between the lecturer and the assistant in the course. Students highlight the need for more useful content and not too theoretically designed subjects. Students also point out the (too) large scope of practice, which is difficult to reconcile with work obligations. As we have been recording such comments for some time, modifications and updates of this study programme were adopted in November 2019; according to our assumptions, this should ensure a higher quality of the study programme. Quantitative and qualitative analysis in the coming years will show the real effects of the adopted modifications and updates.

Table 40: Qualitative evaluations of students

Positive	Negative
The likeability and energy of the lecturers	Method of lectures
Good preparation of the lecturers	Too much practice, which is difficult to reconcile with work obligations
Course being interesting	Lack of communication between the lecturer and the assistant
A lot of student involvement and encouragement to think and solve social problems	Too much theoretical content
	A lot of independent and ongoing work
	Usefulness of lectures

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

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

Implementation of measures in 2019:

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

Planned measures for 2020:

Numerous measures in this field were adopted in 2019 and will be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the

actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.

2. In the field of implementation of the study programme, methods and forms of pedagogical work and work of students, numerous improvements and measures have been implemented taking into account the responses of students and other stakeholders. It should be pointed out that most of the students in this study programme are already employed and judging by the results of student surveys, the relatively high number of contact hours represents a great burden for them. Therefore, in the academic year 2019/20, the School introduced new additional forms of ICT for communication between course coordinators and students, and replaced part of the contact hours with them, while increasing the individual part of the student work, which makes it easier for the students. This way, we adapted the implementation of the programme to the possibilities of part-time students, and at the same time, due to the introduction of additional forms of ICT, contacts between course coordinators and students may actually be more frequent than before. This measure remains within reasonable limits and should lead to an increase in the quality of the implementation of the study programme.

Implementation of measures in 2019:

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

Planned measures for 2020:

- Numerous measures in this field were adopted in 2019 and will be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.
- Encourage lecturers and assistants to be more coordinated and communicate more frequently on the implementation of courses (person responsible: Vice-Dean for student and academic affairs, deadline: September 2020).

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

Implementation of measures in 2019:

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

Planned measures for 2020:

- Many measures in this area were implemented in 2019. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively (person responsible: Vice-Dean for student and academic affairs, deadline: September 2020).
- Encouraging coordinators to implement ongoing verification and assessment of knowledge (person responsible: Vice-Dean for student and academic affairs, deadline: September 2020)

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

Table 41: University study programme Advanced Social Studies (academic year 2018/19) - Quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnane vsebine so bile predstavljene na iasen in razumljiv način	Obravnane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v izvajalec jespodbujal 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
Dinamika sodobne družbe (2017)	4,8	4,7	4,7	4,6	4,8	4,8	4,8	4,7	4,6	4,6	4,6	4,7	4,7	4,5	4,6	4,7	4,8
Družbena teorija (2017)	4,3	4,4	4,4	4,3	4,1	4,7	4,6	4,6	4,4	4,3	4,3	4,2	4,5	4,2	4,4	4,3	4,6
Družboslovna raziskovalna metodologija (2017)	4,1	4,1	4,3	4,1	4,1	4,5	4,5	4,3	4,1	4,4	4,4	4,3	4,4	4,3	4,1	4,2	4,7
Ekonomika organizacije (2017)	4,5	4,6	4,6	4,5	4,5	4,5	4,3	4,3	4,3	4,5	4,5	4,5	4,5	4,2	4,3	4,2	4,3
Evropske integracije (2017)	4,7	4,9	4,7	4,9	5,0	5,0	5,0	5,0	5,0	5,0	5,0	4,9	5,0	5,0	5,0	5,0	5,0
Instrumenti evropskih politik	4,6	4,5	4,5	4,5	4,6	4,6	4,5	4,8	4,4	4,8	4,8	4,6	4,8	4,8	4,5	4,8	4,9
Kvantitativne metode 1 (2017)	4,0	3,7	4,1	3,7	3,6	4,2	4,0	4,1	3,8	4,0	4,0	4,0	4,4	4,0	3,9	3,8	4,6
Kvantitativne metode 2 (2017)	3,9	3,6	3,9	3,8	3,6	4,4	3,9	4,0	3,7	4,0	4,0	3,7	4,4	3,8	4,2	3,7	4,7
Mediji in komuniciranje (2017)	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9	4,9
Menedžment sprememb	4,5	4,3	4,8	4,8	4,5	4,5	4,8	4,5	4,5	4,5	4,5	4,5	4,5	4,5	4,8	4,5	4,5
Menedžment sprememb (2017)	4,8	4,7	4,6	4,8	4,7	4,7	4,8	4,7	4,7	4,7	4,7	4,7	4,6	4,8	4,7	4,8	4,8
Metode kvalitativne analize (2017)	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,7	4,9	4,9	4,8	4,8	4,7	4,7	4,7	4,9
Neprofitni menedžment (2017)	4,3	4,3	4,6	4,5	4,4	4,6	4,7	4,5	4,4	4,6	4,4	4,6	4,5	4,4	4,4	4,3	4,6
Oblikovanje javnih politik in javnih financ (2017)	4,5	4,5	4,5	4,6	4,7	4,5	4,7	4,7	4,7	4,7	4,6	4,6	4,7	4,6	4,7	4,6	4,7
Organizacijsko komuniciranje (2017)	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,8	4,9	4,8	4,8
Osnove upravnega prava (2017)	4,5	4,4	4,5	4,4	4,4	4,4	4,5	4,5	4,3	4,4	4,5	4,5	4,5	4,4	4,3	4,3	4,6
Podjetništvo	4,5	4,5	4,6	4,5	4,5	4,9	4,9	4,8	4,5	4,8	4,6	4,8	4,8	4,8	4,5	4,6	4,8
Politična sociologija (2017)	4,8	4,7	4,7	4,8	4,6	4,8	4,7	4,8	4,6	4,8	4,8	4,5	4,7	4,7	4,7	4,6	5,0
Politične ureditve in analiza politik (2017)	4,7	4,7	4,7	4,7	4,5	4,6	4,6	4,4	4,5	4,7	4,5	4,7	4,6	4,5	4,5	4,6	4,8
Raziskovalni praktikum	4,9	4,7	4,9	4,9	4,9	4,7	5,0	4,7	4,7	4,7	4,9	4,7	4,7	4,7	4,9	4,9	4,9
Raziskovalni projekt (2017)	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,9
Sodobne politične doktrine (2017)	4,6	4,7	4,7	4,7	4,7	4,8	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,8
Svetovanje parom	4,5	4,5	4,5	4,0	4,5	4,0	4,5	4,0	3,5	4,0	4,0	4,5	5,0	4,0	4,0	4,0	4,0
Tehnike lobiranja in pogajanj	4,7	4,7	4,9	4,9	4,7	4,7	4,6	4,9	4,6	4,7	4,7	4,7	4,7	4,9	4,7	4,7	4,7
Temelji ekonomije (2017)	4,6	4,6	4,6	4,6	4,5	4,5	4,5	4,5	4,6	4,6	4,4	4,5	4,5	4,5	4,5	4,5	4,7
Teorija organizacije (2017)	4,5	4,6	4,6	4,6	4,6	4,8	4,7	4,7	4,6	4,7	4,7	4,7	4,7	4,7	4,7	4,7	4,4
Uvod v informatiko (2017)	4,7	4,7	4,6	4,8	4,7	4,8	4,8	4,7	4,7	4,7	4,8	4,7	4,8	4,8	4,8	4,7	4,9
Uvod v splošno psihologijo (2017)	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0

Evaluations of individual courses in the Advanced Social Studies programme are very high. The highest ratings were obtained for the courses Introduction to General Psychology (2017), European Integration (2017), Media and Communication (2017), Qualitative methodology (2017) and Research Project (2017). Slightly lower rating were given to quantitative methodological subjects (Quantitative Methods 1 and 2) (2017).

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

The vast majority of students did not submit qualitative evaluations, but most of them were positive, which shows that students are generally very satisfied with the coordinators of lectures and exercises. Above all, we would like to enhance the connection between theory and practice, useful knowledge and constructive debates. In the surveys, students indicate the need for certain additional content (social security, management, etc.). Certain modifications and updates to the study programme in connection with the latter were adopted already in 2019.

Table 42: University programme Advanced Social Studies - (academic year 2018/19) - Qualitative evaluations of students

Positive	Negative
Satisfaction with lecturers	Lack of incentives to own thinking and constructive debate
Professionalism and friendliness of lecturers	Too much theory and not enough practical examples

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

1. The content of the study programme Advanced Social Studies is appropriate, major modifications and updates of the programme at the level of content or courses are no longer necessary as they were adopted already in 2019.

Implementation of measures in 2019:

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

Planned measures for 2020:

Numerous measures in this field were adopted in 2019 (abolishment of diploma thesis, introduction of new contents) and will be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.

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 2019:

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

Planned measures for 2020:

- to encourage course coordinators to distribute students' obligations as much as possible throughout the entire semester (person responsible: Vice-Dean for student and academic affairs, permanent task).
- encourage the coordinators to provide (even) more practical examples in courses where the curricula and content allow it (person responsible: Vice-Dean for student and academic affairs; deadline: September 2020);
- encourage coordinators to introduce (even) more innovative and flexible forms of teaching and learning (person responsible: Vice-Dean for student and academic affairs; deadline: September 2020).

3. Verification and assessment of knowledge in the Advances Social Studies programme is generally evaluated as very appropriate, but there is a need for more ongoing verification and assessment of students' knowledge. No major measures are therefore needed at this point; only minor measures at the level of individual courses are required.

Implementation of measures in 2019:

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

Planned measures for 2020:

- Encouraging coordinators to implement ongoing verification and assessment of knowledge (person responsible: Vice-Dean for student and academic affairs, deadline: September 2020)

2.5.4. 2nd cycle study programme Psychosocial Counselling

Table 43: Master' study programme Psychosocial Counselling (academic year 2018/19) - quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnavane vsebine so bile predstavljene na jasn in razumljiv način	Obravnavane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih razmerah	Izvajalec je spodbujal razpravo in sodelovanje študentov	Izvajalec nas je seznanil s kriteriji ocenjevanja znanja	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
P Družbeno-pravni vidiki sistemov socialne varnosti	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
P Epistemologija psihoterapije	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
P Kvalitativno raziskovanje v družboslovju	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
P Magistrski seminar	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
P Metode izbranega psihoterapevtskega pristopa 1	4,9	4,9	4,9	4,8	4,9	5,0	5,0	5,0	5,0	5,0	4,9	4,9	4,9	4,9	4,9	4,9	5,0	5,0
P Metode izbranega psihoterapevtskega pristopa 2	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
P Nasilje in psihoterapija	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
P Praksa 1	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
P Praksa 2	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
P Praksa 3	4,7	4,7	4,7	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,7	4,7	4,7	4,8	4,8	4,8
P Praksa 4	4,8	4,8	4,7	4,7	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8	4,8
P Psihoterapija in duhovnost	4,8	4,8	4,8	4,8	4,7	4,7	4,8	4,7	4,8	4,6	4,7	4,7	4,8	4,8	4,7	4,7	4,7	4,8
P Teoretične osnove izbranega psihoterapevtskega pristopa 1	4,9	4,8	4,8	4,8	4,9	4,8	4,8	4,9	4,8	4,8	4,8	4,9	4,7	4,9	4,8	4,9	4,8	4,9
P Teoretične osnove izbranega psihoterapevtskega pristopa 2	4,9	4,9	4,9	4,8	4,8	4,9	4,7	4,9	4,9	4,8	4,9	4,8	4,9	4,9	4,9	4,9	4,9	4,9
P Teoretični in klinični koncepti v psihoterapiji 1	4,8	4,8	4,8	4,8	4,7	4,8	4,7	4,8	4,8	4,8	4,8	4,7	4,8	4,8	4,8	4,7	4,8	4,8
P Teoretični in klinični koncepti v psihoterapiji 2	4,9	4,8	4,8	4,7	4,8	4,7	4,7	4,7	4,8	4,8	4,7	4,8	4,8	4,8	4,7	4,7	4,8	4,8
Psihoterapevtski pristopi	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8	1,8
Razvojna psihologija	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
Sociologija socialne politike (PSP)	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
Specialna psihopatologija	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

Ratings of individual courses in the master programme Psychosocial Counselling are quite good, but still lower than the average ratings in undergraduate programmes at SASS and quite similar to the average ratings in the other master programme Intercultural Management (average rating of all aspects is 4.4 in both programs).

The following courses received especially high ratings: Methods of selected psychotherapeutic approach 1, Theoretical foundations of selected psychotherapeutic approach 1 and 2; the courses Psychotherapy and Violence, Tuition 3 and 4 and Theoretical and Clinical Concepts in Psychotherapy 1 and 2 also received very high ratings. The courses Developmental Psychology, Sociology of Social Policy and Special psychopathology received slightly lower-than-average ratings (4.0). The course Psychotherapeutic Approaches received a poor rating, but caution is needed when drawing conclusions because only three students actually evaluated this course.

As part of the qualitative assessment, students expressed a high degree of satisfaction with the lectures, with aspects such as the professionalism and empathy of the lecturers and the interest and usefulness of the content standing out. Students wish for more practical exercises (especially a larger number of hours of supervision) and consultations with professors during the internship, and certain students pointed out the large scope and excessive complexity of the addressed contents as a negative aspect. Similarly to last year, the negative comments apply to the need for more appropriate structuring and systematization of courses that include practical education. Regarding the latter, certain measures have already been implemented in 2019.

Table 44: Master's study programme Psychosocial Counselling (academic year 2018/19)– qualitative evaluations of students

Positive	Negative
Empathy of the lecturers	Forms of exams
Insightfulness of lectures	Too much contents
Presentation of lecturers' own experiences	Incomprehensibility of contents
Incentives for critical thinking	Not enough practical exercises/work (e.g. supervision); insufficient consultations with the professor during the performance of practical work
	Excellent and interesting lectures
	Usefulness of lectures
	Empathy of the lecturers
	Insightfulness of lectures

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

1. The contents of the 2nd cycle study programme Psychosocial Counselling are generally adequate, but several improvements can be made in order to improve their quality. For this reason, certain modifications and updates to the study programme were adopted in 2019.

Implementation of measures in 2019:

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

Planned measures for 2020:

Numerous measures in this field were adopted in 2019 and will be implemented in the academic year 2020/21. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.

2. In the field of study programme implementation, methods and forms of pedagogical and student work, numerous innovations and improvements were introduced on the basis of student responses in 2019 (e.g. additional forms of ICT for communication between the course coordinators and students), which made the programme even more adapted to the needs of part-time students. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively. This year's results of student surveys show that it would be reasonable to make some additional adjustments to the implementation of the study programme (organization and scheduling of lectures, exercises and seminars; schedule of exam periods, etc.), so additional measures will be taken in this direction.

Implementation of measures in 2019:

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

Planned measures for 2020:

- Adapt the implementation of the study programme to the possibilities of students - organization and scheduling of lectures, exercises and seminars; scheduling of exam periods, etc. (person responsible: Vice-Dean for student and academic affairs; deadline: October 2020);
- encourage coordinators to put greater emphasis on practical education and less on individually theoretically based work of students (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020);
- encourage intensive guidance of students regarding the implementation of internships by mentors in institutions; for this purpose, as in the previous year, the School will organize a meeting with internship mentors in 2020 (person responsible: internship coordinator and persons in charge of internships; deadline: November 2020);
- encourage course coordinators to distribute students' obligations as much as possible throughout the entire semester (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020);
- encourage the coordinators to provide (even) more practical examples in courses where the curricula and content allow it (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020);

- The beginning of the implementation of methodological courses should be included in the schedule for the first semester in such a way as to ensure that theoretical and other courses which are key to understanding the basics of the content of the study programme come first (person responsible: Vice-Dean for student and academic affairs; deadline: September 2020).

3. Verification and assessment of knowledge in the 2nd cycle programme Psychosocial Counselling is generally evaluated as appropriate; no problems in this area can be detected, but it is necessary to update certain methods of verification and assessment of knowledge at the level of individual courses. The latter has already been taken into account when adopting modifications and updates to the study programme in 2019. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of the study programme in 2019, so we intend to carry out the analysis consistently and intensively.

Implementation of measures in 2019:

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

Planned measures for 2020:

- Encouraging coordinators to implement ongoing verification and assessment of knowledge (person responsible: Vice-Dean for student and academic affairs, head of department; deadline: September 2020)

2.5.5. 2nd cycle study programme Intercultural Management

Table 45: Master' study programme Intercultural Management (academic year 2018/19) - quantitative evaluations by courses

PREDMET	Predavanja/vaje so bila dobro izvedena	Obravnane vsebine so bile predstavljene na jasn in razumljiv način	Obravnane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih življenjskih 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	
P Ekonomska in poslovna kultura (2017)	4,3	4,4	4,3	4,3	4,6	4,5	4,5	4,5	4,7	4,4	4,5	4,4	4,1	4,3	4,2	4,5	4,5	4,8
P Evropska demokracija in politična kultura (2017)	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
P Evropske vrednote in identiteta (2017)	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
P Izzivi globalizacije (2017)	4,5	4,5	4,6	4,3	4,5	4,4	4,1	4,4	4,4	4,4	4,4	4,4	4,2	4,3	4,2	4,2	4,4	4,6
P Komuniciranje v medkulturnem okolju (2017)	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
P Kvalitativno raziskovanje v družbenih vedah (2017)	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
P Marketinška komunikacija (2017)	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
P Menedžerski informacijski sistemi (2017)	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
P Menedžment medkulturnih razlik (2017)	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	4,6	4,7	4,6	4,8
P Metode kvantitativne analize (2017)	3,5	3,3	3,6	3,5	3,6	3,8	3,7	3,9	4,1	3,8	3,9	3,7	3,5	3,8	3,5	3,7	3,7	4,1
P Poslovno komuniciranje (2017)	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
P Primerjalne raziskovalne metode (2017)	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
P Raziskovalni seminar (2017)	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
P Sodobne družbene teorije (2017)	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
P Uvod v gospodarsko, delovno in obligacijsko pravo (2017)	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	4,8	4,7	4,8	4,8
P Uvod v raziskovanje (2017)	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

Ratings by individual courses are quite high, and the total average rating of all aspects is 4.4. The students gave very high ratings to the courses Introduction to Business, Employment, Contract and Tort Law (2017), Marketing Communication (2017) and Management of Intercultural Differences (2017), and slightly lower ratings to Management Information Systems (2017) and especially to Qualitative methodology (2017).

The qualitative assessments of the students in the master programme Intercultural Management are quite positive, especially their opinions on the interesting and useful contents and knowledge

they acquire. They also appreciate the good approaches of lecturers and assistants to students and their incentives to critical thinking and debate. Negative comments mainly apply to the over-demanding nature of the discussed topics and the excessive scope of obligations, insufficient connection of theory and practice and insufficient explanations of the coordinators.

Table 46: Master' study programme Intercultural Management (academic year 2018/19) - qualitative evaluations of students

Positive	Negative
Incentives for thinking	Insufficient explanation, not enough examples from practice
Interesting contents	Excessive final assignments
Demonstration of good practices	No feedback on products
Useful and instrumental knowledge	Exercises do not help to understand the subject
Very good attitude towards students (respectful, empathetic, etc.)	Too many obligations
	Lack of integration of theory and practice
	Too demanding

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

1. The content of the study programme Intercultural Management is relatively appropriate, but certain modifications and updates will be needed:

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

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

Implementation of measures in 2019:

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

Planned measures for 2020:

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

3. Verification and assessment of knowledge in the Intercultural Management programme is generally evaluated as very appropriate; students' evaluations of their familiarity with assessment criteria are also good; students considered that in most courses, the methods of verification and assessment of knowledge were appropriate. However, they emphasize the excessive scope of obligations and that it is too demanding, and the same results are shown in the evaluation of the workload of students in this study programme. Therefore, minor actions are needed at this point.

Planned measures for 2020:

- discussions with individual coordinators of lectures and exercises regarding the distribution and volume of student obligations (person responsible: Vice-Dean for student and academic affairs; deadline: September 2020);
- Encouraging coordinators to implement ongoing verification and assessment of knowledge (person responsible: Vice-Dean for student and academic affairs, deadline: September 2020)

2.5.6. 3rd cycle study programme Sociology

Table 47: Doctoral study programme Sociology (academic year 2018/19) - quantitative evaluations by courses

PREDMET	Predavanja so bila dobro izvedena	Obrađane vsebine so bile predstavljene na jasn in razumljiv način	Obrađane vsebine so bile primerne	Izvajalec nam je predstavil uporabnost študijskih vsebin pri delu v organizaciji oz. v konkretnih	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
DR Metode triangulacije	4,5	4,3	4,5	4,4	4,6	4,1	4,8	4,5	4,4	4,6	4,5	4,5	4,1	4,3	4,0	4,7	4,8	5,0
DR Seminar za disertacijo	4,8	5,0	4,8	5,0	5,0	5,0	4,8	5,0	4,8	5,0	4,8	5,0	4,8	5,0	4,8	4,8	5,0	5,0
DR Seminar za dispozicijo	4,7	4,3	4,3	4,7	5,0	4,7	4,5	4,3	4,3	4,3	4,7	5,0	4,7	5,0	4,7	4,0	4,7	4,7
DR Sodobne teorije v politični sociologiji	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0	5,0
DR Sodobne teorije v sociologiji kulture	4,5	4,5	4,5	4,0	4,3	3,3	4,5	5,0	5,0	4,8	4,3	4,5	4,5	4,3	5,0	5,0	4,0	5,0

Ratings of individual courses are quite high, with an overall average of 4.7. The courses Contemporary Theories in Political Sociology (M = 5) and the Dissertation Seminar (M = 4.9) stand out very positively, while the courses Methods of Triangulation and Contemporary Theories in Sociology of Culture received a slightly lower rating than the average.

The vast majority of doctoral students did not give a qualitative assessment of the courses, but in principle, the responses with regard to the interesting contents of studies were positive. The students see the fact that a large amount of information needs to be processed in a very short time as a certain drawback.

Table 48: Qualitative evaluations of students

Positive	Negative
Very interesting lectures	A lot of information in a very short time
Effective communication with professors	

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

1. The content of the study programme Sociology is appropriate, greater update of the content is currently not required.

Implementation of measures in 2019:

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

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

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

2.5.7. Training study programme Psychotherapeutic Propaedeutics

Due to the low number of students in this programme who did not complete the studies within the academic year, none of the students completed the survey.

Planned measures for 2020:

Simultaneously with the modifications in the Psychosocial Counselling (professional) programme, the Psychotherapeutic Propaedeutics programme will also be modified.

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

The School compares the achieved competencies and the learning outcomes with the planned ones, with the aim of assessing the needs for their modification and updating of the content and implementation of study programmes. This is done mainly on the basis of student and graduate surveys and informal and formal contacts with graduates. The School also monitors the

achievements of graduates through formal and informal gatherings with graduates within the Alumni Club (meetings, conferences, awarding of diploma certificates, etc.).

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

A more detailed overview of the analysis of graduate surveys, of the employability of graduates and the assessment of acquired competencies can be found in the document Anketa med diplomanti FUDŠ (Survey among SASS graduates) published on the website www.fuds.si. In the self-evaluation reports, we highlight only the main findings, which serve to determine the employability of graduates and to assess the need to modify the competencies and learning outcomes. The analysis of the competencies and employability of graduates and the comparison of the achieved competencies and learning outcomes with the planned ones are usually carried out every two years (the last analysis was carried out at the end of 2019).

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

Survey results

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

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

Figure 11: Continuation of studies after graduation

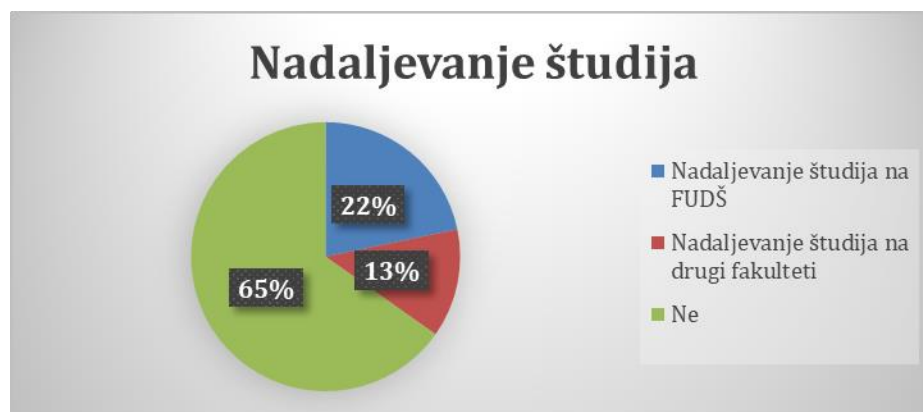
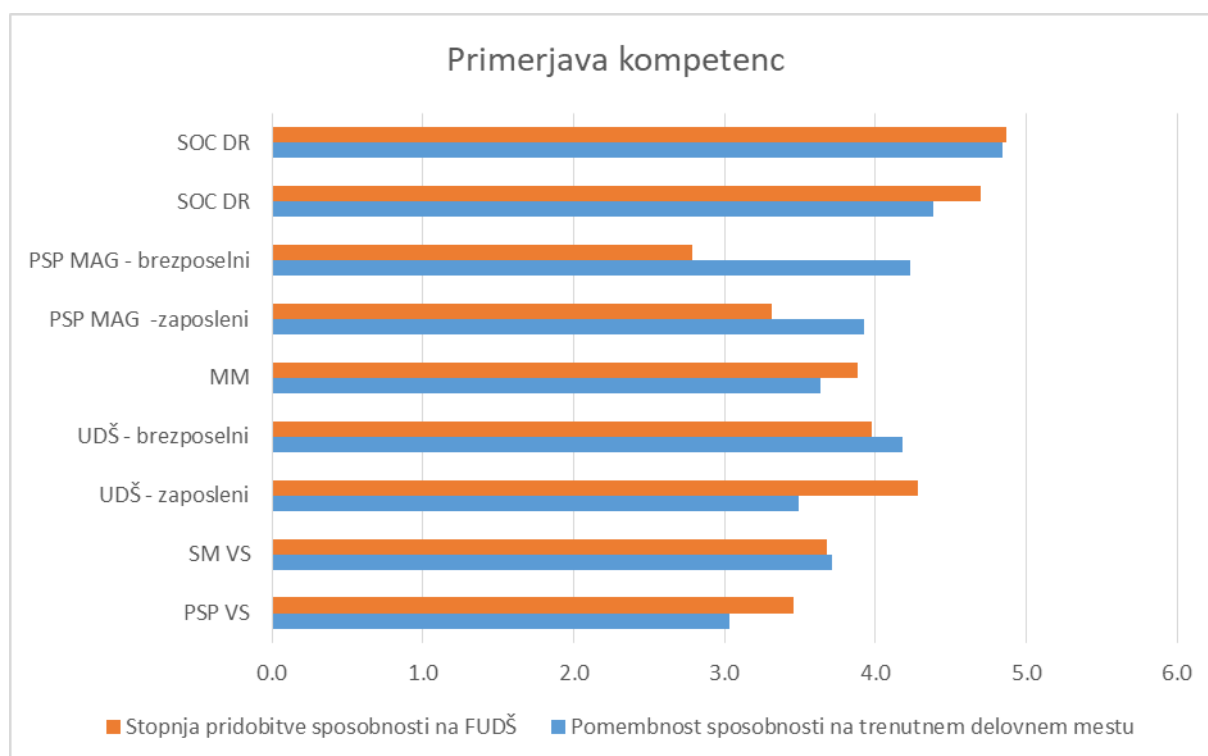


Table 49: Comparison of competency evaluation by programmes

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

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

Figure 12: Comparison of competency evaluation by programmes



The table and figure show that SASS graduates rated the listed competencies as quite important (the total average rating is 3.9) in their current employment position or important for obtaining an employment, and the rating of the level to which they believe to have mastered these competencies at SASS is the same (also 3.9). The highest ratings of necessary and acquired competencies were given by graduates of the doctoral study Sociology, and ratings slightly below the overall average were given in the professional PC study programme. Therefore, it definitely makes sense to continue with the modifications of the professional PC programme, which are already underway. The largest gap between the required and acquired competencies can be found in the PC master programme, which also obtained the lowest rating with regard to the acquisition of competencies at SASS (2.8). Based on this result, we can reaffirm our past

decision to modify and update the PC master program, which was completed in November 2019. Only a quantitative and qualitative analysis in the coming years will show the actual effects of the adopted modifications and updates of this study programme, so we intend to carry out the analysis consistently and intensively.

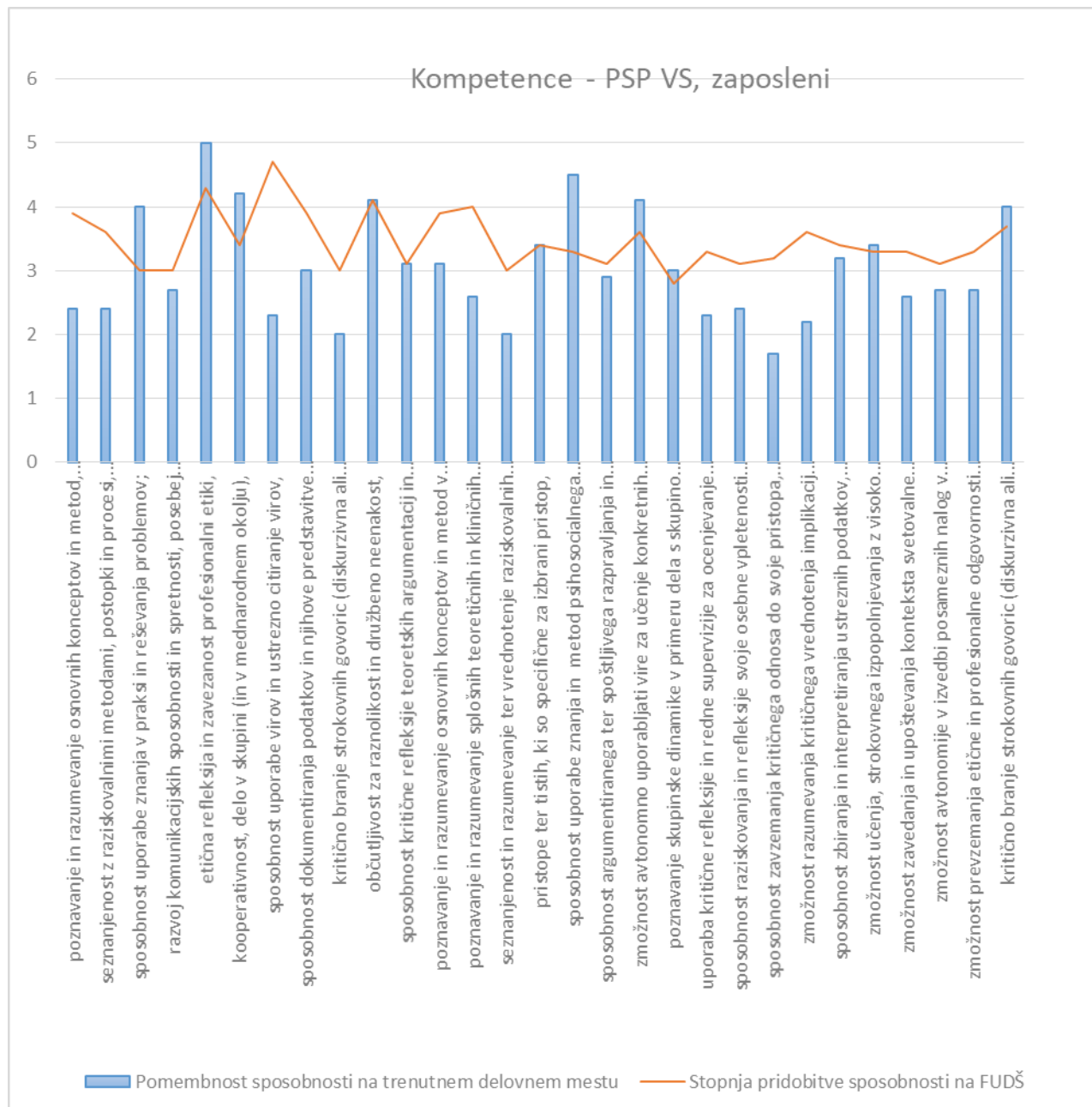
2.6.1. Study programme *Psychosocial Counselling (professional)*

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

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

Figure 13: Evaluation of competencies in the study programme Psychosocial Counselling (professional)



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

The competencies that graduates believe are not as needed in the workplace as is the extent in which they mastered them at SASS are: critical reading of specialized comments (discursive or

epistemological analysis) and their effects within the assistance process; awareness and understanding and evaluation of research methods relevant to all approaches and those specific to the selected approach; the ability to take a critical approach to one's approach, to judge its limits, and to compare it with other alternative approaches.

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

Table 50: Needs of graduates for additional competencies/contents for work in practice

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

Conclusion

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

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

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

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

Table 51: Measures to improve the competencies

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

2.6.2. Professional study programme Social Management

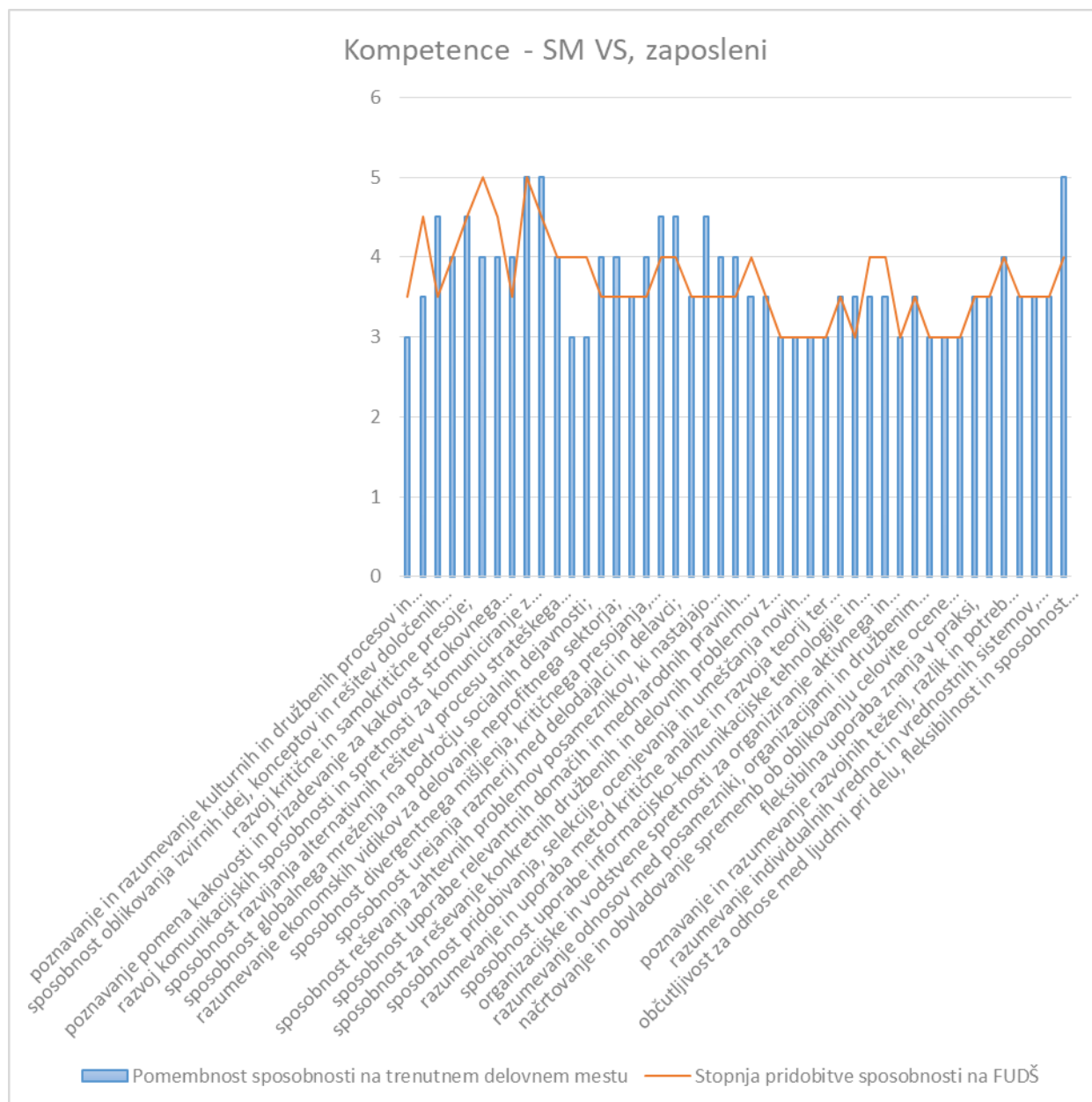
Graduates are employed in the following positions of employment and organizations:

Table 52: Employment of graduates

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

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

Figure:14 Evaluation of competencies in the study programme Social Management (professional)



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

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

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

Final evaluation and necessary measures

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

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

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

Table 53: Needs of students for additional competences

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

2.6.3. Study programme Advanced Social Studies (UN)

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

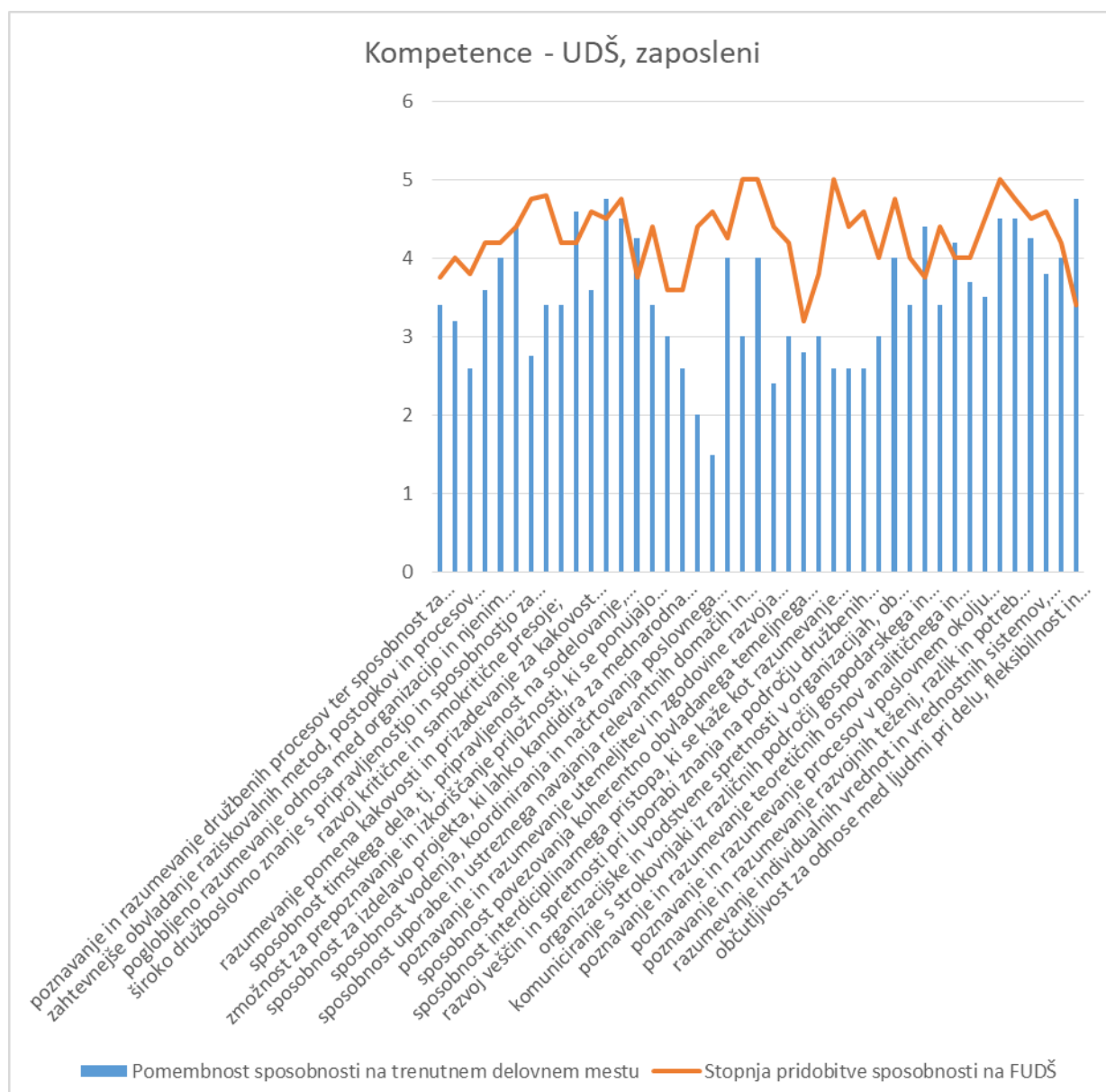
Table 54: Employment of graduates

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

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

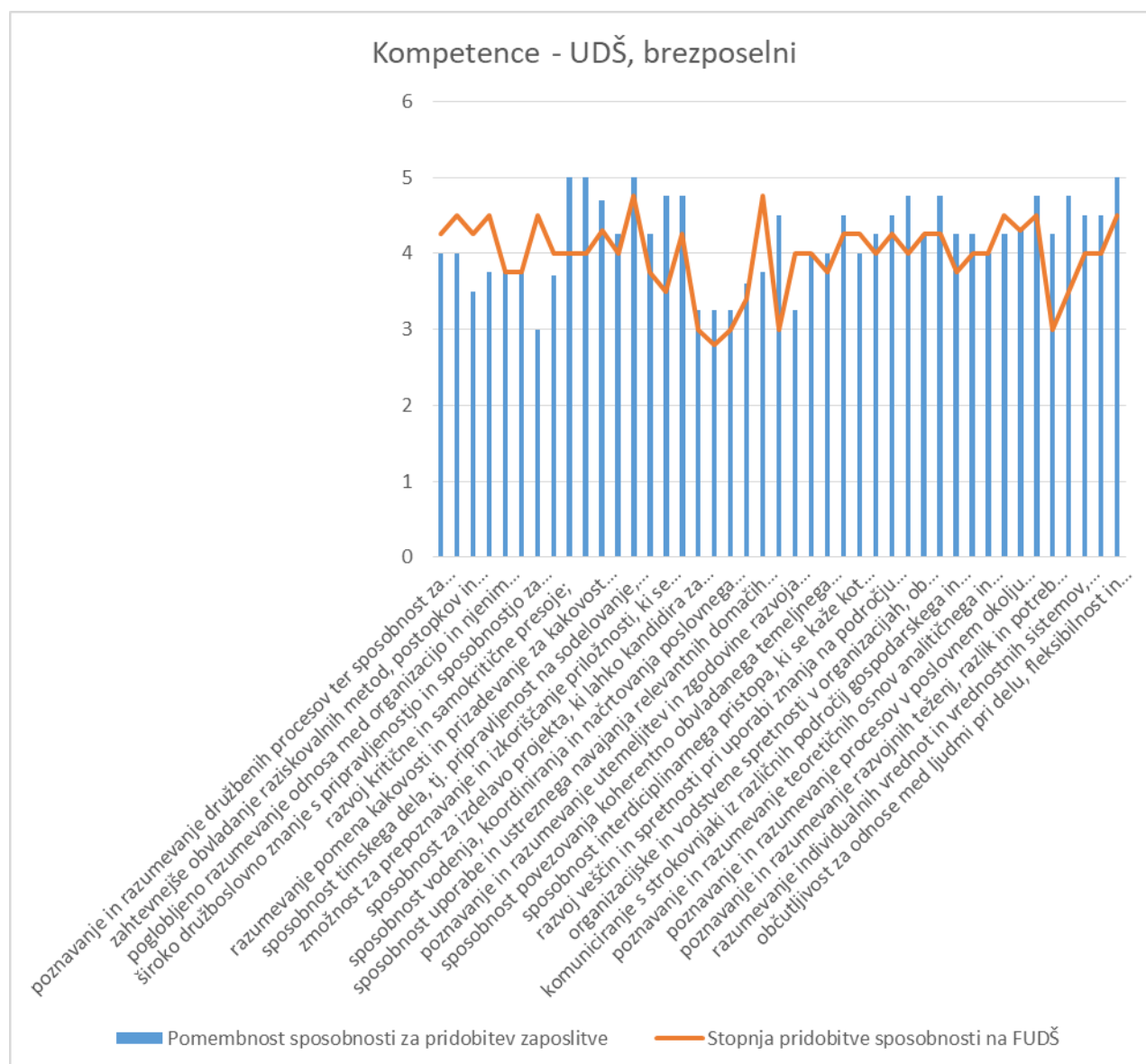
Employed graduates of Advanced Social Studies programme evaluated the proposed competencies as quite important (average rating 3.5) at their current job, while they estimate that they mastered the proposed competencies at SASS to a significantly greater extent (average rating 4.3).

Figure 15: Photo 15: Evaluation of competencies in the study programme Advanced Social Studies (UN) - employed



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

Figure 16: Evaluation of competencies in the study programme Advanced Social Studies (UN) - unemployed



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

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

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

Table 55: Needs of graduates for additional competencies

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

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

Conclusion

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

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

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

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

No additional measures are therefore needed at this point.

2.6.4. 2nd cycle study programme Intercultural Management

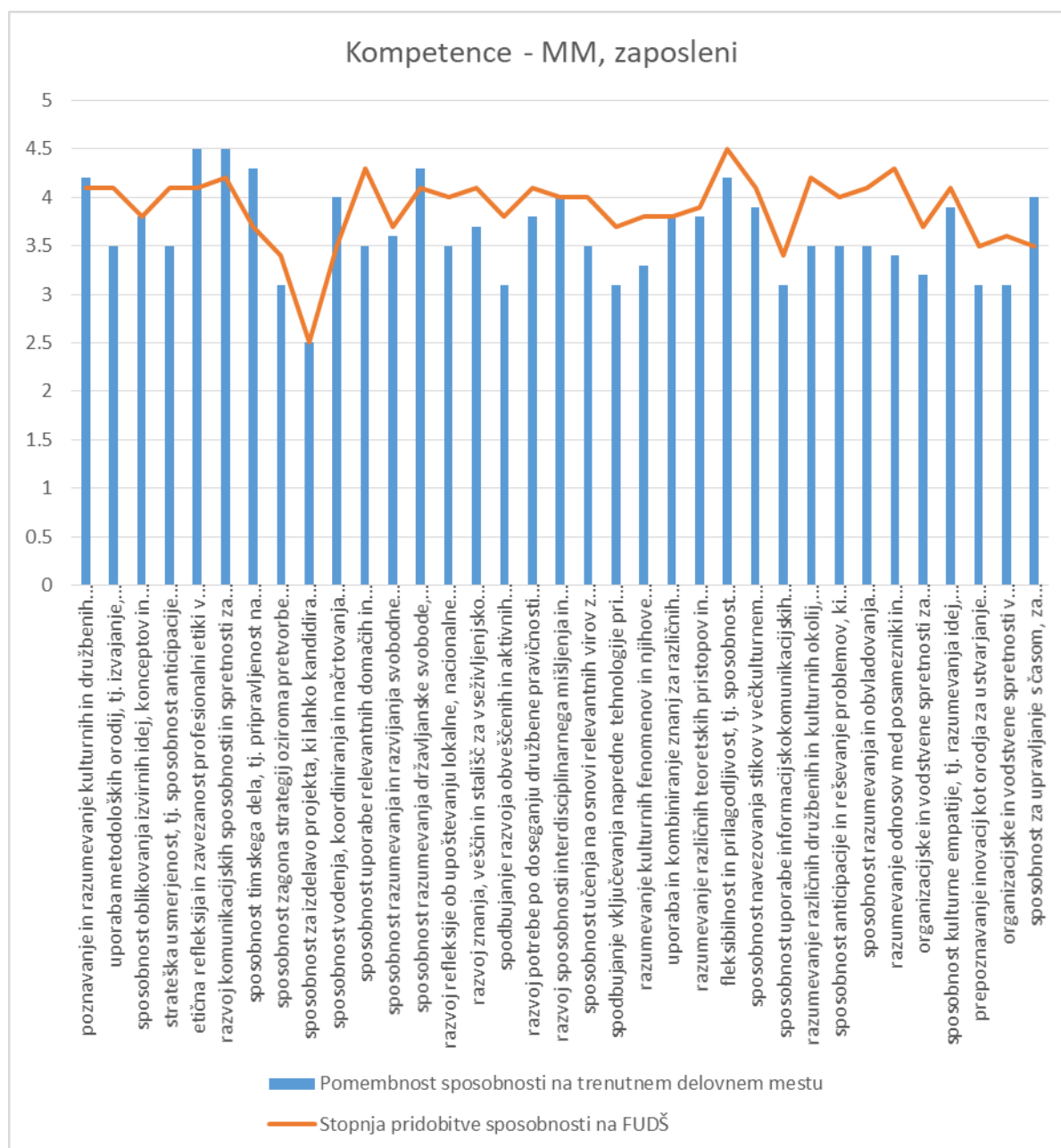
Graduates are employed in the following positions of employment and organizations:

Table 56: Employment of graduates

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

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

Figure 17: Evaluation of competencies in the study programme Intercultural Management



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

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

Conclusion

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

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

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

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

Table 57: Needs of graduates for additional competencies

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

2.6.5. 2nd cycle study programme Psychosocial Counselling

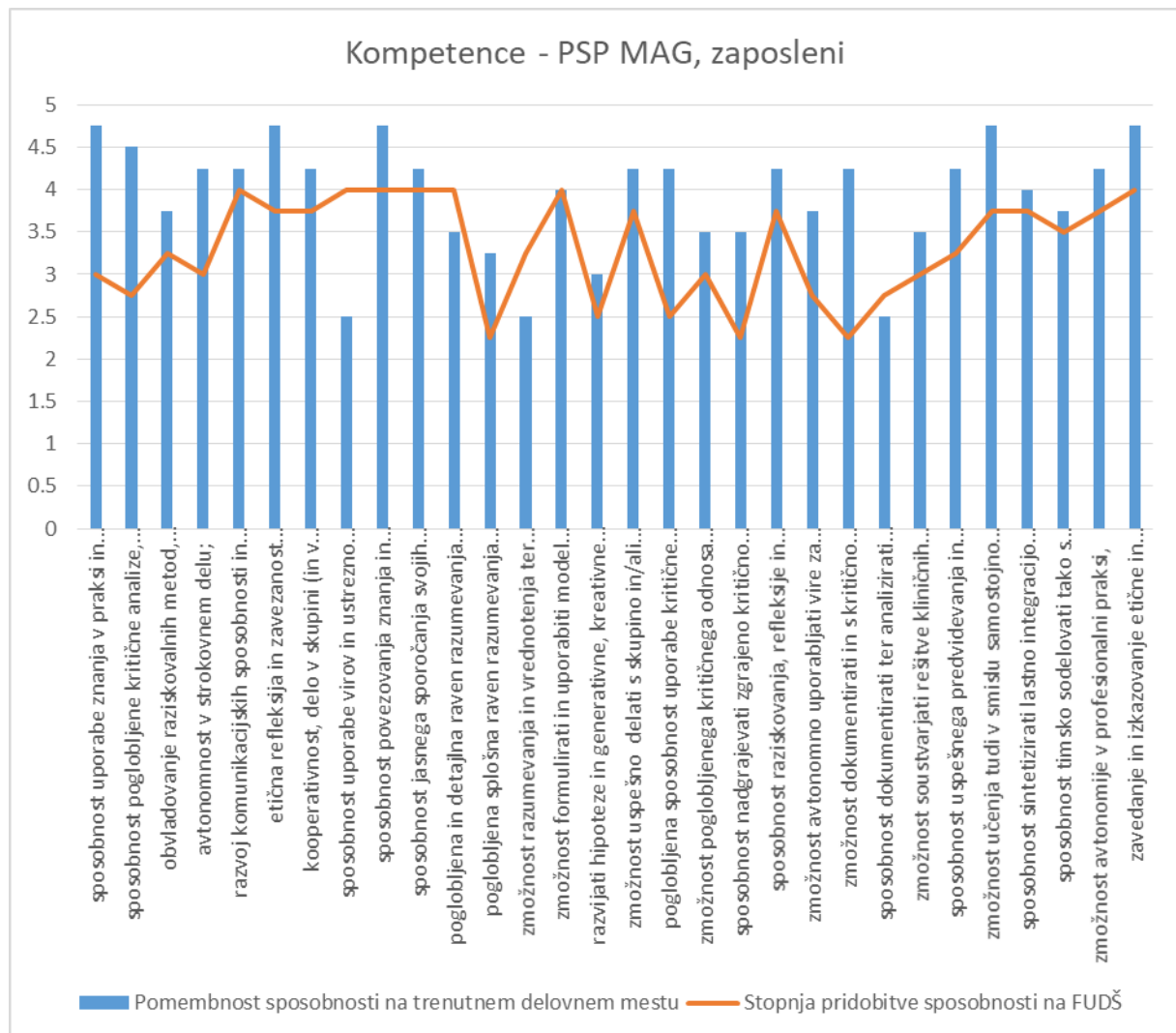
Graduates are employed in the following positions of employment and organizations:

Table 58: Employment of graduates

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

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

Figure 18: Evaluation of competencies in the study programme Psychosocial Counselling (MASTER)- employed

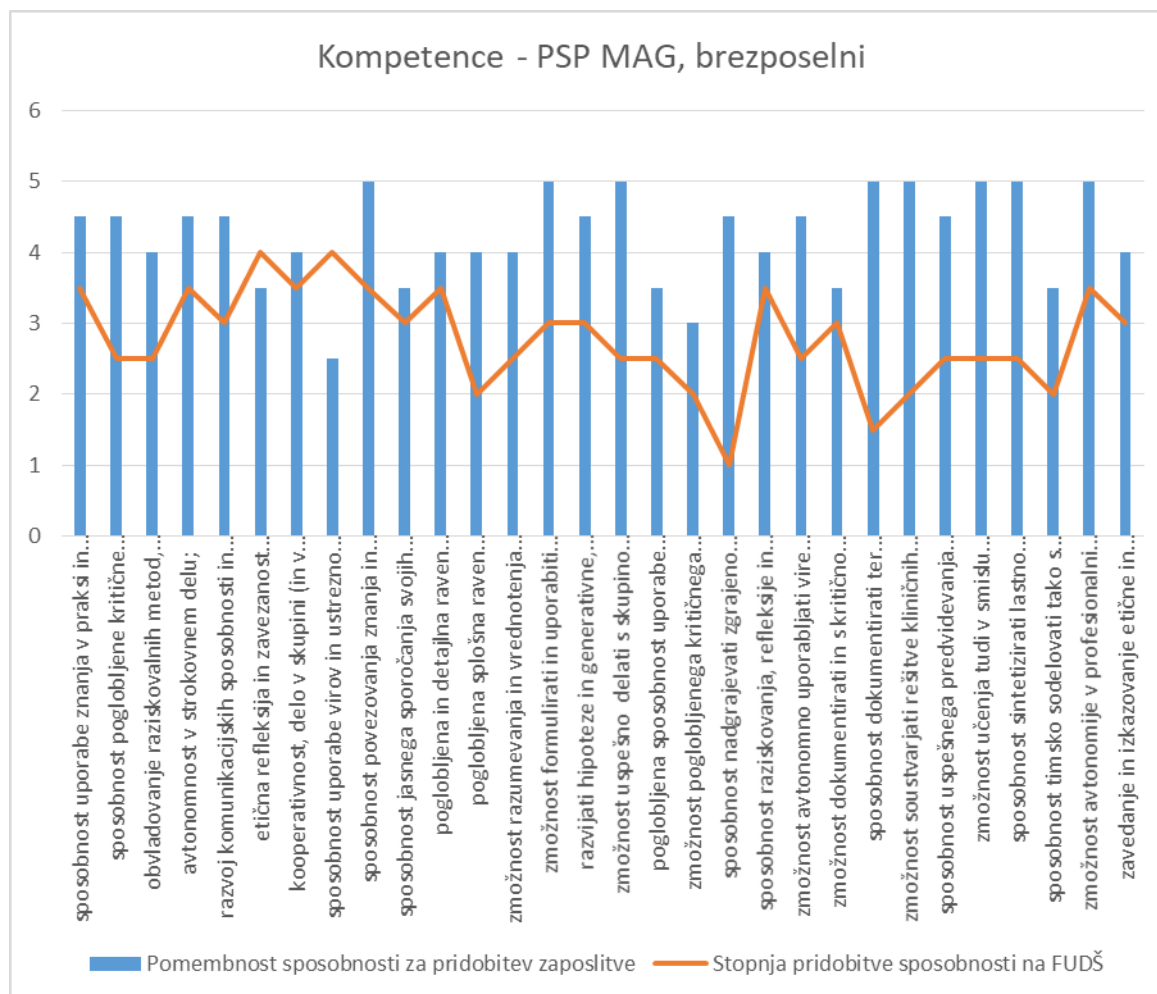


Employed graduates of master's study programme Psychosocial Counselling evaluated the proposed competencies as quite important (average rating 3.9) at their current job, while they estimate that they mastered the proposed competencies at SASS to a somewhat smaller extent (average rating 3.3).

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

Figure 18 presents the ratings of competencies as evaluated by the unemployed graduates of the master's study programme PC.

Figure 19: Evaluation of competencies in the study programme Psychosocial Counselling (MASTER)- employed



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

Three graduates estimate that the competencies acquired at SASS are mostly sufficient for the work they do or would like to do, while three graduates believe that they would need additional competencies. These are presented in Table 60.

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

Table 59: Needs of graduates for additional competencies

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

Conclusion

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

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

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

Table 60: Measures necessary for obtaining additional competencies

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

2.6.6. 3rd cycle study programme Sociology

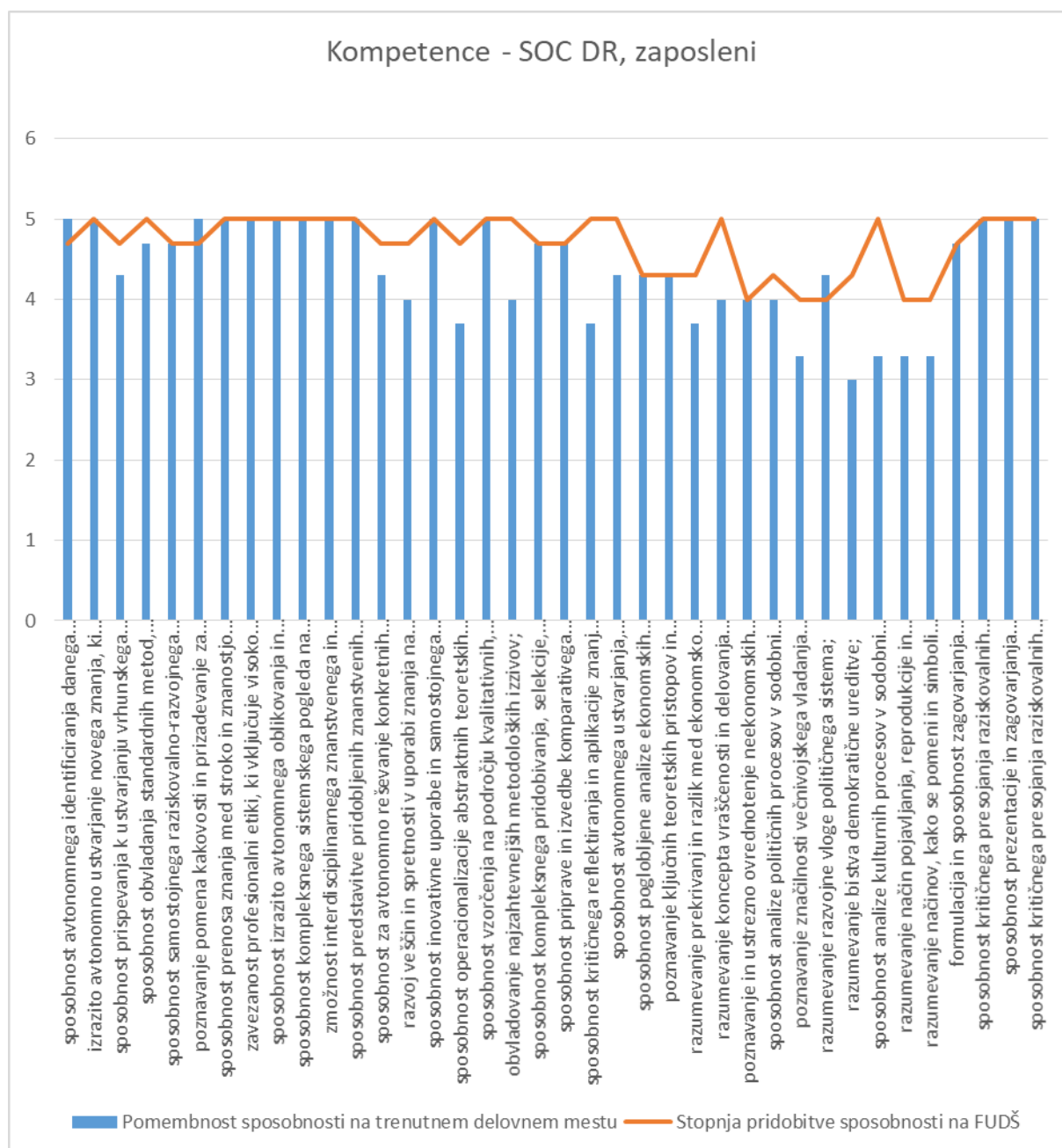
Graduates are employed in the following positions of employment and organizations:

Table 61: Employment of graduates

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

Average ratings are given in graphical form - Figure 19 presents the data obtained from employed doctoral graduates, and Figure 20 presents data from unemployed doctoral graduates.

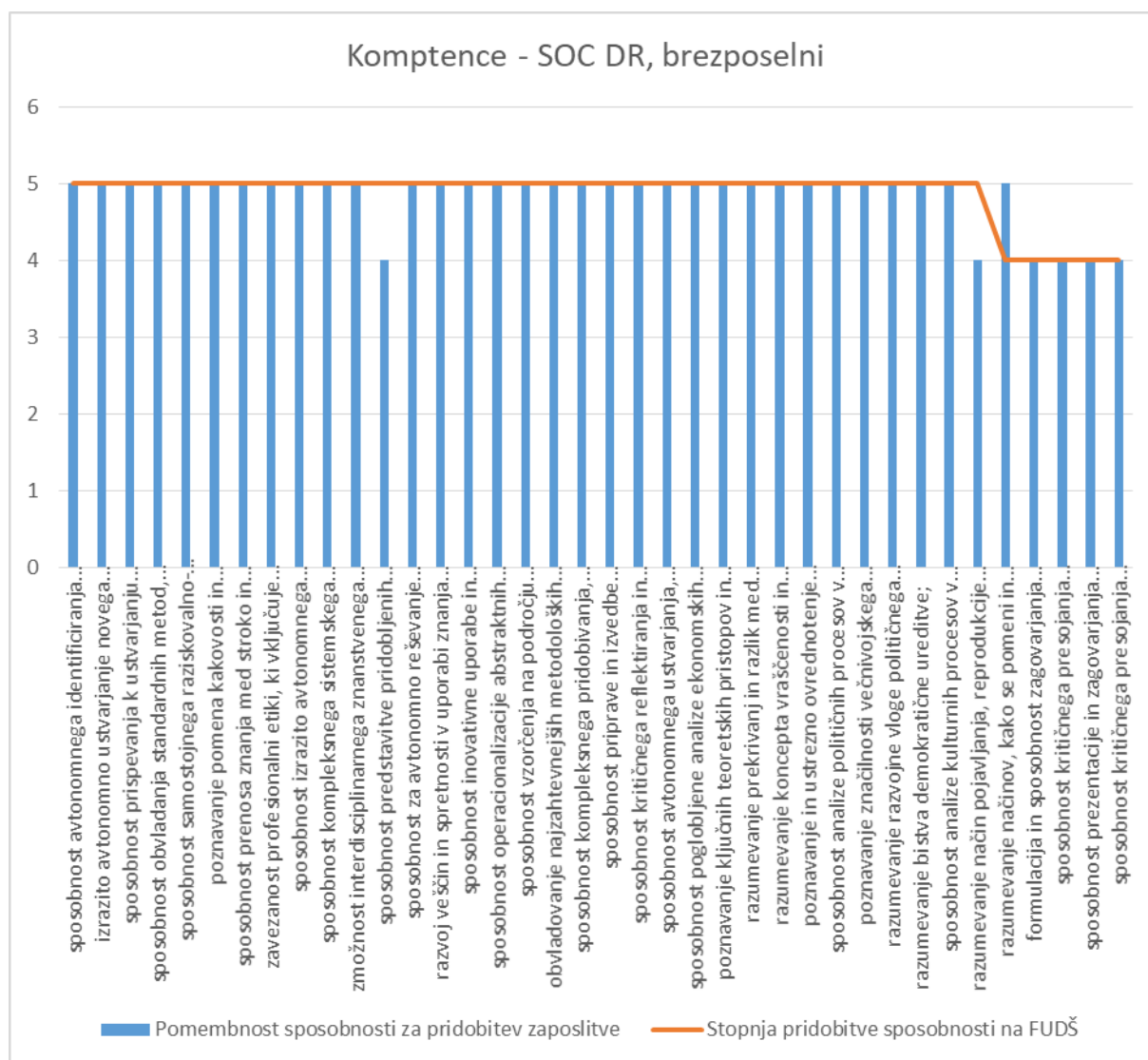
Figure 20: Competences of employed graduates of Sociology



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

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

Figure 21: competencies of unemployed graduates of Sociology



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

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

Conclusion

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

Additional measures are therefore not needed at this point.

2.7. Quality of student 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 SASS. The basic issues include the process of implementation of student practice, its objectives, duration, obligations and tasks of all participants in practical training, content of the report on student practice and evaluation of the practice.

2. with the *curricula* of the courses that include practice:

1) Professional study programme Social Management:

- [Professional practice](#)

2) 1st cycle professional study programme Psychosocial Counselling:

- [Tuition 1](#)
- [Tuition 2](#)
- [Tuition 3](#)

3) 2nd cycle study programme Psychosocial Counselling

- [Tuition 1](#)
- [Tuition 2](#)
- [Tuition 3](#)
- [Tuition 4](#)

The School also keeps other necessary documentation on practical education (tripartite agreements between the student, the School and the training base, agreements on long-term cooperation in practical education of students, analysis of student and mentor surveys, student practice application forms, records, reports of persons in charge of practice, reports of mentors in work environment, i.e. organizations outside the higher education institution, etc.) and combines them with formal and informal discussions (with practice mentors, persons in charge of practice and coordinators, students) to monitor the adequacy of the content of practical education and achievement of learning outcomes and competencies.

Qualifications of coordinators, persons in charge and mentors of the practice

The qualifications of coordinators, persons in charge and mentors of the practice are demonstrated by their level of education and their work experience or their successful participation in fields of work. The coordinator and the persons in charge of practice constantly inform the mentors about the objectives of the practice and the competencies that the students should acquire, as well as about the methods of conducting the practice. The School constantly strives for the participation of coordinators, persons in charge of practice and mentors in trainings and educations for the implementation of practical training, and keeps appropriate records. In the future, the School will strive for even more frequent participation of coordinators, persons in charge of practice and mentors in such trainings and educations. In 2019, 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.

Cooperation of the higher education institution with practice mentors

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

At the beginning of the academic year 2019/20, we organized a joint meeting with the mentors in order to provide better practical education to students, where we presented the following information:

- the results of surveys on practical education filled out by mentors and students,
- practice curricula,
- practice objectives,
- competencies to be acquired by students in practical training,
- desired methods for carrying out the practice (with emphasis on the active involvement of students in the work process),
- we offered them constant support and help in case of any problems during the practice,
- we acquainted them with the current legal acts of SASS regarding the practice,
- we asked them for feedback on the practice so far, on possible problems and ideas for improvement,
- we participated in drawing up specific plans for the implementation of the practice.

Planned measures for 2020:

To organize a meeting for the mentors, the coordinators and the persons responsible for practice in a similar way as in the previous academic year.

Satisfaction of participants in practical training

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

in practical training are collected in a self-evaluation report, minutes of meetings, sessions and discussions, etc. The results of collected data on the satisfaction of participants in practical training are reasonably summarized in the self-evaluation report.

We carried out a quantitative and a qualitative analysis of the questionnaires and forms completed by students and mentors (academic year 2018/19). Quantitative results show that, in general, both students and mentors are very satisfied with the quality of the practice. The students gave the highest ratings to the possibility of active participation in the practice. Mentors are most satisfied with the fact that the tasks are properly planned with regard to the objectives of the practice; that students have the opportunity to show initiative within the practice; and that they are allowed to attend and participate in teamwork. There is room for improvement in connection with the increase of students' ability to solve specific problems within the practice. The mentors expressed the need to get even more acquainted with the pedagogical objectives of the practice and for even greater accessibility of the person responsible for questions and solving dilemmas.

2.7.1. General evaluation of quality of practice by students

Quantitative data generally show that students are very satisfied with the quality of the practice ($M = 4.54$), which is a comparable result to last year ($M = 4.58$). They are most satisfied with the possibility of active participation in the practice ($M = 4.71$) and with the availability of mentors to solve dilemmas and problems during the practice ($M = 4.69$). They were also very satisfied with the opportunity to participate and be present in the team work of the organization where they carried out their practice ($M = 4.65$). There is room for improvement in the possibilities for solving specific problems within the practice ($M = 4.37$).

Student surveys for the academic year 2017/18 showed opportunities for improvement, especially in the area of appropriate scope of practice in relation to the prescribed scope, and appropriate instructions for practical training. In 2019, a number of measures were implemented for this purpose. Student surveys for 2018/19 show that the measures implemented were effective as this result has improved.

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

Figure 22: Quantitative evaluations of students (all study programmes together)

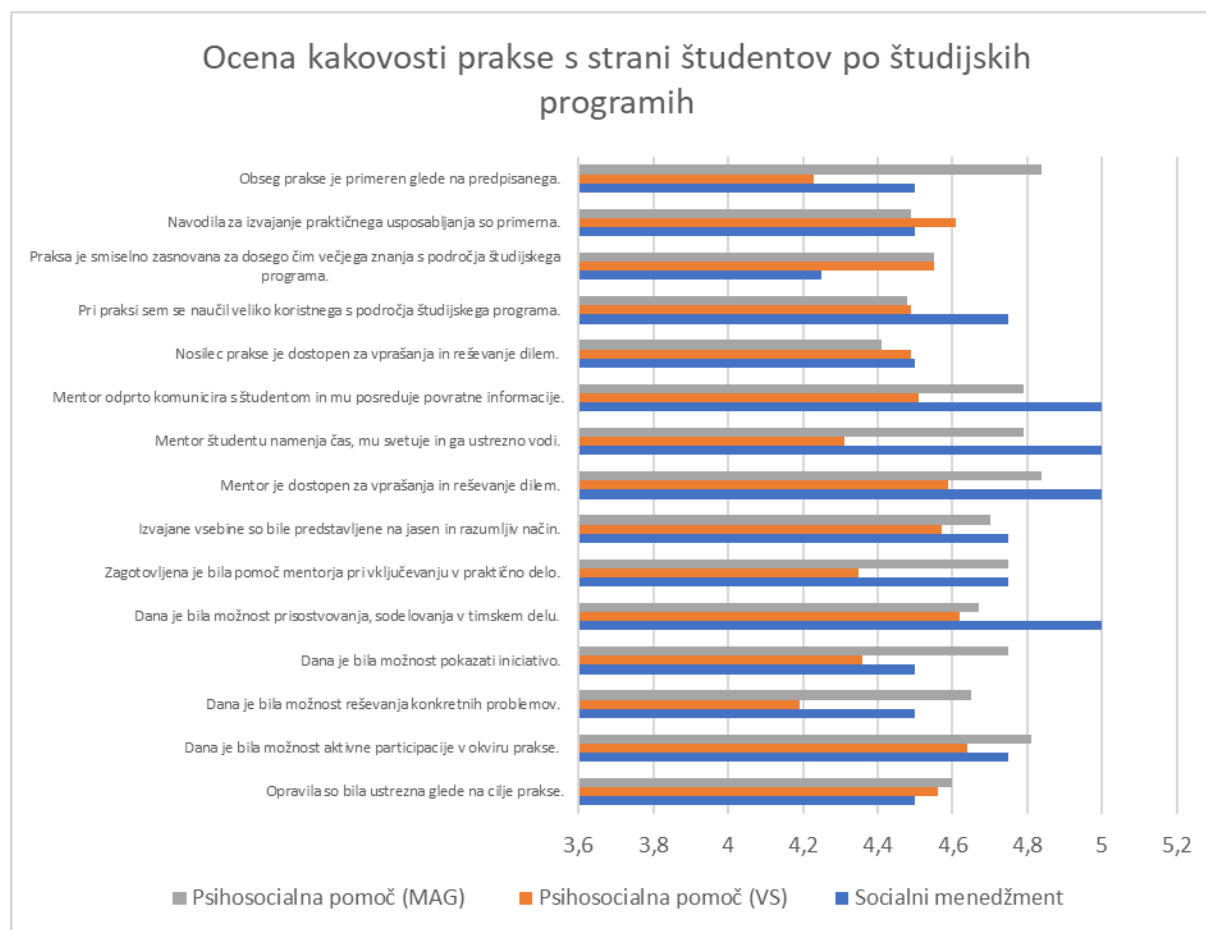


2.7.2. Evaluation of quality of practice by students per study programmes

Since the practice is a part of three different study programmes, the results are also provided separately per study programmes. The analysis covers all the study programmes that include student practice:

- Social Management (professional), 3rd year: Professional practice
- Psychosocial Counselling (professional), 2nd year: Tuition 1
- Psychosocial Counselling (professional), 2nd year: Tuition 2
- Psychosocial Counselling (professional), 3rd year: Tuition 3
- Psychosocial Counselling (master), 1st year: Tuition 1
- Psychosocial Counselling (master), 1st year: Tuition 2
- Psychosocial Counselling (master), 2nd year: Tuition 3
- Psychosocial Counselling (master), 2nd year: Tuition 4

Figure 23: Evaluation of the quality of practice by students per study programmes (Social Management (professional), Psychosocial Counselling (professional) 1st cycle, Psychosocial Counselling 2nd cycle)



Students highly agreed with all the statements about the practice in all study programmes (i.e. rating between 4 and 5 on a five-point scale), therefore the ratings of the practice can be described as favourable. The students gave the highest ratings to the practice in the Social Management programme (4.68) and in the 2nd cycle Psychosocial Counselling programme (4.67), while the ratings of the practice in the 1st cycle Psychosocial Counselling programme were slightly lower, but still very high (4.47).

Table 62: Quantitative evaluations of students

SOCIAL MANAGEMENT - PROFESSIONAL PRACTICE	
STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice.	4.50
We had the possibility of active participation in the practice.	4.75
We had the possibility to solve specific problems.	4.50
We had the possibility to show initiative.	4.50
We had the possibility to attend and to participate in team work.	5.00
The mentor assisted us in our integration into practical work.	4.75
The implemented topics were presented in a clear and understandable way.	4.75
The mentor is available for questions and to resolve dilemmas.	5.00
The mentor invests time, advises and guides the student.	5.00
The mentor communicates openly with the student and provides feedback.	5.00
The person responsible for practice is available for questions and to resolve dilemmas.	4.50
During, practice, I learned a lot of useful things from the field of the study programme.	4.75
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme.	4.25
The Instructions for conducting the practical training are appropriate.	4.50
The scope of practice is appropriate with regard to the prescribed scope.	4.50
TOTAL	4.68

Quantitative data show that students are very satisfied with the implementation of professional practice in the Social Management (VS) programme ($M = 4.68$). Students especially praise the possibility of attending, participating in team work ($M = 5.00$), the mentor's availability for students to invest time in them, advise and guide them appropriately ($M = 5.00$), and the mentor's open communication with students and provision of feedback to students ($M = 5.00$). There is room for improvement in the reasonable conception of the practice, which should strive to maximize the knowledge from the field of the study programme ($M = 4.25$). Qualitative comments indicate that the students have a good opinion about the experience gained in practice and about the possibilities of working with clients during the practice. Negative comments refer mainly to the excessive scope of practice or practical work in organizations. The latter is probably due to the fact that the students in the Social Management programme are mostly already employed.

Table 63: Qualitative evaluations of students regarding practice

Psychosocial Counselling (PROFESSIONAL) - TUITION 1, TUITION 2, TUITION 3	
STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice.	4.56
We had the possibility of active participation in the practice.	4.64
We had the possibility to solve specific problems.	4.19
We had the possibility to show initiative.	4.36
We had the possibility to attend and to participate in team work.	4.62
The mentor assisted us in our integration into practical work.	4.35
The implemented topics were presented in a clear and understandable way.	4.57
The mentor is available for questions and to resolve dilemmas.	4.59
The mentor invests time, advises and guides the student.	4.31
The mentor communicates openly with the student and provides feedback.	4.51
The person responsible for practice is available for questions and to resolve dilemmas.	4.49
During, practice, I learned a lot of useful things from the field of the study programme.	4.49
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme.	4.55
The Instructions for conducting the practical training are appropriate.	4.61
The scope of practice is appropriate with regard to the prescribed scope.	4.23
TOTAL	4.47

Students are also very satisfied with the implementation of the practice in the Psychosocial Counselling (professional) programme (M = 4.47). Quantitative assessments of students show that the students of the Psychosocial Counselling (professional) programme are satisfied with the possibility of active participation in the practice (M = 4.64) and the possibility to attend and to participate in team work (M = 4.62). Students also praised the appropriate instructions for conducting practical training (M = 4.61). There is room for improvement in the possibilities of solving specific problems (M = 4.19) and the suitability of practice with regard to the prescribed scope (M = 4.23). Qualitative comments indicate that the students are satisfied with the large amount of new knowledge, with the experience gained with clients and with the quality of introduction into counselling activities. In the negative qualitative comments, students indicated

the need for a somewhat differently designed method of practice and courses including practical education.

Table 64: Quantitative evaluations of master students

PSYCHOSOCIAL COUNSELLING (MASTER) - TUITION 1, TUITION 2, TUITION 3, TUITION 4	
STATEMENTS	RATING
Tasks were appropriate with regard to the objectives of the practice.	4.60
We had the possibility of active participation in the practice.	4.81
We had the possibility to solve specific problems.	4.65
We had the possibility to show initiative.	4.75
We had the possibility to attend and to participate in team work.	4.67
The mentor assisted us in our integration into practical work.	4.75
The implemented topics were presented in a clear and understandable way.	4.70
The mentor is available for questions and to resolve dilemmas.	4.84
The mentor invests time, advises and guides the student.	4.79
The mentor communicates openly with the student and provides feedback.	4.79
The person responsible for practice is available for questions and to resolve dilemmas.	4.41
During, practice, I learned a lot of useful things from the field of the study programme.	4.48
The practice is reasonably planned in such a way as to maximize the obtained knowledge from the field of the study programme.	4.55
The Instructions for conducting the practical training are appropriate.	4.49
The scope of practice is appropriate with regard to the prescribed scope.	4.84
TOTAL	4.67

Quantitative evaluations of Psychosocial Counselling (Master) students indicate that they are satisfied with the practice ($M = 4.67$). The students are especially satisfied with the possibility of active participation in the practice ($M = 4.81$) and the scope of the internship compared to the prescribed one ($M = 4.84$). Students also highly praise the mentor, his accessibility for questions and solving dilemmas ($M = 4.84$). Among other things, the students were satisfied with the fact that the mentor invests time, advises and guides the student appropriately ($M = 4.79$); and with the fact that the mentor communicates openly with the students and provides feedback ($M = 4.79$). There is room for improvement in mentor's availability to solve dilemmas ($M = 4.41$) and

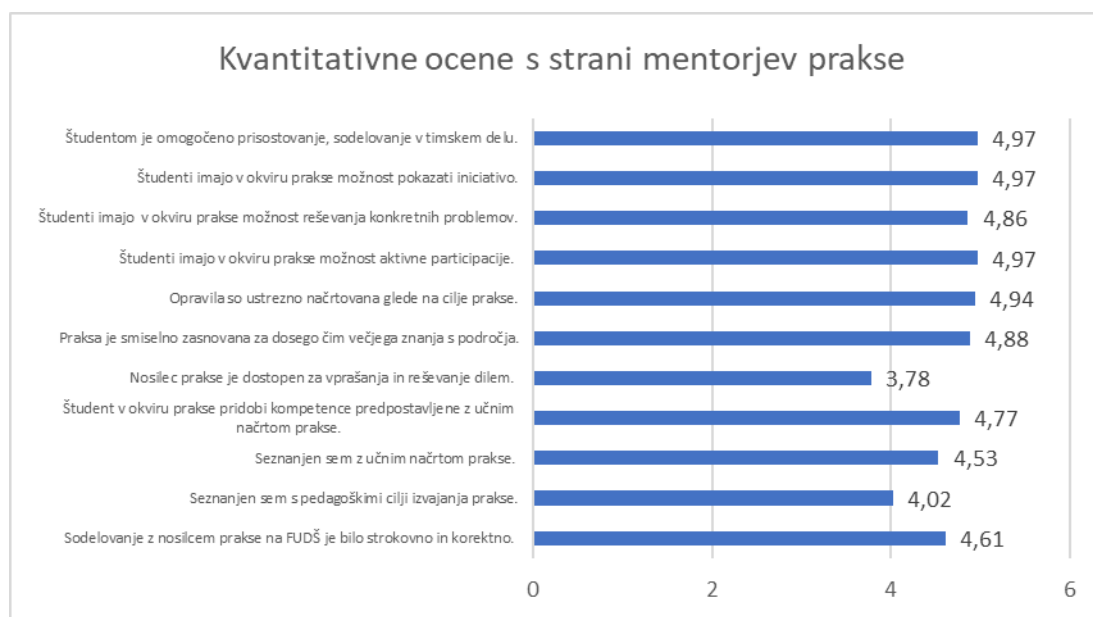
the transfer of (even) more useful knowledge in the course of practice ($M = 4.48$). Qualitative evaluations of students show that students very much appreciate a practical role and their own experience in group counselling, a possibility of gaining practical and personal experience and the availability of mentors, lecturers and assistants. Negative (qualitative) evaluations of students indicate the need for more meaningfully designed courses, which would include gaining practical experience so that students would be able to acquire the planned competencies (even) to a greater extent. In Tuition 1 and Tuition 2, there is a need to design these two courses in such a way as to enable the students to acquire the modalities of the cognitive-behavioural approach primarily through exercises, in contact with the lecturer and the assistant. As similar results were already shown by the analysis of last year's student surveys, modifications were made in 2019 in the courses that include practical education in the study programme Psychosocial Counselling (Master).

2.7.3. Evaluation of quality of practice by mentors

Overall, mentors are satisfied with the quality of the practice ($M = 4.66$). The result is slightly lower than last year ($M = 4.71$), but nevertheless reflects the very high satisfaction of mentors. They are most satisfied with the fact that students have the opportunity to show initiative during the practice ($M = 4.97$); with the possibility of active participation of students ($M = 4.97$); and with the fact that the students are allowed to attend and participate in teamwork ($M = 4.97$). Regarding the possibilities of students to attend and participate in team work, the result is significantly better than the year before ($M = 4.6$), which means that the measures implemented in the previous year were effective. The same applies to the evaluation of students' possibilities for solving specific problems ($M = 4.86$), which has significantly improved compared to last year ($M = 4.5$). Students also praise that the tasks are properly planned according to the objectives of the practice ($M = 4.94$). There is room for improvement in acquaintance with the pedagogical objectives of the practice ($M = 4.02$) and in the coordinator's accessibility for questions and solving dilemmas ($M = 3.78$).

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

Figure 24: Quantitative assessments by practice mentors



Qualitative assessments of mentors also show the need for (even more) accurate feedback on student satisfaction with the practice in their organization. There was also room for improvement in the practice programme itself, as the mentors want it to be more precise or more specific. With regard to the latter comment, a measure was already implemented in October 2019, i.e. a meeting with the mentors, which proved to be effective, so we are planning it again in 2020. Among other things, it was agreed at the meeting to prepare a form for organizations where the student carry out their practice (description of the organization, detailed description of work and tasks in the organization, etc.). The meeting also served as a substantive preparation of mentors for the practice and to inform them about the objectives and the curricula of the practice. The effects of the implemented measure *will be verified through the results of student surveys on practice for the academic year 2019/20*. Similar to last year, qualitative evaluations of mentors also show the need for (even more) detailed feedback on students' satisfaction with the practice in their organization. In this regard, discussions have already taken place in the meeting with the mentors to find appropriate solutions.

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

Coordinators and persons in charge of practice highlight the following positive aspects of the practice:

Persons in charge especially praise the students' attitude towards practice, their motivation and willingness to perform the practice correctly. They also praise the very good integration of students into the organizations where they carry out their practice, as they often remain in the organization after the practice either as volunteers or as employed professionals. They also mention the cooperation with the coordinator, the mentors and the professional services as very positive.

The practice coordinator also emphasizes the good experience of working with organizations, as more and more of them are willing to cooperate with the School, and the organizations want to intensively involve the students in their work.

Neither the institutions nor the coordinator of the practice point out any major shortcomings. Persons in charge perceive the need for some modifications in the curriculum and for even better cooperation with practice mentors.

In order to further improve the practical training of students, persons in charge of practice suggest that organizations involved in the implementation of the practice should be encouraged to write down general working arrangements for students in accordance with the curricula. They also suggest organizing joint events where everyone involved in practical education would meet - students, persons in charge, mentors, coordinators. They also consider that the updates in the curricula would contribute significantly to the improved course of practice. They also believe it would be an improvement to have an even larger range of organizations that would be willing to become a learning base for SASS students.

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

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

On the basis of last year's self-evaluation report, some improvements were introduced which proved to be effective. Based on the general evaluation of mentors' satisfaction with the practice, the improvement compared to the previous year is mainly observed in the possibility for students to attend and participate in team work and the possibility for students to solve specific problems. The final evaluation of mentor satisfaction is slightly lower, but still fully comparable with the last year. Namely, many indicators show a significant improvement, which, according to our predictions, is the result of the measures implemented in the previous academic year.

The general quantitative evaluation of students' satisfaction with the practice is comparable to the previous year and also very high (on a scale of 1 to 5, the rating is more than 4.5). 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:

- possibility of active participation in the practice;
- possibility of attending team work;
- mentor's accessibility for questions and resolving dilemmas in relation to students.

There is room for improvement in the following fields:

- suitability of the system of practical education in the courses of the 1st cycle programme Psychosocial Counselling;

- Availability of the person in charge of the practice for questions and resolving dilemmas;
- mentors informed about the pedagogical objectives of the practice.

In accordance with the above stated findings in the field of developing and modernizing practical training, we plan at least the following measures:

- to upgrade the system of practical education in the 1st cycle Psychosocial Counselling programme, as part of the planned process of modifying and updating the programme (responsible: the group for the renewal of the study programme);
- to continue with measures to improve the content of the practice - to increase the prior knowledge of mentors about the preparation and implementation of the practice, curricula and objectives of the practice - for this purpose, we will 1) organize an introductory meeting of the coordinator, the persons in charge and the mentors at the beginning of the academic year; 2) strengthen the communication between the mentors, the practice coordinator and persons in charge of the practice (persons responsible: practice coordinator, persons in charge of practice);
- provide feedback to mentors on students' satisfaction with the internship; in this regard, we plan to 1) transmit the results of surveys on the implemented practice to mentors; 2) at the introductory meeting with mentors for the academic year 2020/21, discuss with the mentors whether they have applied for proposals from the previous meeting (especially the proposal to meet with the student after the training and discuss his satisfaction with the internship).
- to ensure that mentors provide (an even) larger amount of feedback on the implemented practice to the students or that they provide more guidance to the students during practice; to this end, we will continue to encourage the mentors intensively to provide feedback to students.

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

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

Table 65: Involvement of students in scientific research and professional work of the School

Ser. No.	Project title and acronym	Funder	Project implementation period	Cycle of study/study programme of involved students
1.	INNO WISEs	EU	2017-2020	1st cycle/Advanced Social Studies 2nd cycle/Intercultural management 3rd cycle/Sociology
2.	FOST INNO	EU	2017-2020	1st cycle/Advanced Social Studies 1st cycle/Social management 2nd cycle/Intercultural management
3.	Testing of the model of tipping in	SRA,	2018-2020	1st cycle/Advanced Social Studies 1st cycle/Social management

	Montenegro and Slovenia (Bilateral SLO-ME)			
4.	PKP - OST	Public Fund for Human Resources	2019	1st cycle/Social management 1st cycle /Psychosocial Counselling (professional) 2nd cycle /Psychosocial Counselling (Master)
5.	PKP - RibTurSlo	Public Fund for Human Resources	2019	1st cycle/Advanced Social Studies 2nd cycle/Intercultural management
6.	PKP - MOBAP LOST	Public Fund for Human Resources	2019	1st cycle /Psychosocial Counselling (professional) 2nd cycle /Psychosocial Counselling (Master)
7.	ŠIPK - TSV-DZ	Public Fund for Human Resources	2019	1st cycle/Social management 2nd cycle /Psychosocial Counselling (Master)
8.	ŠIPK -ZVD	Public Fund for Human Resources	2019	1st cycle /Psychosocial Counselling (professional) 2nd cycle /Psychosocial Counselling (Master)

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

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

2.9. Evaluation of achieved internationalization and international mobility

Enrolment of foreign students

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

In 2019/20, 3 foreign students (Ukraine, Bosnia and Herzegovina) newly enrolled in the higher education professional programme Psychosocial Counselling. 1 student from Russia enrolled in the master's study programme Psychosocial Counselling. In the future, we will continue to work on the promotion of our School abroad.

In the academic year 2019/20, 14 foreign students (13 from Croatia, 1 from Northern Macedonia) enrolled in the doctoral study programme.

Internationalization of the curriculum

The School realizes it is very important to include elements of internationalization in study programmes, so in 2019, we implemented a measure to prepare a plan for more intensive inclusion of internationalized learning outcomes and competencies in the curricula, in line with the implemented modifications and updates of study programmes. Thus, in 2019, the measure of strengthening internationalized learning outcomes and competencies was implemented in connection with the 2nd cycle study programme Psychosocial Counselling and Social Management (professional) programme. In 2020, we plan a similar measure, i.e. to prepare a plan for more intensive inclusion of internationalized learning outcomes and competencies in the curricula, in the Psychosocial Counselling (professional) programme.

International mobility

International mobility or exchange of students, higher education teachers and associates and professional associates in the academic year 2019/2020.

Table 66: Mobility indicators

Indicator	Unit	Plan/ Realization	1st cycle	2nd cycle	3rd cycle
Number of students spending part of their studies abroad	Number	Plan	1	1	1
		Realization	2	2	0
Number of students on practice abroad	Number	Plan	1	1	1
		Realization	1	0	1
Number of foreign visiting higher education teachers involved in the teaching process	Number	Plan	2	0	8
		Realization	2	2	3
Number of higher education teachers involved in the teaching process abroad as visiting lecturers	Number	Plan	3	0	1
		Realization	5*	/	/
Number of researchers and professional associates who will leave Slovenia to carry out research at a higher education or research institution abroad and will not participate in the teaching process	Number	Plan	2	0	0
		Realization	9*	/	/

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

SASS holds an ECHE charter. SASS is becoming an increasingly recognizable pedagogical and research institution in the national and international area. With the support of the National Agency CMEPIUS and the European Commission, SASS enables individuals to attend Erasmus exchange programme in the desired educational and research fields. The objective of the School is to enable or encourage exchanges of individuals. Namely:

- of students for the purpose of study and/or practice,
- of higher education teachers and higher education associates for the purpose of teaching and
- of higher education teachers, associates and professional associates for the purpose of training.

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

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

In the academic year 2018/2019, we carried out 4 student mobility exchanges for the purpose of education and 2 for the purpose of practice. Among employees, there were 4 staff mobility exchanges for the purpose of teaching and 5 for the purpose of training. Mobility numbers increased compared to the previous year, both among students and employees. The institutions that hosted our mobility participants through Erasmus + are the following: Marie Curie University (PL), Savonia University (FI), Universidad de La Laguna (ES), University of Zagreb (HR), Central European University (HU), Free University Berlin (DE), Babes Boyal University (RO), Moscow State University of Psychology and Education (RU).

Visits of employees also took place through SRA bilateral cooperation projects in the countries of Bosnia and Herzegovina and Montenegro.

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

Bilateral agreements of SASS with foreign universities and faculties within the Erasmus programme are listed in the Table 68 below.

SASS wants to become more recognized in the international environment and is also involved in it outside the Erasmus programme. In recent years, quite a few employees at SASS have visited foreign higher education institutions in Europe and around the world.

As visiting researchers, they were hosted at: Mediterranean University, Faculty of Tourism, Bar, Montenegro; Oikos (BiH).

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

Table 67: List of bilateral agreements concluded between SASS and foreign institutions

University/Faculty	Country	Academic Year
<ul style="list-style-type: none"> • Universitatea Babes-Bolyai, Cluj-Napoca • Fachhochschule Westkuste, Heide • University of West Bohemia, Plzen • Kazimieras Simonavicius University, Vilnius • Isik University, Istanbul • Metropolitan University Prague • Università degli Studi di Trieste • Central European University, Budapest • University of Presov, Presov • University mediterranean Podgorica 	Romania Germany Czech Republic Lithuania Turkey Czech Republic Italy Hungary Slovakia Romania Montenegro	2014/2015
<ul style="list-style-type: none"> • Kolodanyi Janos University of applied sciences • KROK University, Kiev • Istanbul Sisli Vocational School • Turgut Ozal University • Savonia University of applied sciences, Iisami • American University of Beirut • Vilnius Kooperacijos Kolegija (VKK) 	Ukraine Hungary Turkey Turkey Ukraine Finland Lebanon Lithuania	2015/2016
<ul style="list-style-type: none"> • Vseučilišće Baltazar, Zaprešić • IfiS PAN Graduate School for Social Research, Warsaw • Fakultet za poslovni menadzment, Bar • Lebanese American University • Universidad de la Laguna, Tenerife, Spain • Universite de Liege, Belgium 	Croatia Poland Montenegro Lebanon Spain Belgium	2016/2017
<ul style="list-style-type: none"> • Lebanese American University • SWPS University of Social Sciences and Humanities • University college »CEPS - Centre for Business Studies« Kiseljak 	Lebanon Poland BiH	2017/18
<ul style="list-style-type: none"> • Università degli Studi di Molise • Moscow state university for Education and Psychology • Freie Universitat Berlin • Università degli Studi di Bari Aldo Moro • University of Brasov • Universidad de Valencia • College of Slavonski Brod • Polytechnic "Nikola Tesla" in Gospić 	Italy Russia Germany Italy Romania Spain Croatia Croatia	2018/19
<ul style="list-style-type: none"> • Gaza University • College of inspection and personnel management 	Palestine Croatia	2019/2020

Every year, the School regularly hosts domestic and foreign higher education teachers. In 2019, foreign guest lecturers carried out 8 guest lectures within the doctoral study programme

The objective of the School in the academic year 2020/2021 in this field is to have at least 4 home students attend an international exchange abroad, at least 4 visiting foreign students coming to our School within Erasmus and CEEPUS exchanges and at least 115 enrolled foreign students (counting mainly on the area of SE Europe).

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

The Faculty is aware of the importance of internationalization and effective student mobility, therefore numerous measures are planned for 2020:

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

2.10. Enabling extracurricular activities

The School provides students with appropriate conditions for extracurricular activities. In 2019, the School enabled the following types of extracurricular activities:

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

The Project Office of the School and the Career Centre encourage the students to get involved in research and projects carried out by the School. Research and projects are carried out at the international, national and local level. In 2019, students were invited to participate in the following researches and projects:

1. INNO WISEs,
2. FOST INNO,
3. Bilateral project with SRA,
4. PKP OST,
5. PKP RibTurSlo,
6. PKP MOBAP LOST,
7. ŠIPK ZVD
8. ŠIPK TSV-DZ

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

The students are invited to all events organized by the School. The Career Centre organizes the events and other extracurricular activities, with the help of the Student and Academic Affairs Office and our public relations professional. As part of the extracurricular activities, the School organized numerous activities and events in 2019. In January 2019, the School (co)organized the Winter Camp, which took place in Ljubljana, and within which students were able to participate in numerous workshops, round tables, lectures and forums, such as Jean Monnet Chair Cultural workshop „Political Economy of Europe 2020“, lecture "How to measure social exclusion with the help of electroencephalography?" and where we also presented the strategy of the School, the ECHE evaluation and guidelines for improvement.

In March 2019, prof. dr. Paul El-Tabar delivered two lectures, namely „Globalization, Migration and Diaspora“ and “Bourdieu’s theory of state and politics”.

In March, SASS, in cooperation with the Employment Service of Slovenia, organized a career event, „Life, work and study in Europe“, which was intended for both our students and the general public. In March, the School organized a one-day training for the key FOST-INNO project stakeholders at the Regional Chamber of Craft in Ajdovščina within the event called „Poletimo v novo turistično sezono - Turistu povejmo zgodbo o sebi, ponudimo nekaj izvirnega“ (full speed ahead into the new tourist season- sharing authentic stories with the tourists).

The first event within the PKP (Creative Path to knowledge) tender took place in April. On 11 April 2019, an event was held within the project “Otresi stres – s tehniko TRE do manj stresa” (Shake off stress - TRE technique to get rid of stress) by the project's mentor Matej Zaplotnik.

In May, a workshop “Vloga tržnih znamk in tržno komuniciranje” (The role of brands and marketing communication) was held in Ajdovščina as part of the INNO WISEs project. In September, as part of the same project, a workshop “Funding and technical support” was held in Ljubljana.

In the same month, two events were organized within the PKP projects; event of the project “Otresi stres – s tehniko TRE do manj stresa” implemented by doc. dr. Tjaša Stepišnik Perdih and the event of the project “Ribolovni turizem v Sloveniji na rekah in jezerih: Postavitev temeljev za razvoj ribolovnega turizma v Zahodni Sloveniji na rekah in jezerih”, (Fishing tourism in Slovenian rivers and lakes: laying the foundations for the development of fishing tourism in western Slovenia’ rivers and lakes) implemented by Andrej Šumer.

In May, a guest lecture by doc. dr. Claudia Kosman of Lebanese American University, was carried out with the title “The State of Arab Media: Past, Present, and Future”.

On 27 May 2019, the Slovenian Pan-European Youth, in cooperation with the School of Advances Social Studies in Nova Gorica, organized a round table titled “EU 2019-2024 - kaj bodo prinesle evropske volitve” (EU 2019-2024 - what will the European elections bring?) The guests of the round table were: prof. dr. Matevž Tomšič and doc. dr. Bernard Nežmah.

From 30 May until 1 June 2019, a co - organized international conference was held in Ljubljana : 11th Slovenian Social Science Conference, titled “Observing social transformations: National and Transnational perspectives”.

On 25 November 2019, a workshop “Vrednotenje najboljših inovacij v turizmu v Jadransko-jonski regiji” (Evaluation of the best innovations in tourism in the Adriatic-Ionian region) was organized at SASS within the “FOST INNO” project, presenting the two winning ideas selected on the basis of the public tender for the selection of innovative solutions for sustainable tourism in the Adriatic-Ionian region to the key stakeholders of the project.

- **Tutoring**

The School encourages the students to take an active role as student tutors within the tutoring system. In the academic year 2019/2020, there were 12 active student tutors who performed the following forms of tutoring: introductory student tutoring and tutoring for foreign 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, there were also 8 active teacher tutors in the academic year 2019/2020, who convene two meetings a year for the students they tutor. In 2019/20, the coordination of the tutoring system was taken over by the head of the Career Centre Andreja Slejko Rojc.

- ***Student Council***

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

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

- ***Organization and implementation of events at SASS***

Students are invited to participate in extracurricular activities and gain practical experience in organizing School events. In doing so, students acquire abundant knowledge and skills related to the process of preparation, organization and implementation of the event. Students learn how to organize an event quickly, efficiently and in a controlled manner. In doing so, they also improve several of their competencies: communication skills, etiquette, time management, etc., while expanding their circle of acquaintances and informally getting to know School employees, their potential employers and other students. In 2019, students participated in the organization and implementation of Psychodays in Nova Gorica and Ljubljana.

- ***Promotional activities***

As part of the extracurricular activities, students have the opportunity to participate in the promotional activities of the School. In 2019, students participated in Informativa 2019, information days of the School, and at the educational fair Izberi si svoj študij (Choose Your Study) in Nova Gorica. Students acquire the skills of quality work in the field of marketing, promotion and marketing activities, team work, taking on various roles in the team, etc.

- ***Sports and social activities***

The School also offers sports and social activities to students and events where they can connect with other people, form lifelong friendships and companionships and get to know the employees of the School out of the official context. In December 2019, the School cooperated with its Student Council to organize a festive decorating of the School, and later bowling in Nova Gorica and Ljubljana as part of the „pre-new year's gathering“, and there was a special pre-new year event organized for the employees and the doctoral students to mingle.

2.11. Protecting students' rights and facilitating their participation

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

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

In order to prevent discrimination, the School uses in particular the mechanism of raising stakeholder awareness on the identification and possibilities of preventing discrimination. To this end, we ensure the participation of employees (teaching and technical staff) in such training. The School also informs the students about events related to discrimination, and often organizes such events itself, in order to raise awareness (e.g. in 2019, there was a training on the characteristics of students with special needs and taking into account the diversity of students in higher education; specific work needs with foreign students and methods of working).

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

The students have the right to object against decisions adopted by the School bodies that apply to their

rights, obligations and responsibilities A student that believes his rights to have been infringed has the right to complaint or appeal within 15 days after he receives a decision. The Dean decides about student complaints at first instance, and the Senate decides about student

appeals in student affairs at second instance. A student can initiate an administrative dispute against the final decision in matters related to studies.

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

The School actively strives for organization, transparency, timeliness and ongoing cooperation of student representatives with other students. For this purpose, the Student Council has its own portal and e-mail address on the website, through which they inform the students about their activities. Students are also informed through social networks, which are more accessible to young people. Due to the small number of students, they are strongly connected with each other, which allows for effective real-time cooperation between them. The School strives for even more active cooperation of student representatives with other students and plans certain measures for 2020 (such as encouraging student representatives to send electronic notifications to students on current student issues - at least 2 informative emails per year, and some other measures). Thanks to the free access to all acts of the School, involvement of students in all levels of admission and decision-making at the School and cooperation of student representatives with others, students are informed in a timely manner about all relevant information on the operation of the School bodies and protection of student rights.

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

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

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

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

The School also has a mechanism in place for *providing information* to students with special needs (especially through professional services and teacher tutors) on the rights and

responsibilities of the status of students with special needs and their possibilities for adaptation of their studies.

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

The School also pays special attention to foreign students who come from other linguistic and cultural backgrounds. This requires new methods of integrating students into the environment and tackling language barriers. For this purpose, the School developed a *tutoring mechanism for foreign students*

in order to improve study achievements, monitor responses and results, motivate students to engage in School activities, develop responsibilities and social skills, promote mutual trust and equality. If necessary, the School also enables foreign students to get a *subsidy for a Slovenian language course* in order to prevent discrimination.

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

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

Students are involved both in the process of collecting data for self-evaluation and in the discussion of its results regarding the School in general and individual study programmes. They are most directly involved with their *representative in the Quality and Evaluation Commission* which is responsible for the implementation of all self-evaluation procedures. All students are involved in the process of self-evaluation through *regular student questionnaires*, which have been used from the beginning as one of the key self-evaluation elements of the study aspects of School operation. Students are further represented by *one-fifth of the representatives in the Academic Assembly, three representatives in the Senate*; all members of the Student Council and student representatives in the School bodies are also involved in the work of the Strategic Conference. In accordance with its competencies, the Student Council may give initiatives to improve the quality of School operation, and the School duly considers these initiatives and takes them into account. The School *electronically informs the students* about the results of the self-evaluation report, and the complete self-evaluation reports are *made available on the School's website*. As a measure for improving quality, a mailbox was installed in a visible place at the School years ago, where all students and employees can *anonymously submit their suggestions and comments*.

Self-evaluation reports present the basis for improving the activities of the School and updating and modifying individual study programmes; this is another field where students are actively involved. In the process of updating and modification of study programmes, the students participate through *their representative in the work group for modifications and updates of the study programme*. The students also participate in the improvement of School's activities, updating and modifications of study programmes through their *representatives in the Quality*

Commission and the Senate. Representation of students in these two bodies is of key importance, as the work group submits the proposals for improvements of School's activities and modifications and updates of study programmes to the Quality and Evaluation Commission, which passes it to the Senate, which makes the final decision on the adoption of the proposed updates or modifications. With their representatives in these two bodies of the School, the students therefore directly decide on the approval of the working group's proposals. Improvements in activities, updates and modifications of study programmes are monitored every year in the process of re-evaluation of activities and study programmes.

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

2.13. Assistance and counselling for students

Taking into account the diversity and needs of students

The School acknowledges the diversity of students and their needs (full-time, part-time, foreign students, students with various forms of disability). Accordingly, the School provides students various types of assistance in their studies. *Non-teaching staff* help students from an organizational point of view and by providing all the necessary information for the smooth running of their studies, and for their integration into the environment. Non-teaching staff also provide information on students' rights and obligations as appropriate. *Higher education teachers and associates* are also responsive and accessible to students in their work. They are accessible via the online classroom and e-mail address listed on the School's website under the profile of each lecturer, and they are also reachable by telephone, for personal conversation and during consulting hours. To encourage even more frequent communication between higher education teachers and associates and students, we implemented the planned measure in 2019 regarding the introduction of additional forms of ICT for communication and assistance to students. Higher education teachers also offer help and additional meetings as part of mentoring of students' final theses. Non-teaching staff, higher education teachers and School members realize that most part-time students at our School are employed, so they make special efforts to give them all the necessary help and advice in order to be able to successfully complete their study obligations despite a busy schedule and reconciling studies with work commitments. The School is very satisfied with the operation and accessibility of services of non-teaching staff and the accessibility of higher education teachers and associates, as their efficiency and accessibility are demonstrated with very positive results in student surveys as well as informal data and feedback from students. In the surveys, students praise the individual attention paid to them by the administrative staff and the promptness, friendliness, accessibility and flexibility of both the lecturers and other SASS employees.

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

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

- support the students during their studies,
- increase the advancement of students to a higher year of study,

- advise students on the optional part of their syllabus,
- organize and provide assistance in the study of individual courses or in professional practice,
- encourage students to participate in extracurricular activities.
- The Vice-dean for student and academic affairs is in charge of the implementation of tutoring at the School, and the tutor coordinator is responsible for the organization of tutoring.

The tutoring system at the School includes several forms of tutoring. The following forms of tutoring are usually implemented:

- teacher tutoring,
- introductory student tutoring,
- tutoring for students with special needs,
- tutoring for foreign students.

At the start of their studies, a senior student is assigned to students to assist them in the transition from secondary education to university education. Our objective is to ensure that contacts between students are maintained even after the initial academic year of study. In addition to student tutoring, the School also provides teacher tutoring, where a teacher tutor is assigned to some students for communication and more informal introduction to the teaching staff. In the academic year 2019/20, the School had 8 teacher tutors and 12 student tutors. Student tutors were provided with guidance to facilitate their tutoring at the School.

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

The project office offers help and advice to students in their integration into scientific, professional and research activities of the School. The project office also provides assistance and coordination in student exchanges (personal communication and electronic correspondence with the student and the host institution), encourages students to attend exchanges and strives to increase their number (presentations of students' experiences on exchanges, presentations of exchange advantages, personal communication) . Counselling for students, especially before the completion of studies and in connection with the planning of students' careers, takes place in the Student and Academic Affairs Office and the Career Centre. Various seminars, workshops and lectures are organized within the Career Centre. The Career Centre cooperates with a public relations specialist and informs students about the events and opportunities for organized acquisition of knowledge, skills and abilities at other higher education institutions. Knowledge, skills and abilities (formally and informally) acquired at other higher education institutions are recognized by the School in accordance with legislation and internal legal acts. The School also offers students all the necessary information and assistance in the coordination of the Student Council. In the academic year 2019/20, Technical Assistant Andreja Slejko Rojc was appointed

as a coordinator of the Student Council in order to assist in its organization and operation. Non-teaching staff, the Dean and the Vice-dean for Student and Academic Affairs in particular offer assistance to students in exercising their rights.

Timely and effective notification of students

Students receive all the information they need for uninterrupted and effective studies in a timely manner, through various events (e.g. the School Signpost in October 2019), publications on the School's website and in the online classroom, through the online higher education information system, electronic information, online social networks, telephone messages, and occasionally also through personal telephone calls and personal meetings. Students are also informed in a timely manner about the operation of the School and the internal quality system, through publications on the School's website, the online higher education information system and through electronic notifications. Students also receive such information directly from their representatives in the School bodies, who use various forms of cooperation with other students (e-mail, publications on the Student Council portal on the School's website, personal communication) to provide them with all relevant information on the operation and the internal quality system of the School. The student surveys also showed positive results with regard to timely and effective informing of students. The students gave high ratings in connection with timely information about the place and time of lectures as well as other activities and services of the School. More detailed information on School notifications is provided in subsections 2.11, 2.12 and 5.2 of the self-evaluation report.

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

Enabling uninterrupted advancement and completion of studies for students who regularly fulfil the obligations set out in the study programme

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

listed in the *Pravilnik o preverjanju in ocenjevanju znanja študenta* (Rules on verification and assessment of student knowledge). Higher education teachers use different assessment methods, aiming for innovation and diversity, taking into account the nature of each course, which is evident from the course curricula (e.g. colloquia, oral exams, written exams, seminar papers or essays, oral presentations, practical assignments or products, portfolio, diaries, solving real problems, projects, peer assessment, written reports on professional practice, project assignments, etc.). The School assists the higher education teachers in developing, introducing and using different types of assessment methods, namely:

- through information on current workshops and training on assessment methods, and by enabling and encouraging the participation of higher education teachers in these events;
- by organizing assessment system-themed events within the School;
- by mutual transfer of knowledge and practice between higher education teachers and School associates (e.g. at the sessions of the Academic Assembly, Winter Camp, etc.).
- *Pravilnik o preverjanju in ocenjevanju znanja študenta* (Rules on verification and assessment of student knowledge) states that the students have the possibility to appeal against the exam grade, while ensuring an efficient and transparent appeal procedure.

Autonomy of all higher education teachers and associates in teaching and research and assistance and counselling in developing their career paths

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

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

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

Table 68: Overview of conclusions of the Self-evaluation report in 2018 in the field of pedagogical excellence and the realization in 2019

Ser. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY	REALIZED
1.	Increase interest in SASS study programmes	Systematic approach to the promotion of study programmes	Permanent task - planning, realization of annual plans and impacts of information and public relations	Dean's Marketing Consultant, Head of Department	yes

			are reviewed annually within the self-evaluation processes of the School.		
		Increase the informing through online media, social networks and personal information	Permanent task - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant	yes
2.	Modifications and updates of study programmes	<p>Completion of modification and modernization of the study programme Social Management, in accordance with the current needs of the environment and self-evaluation processes</p> <p><i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i></p>	November 2019	Dean, Vice-dean for student and academic affairs, Working group for the renewal of the study programme, Course coordinators	yes
		<p>Completion of modification and modernization of the 2nd cycle study programme Psychosocial Counselling, in accordance with the current needs of the environment and self-evaluation processes</p> <p><i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i></p>	November 2019	Dean, Vice-dean for student and academic affairs, working group for the renewal of the study programme, Head of Department, Course coordinators	yes
		Realization of modification and modernization of the study programme	November 2019	Dean, Vice-dean for student and academic	

		Advanced Social Studies, in accordance with the current needs of the environment and self-evaluation processes <i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i>		affairs, Course coordinators	yes
		Realization of modification and modernization of the study programme Sociology, in accordance with the current needs of the environment and self-evaluation processes <i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i>	November 2019	Dean, Vice-dean for student and academic affairs, Head of Department, Course coordinators	yes
3.	Improvements in the field of information - a special focus on communicating job opportunities after completing a programme	Highlighting the employability possibilities at the information days and in other individual conversations of candidates with the staff at SASS, in online communication and at events intended for networking with stakeholders in the field of study programmes	Permanent task - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	Career centre, Dean's Marketing Consultant	yes
4.	Increase in the advancement of students from 1st to 2nd year of study	Continued implementation of adopted measures with the aim of increasing the advancement of students from the 1st to the 2nd year	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Vice-dean for student and academic affairs, Head of Department, Student Office, course coordinators	yes
5.	Improvements in the field of doctoral studies	Strengthen connections with foreign faculties and more visits to foreign universities and other organizations in order to	October 2019	Dean, Head of department	yes

		promote doctoral studies			
6.	Involvement of students in professional and development work	Involvement in project work	2nd semester 2019/2020	Head of Project Office, project managers	yes
7.	Expanding the network and more intense cooperation with potential employers	Expanding the network of contacts and relationships with potential employers	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Career Centre, practice coordinator, Dean's Marketing Consultant	yes
8.	Activation of the Alumni Club	More active networking with members of the Alumni Club on social networks intended for professional communication, active invitation of members of the Alumni Club to School events and promotion of their own active role in the operation of the Alumni Club	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Career centre	yes
9.	Improvements to the existing system of practice implementation	Organization of training for practice mentors	December 2019	Practice coordinator, persons in charge of practice	yes
		Inviting mentors to talk to students after the practice in order to obtain information on student satisfaction with the practice and suggestions for improvement			yes
10.	Encouraging cooperation and communication of student representatives with other students	Encouraging student representatives to send electronic notifications and inform all students of the School about the issues addressed by the Student Council	Permanent task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the	Career centre	yes

			School.		
11.	Raising awareness among the students about the importance of active participation in decision-making processes at the School	2 events raising student awareness on the importance of active participation in decision-making processes	until the end of 2019	Career centre	yes
12.	Promoting student mobility	Continued promotion of student mobility at School events; presentation of mobility options should be reasonably integrated in the study process	Permanent job	Head of Project Office	yes
		Monitoring of tenders for the promotion of virtual student mobility	Permanent job		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	Permanent job		yes
		Informing various stakeholders of SASS about the existence of key documents of the Erasmus + programme	Permanent job		yes
13.	Implementation of mobility	Update and final preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	December 2020	Head of Project Office	in progress
		Preparation of students for mobility - Implementation of a preparatory meeting for mobility students before mobility, with the purpose of cultural and linguistic preparation (2x per year)	Permanent job		yes
		Reintegration of students after the completion of mobility - Integration of mobility students in activities carried out at SASS as E + ambassadors and tutors	Permanent job		yes

		for new generations of mobility students and incoming students			
14.	Updates to the internationalization system	Preparation of amendments to the Mobility Rules	December 2019	Quality commission, Head of Project office	no
		Preparation of a curriculum for an elective course, in which students can accumulate credit points by attending lectures of foreign guest lecturers	November 2019	Vice-dean for student and academic affairs	yes
		Integrating elements of internationalization in the curricula in the process of modification and updating of study programmes	Permanent job	Vice-dean for student and academic affairs	yes
15.	Raising awareness regarding the importance of knowledge about the learning outcomes and regarding the role of students in modification of learning content and self-evaluation of results	Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results at the introductory meetup event at SASS	October 2019	Vice-dean for student and academic affairs	yes
		Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results within the tutoring system at SASS	First semester 2019/20	Vice-dean for student and academic affairs, tutoring coordinator, tracher tutors	yes
16.	Training of teaching and non-teaching staff with a view to improving the quality of the study process	Organization of training of academic and professional staff on the diversity of students in the higher education area, the characteristics of students with special needs	April 2019	Vice-dean for student and academic affairs	yes
		Organization of training of academic and professional staff on the specific needs of work with foreign students	October 2019	Vice-dean for student and academic affairs	yes

		Training of teaching staff about the importance of learning outcomes and achievement of competencies	April 2019	Vice-dean for student and academic affairs	yes
17.	To further motivate foreign students from higher years for greater engagement in the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations	2 events	by the end of 2019	Vice-dean for student and academic affairs, tutoring coordinator, Career centre	yes

Identified opportunities for improvements in the field of pedagogical excellence in 2020:

- increase student enrolment in study programmes;
- Improve the promotion of study programmes;
- Improve School website and informing;
- More active participation of the Alumni Club members;
- implementation of appropriate measures with the aim of increasing the advancement of students from the 1st to the 2nd year;
- upgrading the existing practice system (introduction of new form, organization of the „Internship Marketplace“ event, and of a meeting of the coordinator, mentors and persons in charge of practice);
- raising awareness among the students about the importance of active participation in decision-making processes at the School;
- encouraging student representatives to cooperate and communicate more intensely with other students;
- expanding the network and more intense cooperation with potential employers;
- modifications and updates of the 1st cycle study programme Psychosocial Counselling and the training study programme Psychotherapeutic propaedeutics;
- further promotion of student mobility;
- improvements in the implementation of the master's studies, with the objective of adapting the study to the possibilities of students;
- upgrading the mobility implementation system;
- continued measures in the field of curriculum internationalization;
- raising awareness regarding the importance of knowledge about the learning outcomes and regarding the role of students in modification of learning content and self-evaluation of results;
- training of teaching and non-teaching staff in order to improve the quality of the study process;
- motivating foreign students from higher years to be more engaged in the field of assistance to foreign students from lower years of study.

Table 69: Action plan to realize the identified opportunities for improvements in the field of pedagogic excellence in 2020

Ser. No.	OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
1.	Increase interest in SASS study programmes	Systematic approach to the promotion of study programmes	December 2020 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School	Dean's Marketing Consultant, Head of Department
		Increase the informing through online media, social networks and personal information	December 2020 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant
		A more detailed segmentation of the market for successful targeted marketing.	November 2020	Dean's Marketing Consultant
		Participation in major education fairs in Slovenia and abroad	by the end of 2020	Dean's Marketing Consultant
2.	Modifications and updates of study programmes	Realization of modification and modernization of the study programme Intercultural Management, in accordance with the current needs of the environment and self-evaluation processes <i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i>	November 2020	Dean, Vice-dean for student and academic affairs, Head of Department Course coordinators
		Realization of modification and modernization of the 1st cycle study programme Psychosocial Counselling and the training study programme Psychotherapeutic	November 2020	Dean, Vice-dean for student and academic affairs, Head

		<p>propaedeutics, in accordance with the current needs of the environment and self-evaluation processes</p> <p><i>* Specific tasks for the realization of these modifications and updates of the study programme are listed in subchapter 2.5</i></p>		of Department Course coordinators
3.	Adjusting the implementation of master's study programme to the possibilities of students	Planning and implementation of improvements in the field of master's study programmes	October 2020	Vice-dean for student and academic affairs
4.	Improvements in the field of information - a special focus on communicating job opportunities after completing a programme	Highlighting the employability possibilities at the information days and in other individual conversations of candidates with the staff at SASS, in online communication and at events intended for networking with stakeholders in the field of study programmes	December 2020 - planning, realization of annual plans and impacts of information and public relations are reviewed annually within the self-evaluation processes of the School	Career centre, Dean's Marketing Consultant
5.	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 2020 – planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Vice-dean for student and academic affairs, Head of Department, Student Office, course coordinators
6.	Improvements in the field of doctoral studies	Continue making connections with foreign faculties and more visits to foreign universities and other organizations in order to promote doctoral studies	October 2020	Dean, Head of department
7.	Involvement of students in professional and development work	Involvement of students in project work (at least) within 2 SASS projects	2nd semester 2019/2020	Head of Project Office, project managers

8.	Expanding the network and more intense cooperation with potential employers	Expanding the network of contacts and relationships with potential employers	December 2020 – planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant, Career Centre, Practice coordinator
9.	Activation of the Alumni Club	More active networking with members of the Alumni Club on social networks intended for professional communication, active invitation of members of the Alumni Club to School events and promotion of their own active role in the operation of the Alumni Club	December 2020- planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Dean's Marketing Consultant, Career Centre
10.	Improvements to the existing system of practice implementation	Preparation of a form for organizations where the student carry out their practice (description of the organization, detailed description of work and tasks in the organization, etc.). Submission of form to be filled out by organizations.	September 2020	Practice Coordinator, Head of Department
		Inviting mentors to talk to students after the practice in order to obtain information on student satisfaction with the practice and suggestions for improvement	November 2020- planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Practice Coordinator, Head of Department
		Organization of the meeting of the coordinator, mentors and persons in charge of practice	November 2020	Practice Coordinator, Head of Department
		Organization of „internship marketplace“ (students meeting	November 2020	Practice

		potential organizations for practice opportunities)		Coordinator, Head of Department
11.	Encouraging cooperation and communication of student representatives with other students	Encouraging student representatives to send electronic notifications and inform all students of the School about the issues addressed by the Student Council	December 2020 - task - planning, realization of annual plans and impacts of public relations are reviewed annually within the self-evaluation processes of the School.	Career centre
12.	Raising awareness among the students about the importance of active participation in decision-making processes at the School	2 events raising student awareness on the importance of active participation in decision-making processes	until the end of 2020	Career centre
13.	Promoting student mobility	Continued promotion of student mobility at School events; presentation of mobility options should be reasonably integrated in the study process	October 2020	Head of Project Office
		Monitoring of tenders for the promotion of virtual student mobility	December 2020	
		Conducting meetings of the E + coordinator and lecturers on the possibilities of realizing a virtual form of student mobility, before the implementation of each individual mobility exchange	December 2020	
		Informing various stakeholders of SASS about the existence of key documents of the Erasmus + programme	December 2020	
14.	Implementation of mobility	Preparation of a plan for systematic monitoring of mobility students (before/during /after mobility)	March 2020	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	December 2020	

		(2x per year)		
		Reintegration of students after the completion of mobility - Integration of mobility students in activities carried out at SASS as E + ambassadors and tutors for new generations of mobility students and incoming students	December 2020	
15.	Updates to the internationalization system	Preparation of amendments to the Mobility Rules	December 2020	Quality commission, Head of Project office
		Integrating elements of internationalization in the curricula in the process of modification and updating of study programmes	December 2020	Vice-dean for student and academic affairs
16.	Raising awareness regarding the importance of knowledge about the learning outcomes and regarding the role of students in modification of learning content and self-evaluation of results	Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results at the introductory meetup event at SASS	October 2020	Vice-dean for student and academic affairs
		Highlighting the importance of students knowing about the learning outcomes and about their role in modification of learning content and results within the tutoring system at SASS	December 2020	Vice-dean for student and academic affairs, tutoring coordinator, tracher tutors
17.	Raising awareness of teaching and non-teaching staff with a view to improving the quality of the study process	Raising awareness of academic and professional staff on the specific needs of work with foreign students	October 2020	Vice-dean for student and academic affairs
		Raising awareness of teaching staff about the importance of learning outcomes and achievement of competencies	October 2020	Vice-dean for student and academic affairs
18.	To further motivate foreign students from higher years for greater engagement in	2 events	by the end of 2020	Vice-dean for student and academic affairs, tutoring coordinator, Career centre

	the field of assistance to foreign students coming to Slovenia, in overcoming the cultural shock, adapting to the new environment and to study obligations			
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3. QUALITY OF SCIENTIFIC AND RESEARCH ACTIVITY

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

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

Table 70: Presentation of strategic guideline 1 – Research and development excellence

						STRATEGIC GUIDELINE 1: Research and development excellence					
No.	Strategic Objective	Indicator	Source, calculation	Unit	Plan/implementation	2015	2016	2017	2018	2019	2020
1.1	Publication performance	Number of points taken into account per full-time researcher	Sicris; number of points for RO (database of research and development providers) in an individual year/number of full-time	Sicris points	Plan	90	100	100	100	100	100
					Implementation	140	83	98	81	98	/

			employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points								
1.2	Publication performance	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	0.3	0.4	0.4	0.4	0.5	0.5
					Implementation	0.25	0.31	0.33	0.4	0.52	/
1.3	Notable work (pure citations)	Number of pure citations in the last 10 years	Sicris; number of pure citations for RO in an individual year/number of full-time employees with the status of researcher according to Slovenian Research Agency as at 31 December of the same year; Sicris points	Number of norm. citat.	Plan	15	20	18	20	22	19
					Implementation	16	16	16.6	20	29.09	/
1.4	Research for the needs of the EU	Annual revenues obtained directly from the EU for the needs of	Project coordinator, financial and accounting records according to	EUR 1000	Plan	20	100	70	100	120	140
					Implementation	0	16	118	146	191	/

		research and development	the balance sheet								
1.5	Research for national needs	Annual revenues obtained from Slovenian Research Agency, ministries, local communities and other legal entities of the public sector for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	Plan	420	450	180	250	275	275
					Implementation	321	275	182	188	163	/
1.6	Research for the needs of the market (business and non-governmental sector)	Annual revenues obtained from companies and non-governmental sector for the needs of research and development	Project coordinator, financial and accounting records according to the balance sheet	EUR 1000	Plan	100	100	50	55	60	65
					Implementation	88	15	38	9	9	/
1.7	Extent of conference events	Number of all speakers at scientific and professional conferences and workshops organized or co-organized by the School in an individual year	Project coordinator, event organizers	Number of participants	Plan	50	55	60	65	70	75
					Implementation	20	65	139	65	56	/
1.8	Internationalization of conference events	Share of foreign speakers at scientific and professional conferences and workshops	Project coordinator, event organizers	%	Plan	70	72	74	76	78	80
					Implementation	45	32.3	77	76	75	/

		organized or co-organized by the School in each year									
1.9	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	0	0	0	0	0
					Implementation	0	0	0	0	0	/
1.10	Adequacy of implementation	Number of contracts terminated by the client or funder due to improper performance by the School per year	Project coordinator	Number	Plan	0	0	0	0	0	0
					Implementation	0	0	0	0	0	/

In accordance with the Quality Manual and the valid Strategic Plan, the School laid down transparent scientific research objectives and pursues them in accordance with national and European guidelines and standards. The objectives in the field of scientific research quality are set very ambitiously, because the School wants to enhance its scientific-research profile and visibility of the institution in the national and international environment. The School primarily wishes to have the achievements of scientific and research work published in reputable, indexed journals and monographs. In 2019, the School achieved and even slightly exceeded the objective of publication performance. However, scientific publications are not only good in terms of quantity, but also quality, as the School has also achieved the objective of publishing excellence and notable work, which is reflected through highly indexed publications and pure citations of scientific publications.

An important objective of the School is to successfully apply to tenders with its demanding scientific research, development and professional projects, with an emphasis on national and EU level, whereby the implementation of these projects enables the achievement of academic excellence, both of the School staff and of School reputation in the environment. In 2019, the School greatly exceeded the objective regarding research for the needs of the EU. It has been successfully included in the implementation of four Interreg projects (Interreg Danube, Interreg, Central Europe (2) and Interreg Adria). In 2019, the School won the SEE ME IN project: „Social Entrepreneurship as an Enabling Environment for Migrants’ Employment and Integration“, which is implemented within the Interreg Central Europe programme (project duration 1 April 2019 - 31

March 2022). In 2019, we worked on the INNO-WISEs, FOST INNO and KNOWIng IPR projects, where researchers successfully continued their work.

In the field of research for the needs of the national environment, the School had an extremely ambitious objective, which was unfortunately not achieved. However, we certainly exceeded the objective from 2018, suggesting a growth trend, which is the basis of the School's Strategic Plan. In 2019, the School had a more modest result in the field of research for the needs of the market (economy and non-governmental sector), but the situation is related to the increased scope of work on other projects, which required active work of employed researchers. Nevertheless, such projects helped SASS to maintain its integration into the national environment (project with the Supreme Court of the Republic of Slovenia) and the local environment (project with MONG, Bra Municipality and Kanal Municipality), and the cooperation with transnational partners maintained the integration into the transnational environment. As part of ongoing projects, researchers regularly attended organized meetings of international partners, where they strengthened the role of the School in the international area, established new contacts and strengthened existing ones, also in the light of new project application opportunities, research challenges and joint publications. The School therefore achieved its objective regarding the participation in scientific research, development and application projects with prominent partners from academic and business worlds.

An important objective of the School is also the annual organization of international scientific conferences of the School, which promote cooperation with other prominent higher education institutions, institutes and other organizations and individuals. In 2019, the 11th Slovenian social science conference was organized under the auspices of SASS, MOST UNESCO, and JSN of ISA. With this conference, the School achieved the objective regarding the number of all speakers at scientific and professional conferences and workshops organized or co-organized by the School in each year and the objective regarding the participation of foreign speakers.

The School ensures that its higher education teachers and researchers carry out their pedagogical and research work with due quality. The course coordinators transfer their scientific achievements into the content of lectures and thus contribute to the transfer of knowledge between students and to the quality of the pedagogical process. The connection between scientific work and the pedagogical process is evident through involvement in research projects and/or scientific-professional publications and other events, which also shows the achievement of the objective of presenting scientific and pedagogical achievements to the general public and promoting scientific culture. The School monitors the connection between the scientific work and the pedagogical process on an ongoing basis and keeps appropriate records.

3.2. Breakdown of results according to individual institutes at SASS

3.2.1 *Institute for Advanced Social Studies*

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

The Institute for Advanced Social Studies (IASS) was formed by the merger of the Institute for Social Transformation, the Institute for Global and Regional Development and the Institute for Political Research. In terms of content, Institute combines a variety of theoretical aspects and empirical approaches in the social sciences. On the one hand, it is based on the broad focus of

social transformations in the contemporary world combining both macro and micro perspectives and combining the cultural, social, political and economic aspects. On the other hand, it also carries out research work in the sphere of politics, dealing with its cultural, structural and procedural aspects. It is oriented toward different political phenomena as determined by value orientations, institutional settings and activities of political agents in a given society. The research focus is on multi-level governance that encompasses local, regional, national and global (also European) level. In addition, the Institute also specializes in research and teaching in the fields of sociological theories, globalization, social changes, regional development, studying of risks, international migration, and four global trends of individualization.

The Institute also employs the following staff: prof. Borut Rončević, PhD., prof. Matej Makarovič, PhD., prof. Mateja Rek, PhD., associate prof. Tea Golob, PhD., doc. Petra Kleindienst, PhD, associate prof. Andrej Raspor, PhD., Janez Kolar, MA, Jasmina Jakomin, MA, Tjaša Peršič, Janja Mikulan Kildi and Dadiana Chiran (the last two are young researchers).

In 2019, IASS members (alone or in co-authorship) published 15 scientific articles (of which 8 in journals included in the Web of Science and Scopus database), 5 scientific monographs and 16 chapters in scientific monographs. They collected 1682 points in the SICRIS database. In 2019, they had 36 pure citations (Web of Science and Scopus databases) (there were 306 pure citations in the last ten years).

Selected publications:

REK, Mateja. Media education in Slovene preschools: a review of four studies. CEPS journal, 2019, vol. 9, no. 1, pp. 45-60.

ADAM, Frane, TOMŠIČ, Matevž. The future of populism in a comparative European and global context. Comparative sociology, 2019, vol. 18, iss. 5/6, pp. 687-705.

MAJETIĆ, Filip, MAKAROVIČ, Matej, ŠIMLEŠA, Dražen, GOLOB, Tea. Performance of work integration social enterprises in Croatia, Slovenia, and Italian regions of Lombardy and Trentino. Economics & sociology, 2019, vol. 12, no. 1, pp. 286-301.

FRIC, Urška, RONČEVIČ, Borut, DŽAJIĆ URŠIČ, Erika. Role of computer software tools in industrial symbiotic networks and the examination of socio-cultural factors. Environmental progress & sustainable energy, 2019, pp. 1-22.

GOLOB, Tea. The role of ict in sustainable market performances. Innovative issues and approaches in social sciences, 2019, vol. 12, no. 2, pp. 6-23.

KLEINDIENST, Petra. Zgodovinski temelji sodobne paradigme človekovega dostojanstva. Phainomena, 2019, year 28, no. 108/109, pp. 259-282.

RONČEVIČ, Borut. Cultural political economy of Europe 2020: Jean Monnet chair CPE 2020 and its impact. Research in social change, 2019, vol. 11, iss. 2, pp. 5-13.

GOLOB, Tea, MAKAROVIČ, Matej. Reflexivity and structural positions: the effects of generation, gender and education. Social sciences, 2019, vol. 8, no. 9, pp. 1-23.

RONČEVIĆ, Borut, BESEDNJAK VALIČ, Tamara. How to think about regional development agencies as a sociologist. The social sciences, 2019, vol. 14, iss. 9, pp. 326-334.

KLEINDIENST, Petra. Pomen človekovega dostojanstva v delih Giovannija Pica della Mirandola. Ars & humanitas, 2019, year 13, no. 1, pp. 285-301.

Applications and Projects won:

In 2019, we prepared and submitted an application to the Jean Monnet Chair, Jean Monnet Module, Jean Monnet Center of Excellence, Erasmus + Capacity Building in Higher Education, Erasmus + Knowledge Alliances, Interreg Danube Region (two projects), and Interreg ADRION. One of the applications to the Interreg Danube Region entered the second round. We implemented the Interreg Central Europe InnoWise project on the topic of technological, managerial and competence-related challenges of work integration social enterprises (leader of national team and of the first work package Tea Golob). We implemented the Interreg Adrion FOST INNO project in the field of innovation in sustainable tourism (national team leader Matej Makarovič). We implemented the KnowIng IPR project on the topic of intellectual property (project team leader Janez Kolar). We won and started implementing the Interreg Central Europe project on the topic of migrants and entrepreneurship (project team leader Matej Makarovič). We implemented 2 bilateral projects financed by SRA - bilateral cooperation with Montenegro and Bosnia and Herzegovina. In 2019, we obtained SRA funding for the implementation of the basic project „Spodbujanje družbene in okoljske trajnosti: Raziskovanje in predvidevanje odgovornega delovanja v Sloveniji“ (Advancing social and environmental sustainability: Exploring and predicting responsible behaviour in Slovenia) (Project leader Tea Golob).

Internationalization was manifested mainly through:

- longer stays of two members of the institute at foreign universities (Janja Mikulan Kildi, Dadiana Chiran);
- short visits of several members of the institute to foreign universities (Makarovič, Rek, Golob, Rončević, Raspor, Jakomin)
- participation in international conferences and workshops;
- leading roles of members of the institute in the organization of XI. Slovenian social science conference with extensive international participation on the topic of social transformations;
- implementation of bilateral cooperation with universities from Montenegro and Bosnia and Herzegovina,
- implementation of the project „Analiza učinkovitosti inovativnih in prožnih oblik učenja v različnih kulturnih okoljih“ (Analysis of the effectiveness of innovative and flexible methods of learning in different cultural environments), implemented within the public call: „Short and longer visits of foreign experts and higher education teachers to Slovenian higher education institutions 2019-2022“

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

- Interdisciplinarity: this is ensured by addressing the issues that are interdisciplinary and require the cooperation of researchers from various disciplines. The analysis of regional development and development factors requires combined knowledge from the fields of

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

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

The objectives for 2020 are:

- to win two international projects (Interreg, Erasmus + or Jean Monnet) and one domestic scientific research project (within SRA);
- to further strengthen internationalization through intensive participation in international conferences (ISA Forum, IPSA, ESA Research Network on Social Transformation, ECPR), apply for and acquire new Erasmus + partnerships;
- to become a part of a consortium of reputable international scientific research institutions, through which we would participate in the application of a scientific project in one of the international tenders;
- to strengthen cooperation between the members of the institute, especially in the field of more high-quality publications.

3.2.2 National Institute of Psychotherapy (NIP)

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

Head of the institute: doc. Jana Krivec, PhD

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

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

The core activity of the institute is research activity in the field of psychotherapy, Psychosocial Counselling and counselling, and the preparation and implementation of preventive and

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

NIP offers counselling and psychotherapeutic assistance in the following fields:

education of children and adolescents, partnership problems, mental health problems (stress disorders, psychosomatic problems, panic attacks, phobias, anxiety, depression, traumatic events, post-traumatic stress syndrome and dissociation, etc.), regulation of emotions, prevention of stress, tension, burnout, coping with distress in different life situations and periods, improving interpersonal relationships, excessive use of computers and other electronic media, psychoactive substance dependence (alcohol, tobacco, drugs), addiction to games, mastering relaxation techniques: autogenic training and EFT (Emotional freedom technique), developing concentration and addressing with attention problems, developing self-image, self-esteem and self-confidence, getting in touch with one's body, developing conflict resolution skills and coping with crisis situations, eliminating unwanted habits, assertiveness.

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

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

Selected publications of researchers

PODGORNIK, Nevenka. A psychosocial approach to treating young people's and young adults' computer addictions: individual and group counselling therapeutic program. In: BOZOGLAN, Bahadir (ur.). Multifaceted approach to digital addiction and its treatment. Hershey (PA): IGI Global, cop. 2019. pp. 281-291. Advances in psychology, mental health, and behavioural studies (APMHBS).

PODGORNIK, Nevenka. Mental health in modern society: insight into psychotherapeutic practice. Bloomington: AuthorHouse, 2019. XV, 175 pp. ISBN 978-1-7283-8326-2.

JEREB, Eva, URH, Marko, STROJIN, Špela, RAKOVEC, Primož. Importance and satisfaction of employees with factors related to job satisfaction: differences between generation X and Y. In: BEVANDA, Vuk (ur.). Economics & management: how to cope with disrupted times: selected papers. Belgrade: Association of Economists and Managers of the Balkans; Koper: Faculty of Management; Maribor: Doba Business School; Skopje: Integrated Business Faculty; Zaječar: Faculty of Management, 2019. pp. 23-31.

RAKOVEC, Primož. Agresivnost za volanom: vpliv notranjega dialoga na način vožnje. 1st ed. Ljubljana: Vega, 2019. 146 pp., tables, graphs. displays. ISBN 978-961-6991-08-7.

OVIJAČ, Karolina, KRIVEC Jana (2019). The Effects of Yoga on Quality of Life Perception. V Fomichov, V. A., and Fomichova, O. S. Informacijska družba.

KRIVEC, Jana (2019). Doseganje razvojnih mejnikov in spodbujanje otrokove samostojnosti 7. znanstvena konferenca z mednarodno udeležbo. Za človeka gre: prihodnost zdaj! Anthology Of Summaries.

STEPIŠNIK PERDIH, Tjaša. TRE for breast cancer survivors. In: The legacy of trauma and dissociation: body and mind in a new perspective: abstracts, panels & simposia. 7th Biennial ESTD Conference, Rome, October 24-26, 2019.

Applications and Projects won

NIP employees won and participate in several projects:

- COST action (Tjaša Stepišnik Perdih, Jana Krivec)
- PKP (creative path to practical knowledge) projects (Tjaša Stepišnik Perdih, PhD doc. Nevenka Podgornik, PhD, doc. Jana Krivec, PhD): in 2019, NIP members carried out 2 PKP projects: "Otresi stres – s tehniko TRE do manj stresa" (Shake off stress - TRE technique to get rid of stress) - OST; MOBAP LOST: Content design of a mobile application for children of separated parents II;
- ŠIPK (Student Innovative Project for Social Benefit) projects: in 2019, NIP members implemented 2 ŠIPK projects: Začne se v družini (It starts in the family) and Program design and preparation of a professional manual: training of social skills for people with mental health problems (TSV-DZ).
- In the public call at the end of 2019, we won 1 PKP project (VARNOSTAR - feeling secure in old age) and applied for 1 ŠIPK project.

Internationalization

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

NIP members participate in ERASMUS exchanges with various international universities and institutes (Lebanon, Poland). Exchanges with AUB in Lebanon and MSUPE - Moscow State University of Psychology and Education in Russia were carried out through the Erasmus + tender (action KA107). We are planning an exchange with the University of the Philippines Diliman in 2020.

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

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

- ***Interdisciplinarity***

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

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

Until now, NIP mostly made international connections at the level of individual members in the form of visits to foreign universities or international conferences and events. In the future, we want to connect at the level of the institute. We will start this activity on the exchange in the Philippines planned for 2020.

- ***Quality (reputable publications)***

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

- ***Applicability (applications for projects)***

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

Vision of the Institute's activities in the next year

The long-term professional and scientific orientation of the Institute is to establish international and domestic connections and carry out research and project work. Our plans regarding this were realized in 2019. We applied for 2 international projects, one as a leading partner and one as a partner. Unfortunately we were not successful. We intend to continue with such efforts in 2020 as well. We organized events in the field of psychosocial assistance, which we will continue to do in 2020. The initiative for the legal regulation of psychotherapeutic and counselling activities that we started was somewhat abandoned at the state level. In 2020, we will continue to work within a consortium of three faculties to revive the initiative and continue our efforts to regulate psychotherapy and counselling. We will continue our efforts to maintain the core activities of psychosocial counselling and assistance. In 2020, we want to publish more of high-quality scientific publications. At least 2 scientific articles with an impact factor from the top two quarters.

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

In order to achieve the objectives laid down by the School, we prepared an Action Plan in 2018 to realize the opportunities for improvements in the field of scientific research in 2019.

Table 71: Realization of objectives in the field of quality of scientific and research activity in 2019

Ser. No.	Objective	Specific task	Responsible	Realization
1.	Apply for international projects within the Interreg Danube call, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application Applied for 13 projects in 2019	Vice-dean for scientific and research activities	Implemented as a permanent task
2.	Carrying out research for the economy and non-economy	Application to public calls; preparation of tenders; implementation of research; 3 market researches in 2019	Vice-dean for scientific and research activities	Realized
3.	Networking – making further institutional contacts with relevant research organizations in different regions of the world	Organization of the eleventh Slovenian Social Science Conference	Vice-dean for scientific and research activities	Realized
6.	Publications in international scientific journals of the highest rank (the ones indexed in SSCI, AHCI) and with reputable international publishers	Providing coordination and support to researchers in their research work and publication of results	Vice-dean for scientific and research activities	Implemented as a permanent task
7.	Preparations for inclusion of RSC magazine in the Scopus database	Implementation of necessary procedures	Editor-in-Chief of RSC	Not realized
8.	Improvement of coordination and organizational capacities between the project office, Vice-dean for scientific and research activities, heads of institutes, and researchers	Organization of coordinative consultations between relevant stakeholders every 3 months	Vice-dean for scientific and research activities	Implemented as a permanent task

Most of the set measures are implemented as a permanent task and have been implemented as such. In this sense, we have:

- intensified the application to international projects, especially with SASS acting as a partner and not as a coordinator;

- further established institutional contacts with relevant research organizations in various regions of the world, the objective was also achieved on the basis of the organization of the Eleventh Slovenian Social Science Conference 2019, together with ISA JRN;
- more intensive scientific and journalistic activity to achieve publications in international scientific journals of the highest rank (the ones indexed in SSCI, AHCI) and with reputable international publishers. The objective was achieved with regular meetings of researchers;
- regular participation of researchers also led to a systematic approach to project application and acquisition.

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

Table 72: Overview of conclusions of the Self-evaluation report in 2018 and the realization in 2019

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long- term objective	Name of indicator	Baseline value of the indicator for 2018	Target value of the indicator for 2019	Realizat ion in 2019
Research and developme nt excellence	Apply for international projects within the Interreg Danube call, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application	Project applicatio ns	13	13	16
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applicatio ns	3	3	3
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of tenders; implementation of research	Conducti ng research	2	3	3
	Organization of international social science conference	get established international lecturers; Organizational tasks; Publication of	Event organizat ion	1	1	1

		papers				
	Promoting the scientific notable work of employees in the public	Organization of a public event on the subject of scientific work and current social events	Round table within the SASS winter camp	1	1	1
	Implementation of education on the importance of internationalization of education and the role of SASS	Organization and implementation of the event	Implementation of the event within the SASS scientific conference	1	1	1

According to the set objectives in 2018, the School achieved the indicators almost entirely in 2019, or even exceeded them in individual fields. Academic staff was extremely active in the field of applications to international projects within the Interreg Danube call, Horizon 2020, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107. We exceeded the initial value by 3 and, in addition, greatly exceeded the realization of indicators from 2018. We were successful in obtaining projects financed by SRA; with a total of 3 applications, we obtained the financing for a fundamental research project. The academic staff in the field of conducting research for the economy and non-economy did slightly worse, which is already explained above as an inevitable consequence of the increased number of acquired international projects and applications for such projects. The indicator regarding the international lecturers and the promotion of notable work and internationalization was also achieved.

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

contacts with relevant research organizations in different regions of the world, carried out more intensive scientific and journalistic activity to achieve publications in international scientific journals of the highest rank, and intensified the systematic approach to application and obtaining local, national scientific and applied projects.

The tasks for improvement of scientific research work in 2019 are as follows:

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

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

Table 73: Action plan to realize the opportunities for improvements in the field of scientific and research work in 2020

Long-term/ Strategic Objective:	Main annual objectives	Measures (tasks) to achieve long- term objective	Name of indicator	Baseline value of the indicator for 2019	Target value of the indicator for 2020
Research and developme nt excellence	Apply for international projects within the Interreg Danube call, Norface, Jean Monnet, Strategic Partnership, Marie Curie, Mobility K107	Examine the call; appoint a working group; prepare application	Project applications	13	10
	Project applications within SRA calls	Examine the call; appoint a working group; prepare application	Project applications	3	2
	Carrying out research for the economy and non-economy	Application to public procurement procedures; preparation of	Conducting research	3	2

		tenders; implementation of research			
	Organization of international social science conference	get established international lecturers; Organizational tasks; Publication of papers	Organizatio n of event	1	1
	Promoting the scientific notable work of employees in the public	Organization of a public event on the subject of scientific work and current social events	Round table within the SASS winter camp	1	1
	Implementation of education on the importance of internationalization of education and the role of SASS	Organization and implementation of the event	Implementa tion of the event within the SASS scientific conference	1	1

4. MATERIAL CONDITIONS

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

The School has its own premises available for the implementation of activities. We purchased them in 2010 and they are located at the address Gregorčičeva ulica 19, Nova Gorica. All School departments are located within these premises. The premises are properly equipped for the implementation of pedagogical and research activities, as well as for the activities of professional services and library activities. Some study programmes also take place in the rented premises in the dislocated unit in Ljubljana on Leskoškova cesta 9e.

Currently the School owns the following lecture rooms in Nova Gorica:

- Large lecture room with 78 seats, board, laptop and projector,
- Lecture room no. 1 with 40 seats, board, laptop and projector,
- Lecture room no. 2 with 28 seats, board, laptop, projector and
- 15 laptops with basic software installed (MS Windows and Microsoft Office) available to students,
- Lecture room no. 3 with 25 seats, board, laptop and projector
- Senate room with 14 seats, board, laptop and projector,
- Meeting room, intended for students as a place to study and socialize, with 20 seats and a screen.

At the dislocated unit in Ljubljana, the School rents the following premises: six lecture rooms, an office, and a therapy room.

- Lecture room no. 1 with 22 seats, board, laptop and projector,
- Lecture room no. 2 with 34 seats, board, laptop and projector,
- Lecture room no. 3 with 17 seats, board, laptop and projector
- Lecture room no. 4 with 29 seats, board, laptop and projector,
- Lecture room no. 5 with 42 seats, board, laptop and projector,
- Lecture room no. 6 with 54 seats, board, laptop and projector,

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

4.2. Adaptations to students with special needs

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

In the academic year 2019/20, there were no students with special needs who would need special equipment or other adjustments. In recent years, some of these students were recorded and, in agreement with them, we adjusted the implementation of the study process and made other necessary adjustments. So far, the School has been praised by students with special needs regarding the necessary adjustments for their studies. Therefore, we believe that the students were satisfied with their studies at the School or with the implementation of the study process according to their specific needs.

The School is aware of the importance of adapting various aspects of the School and studies to students with special needs, so we started planning and implementing additional adaptations already in 2018. In 2019, we partially implemented some of the planned measures, and we will continue with their implementation in 2020:

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

In order to intensify the activities in this field, a working group was appointed at the beginning of 2019, which will prepare plans and ensure the implementation of the necessary adjustments for students with special needs.

In 2018 and 2019, most employees attended training and education in the field of adapting various aspects of studies to the students with special needs (e.g. on the subject of characteristics of students with special needs and taking into account the diversity of students in higher education area).

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

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

Table 74: Overview of short-term objectives and their realization

Short-term priority objectives	Expected results in 2019	Realization in 2019
Purchase of literature	12,384 volumes	12,016 volumes owned by SASS
Carry out a presentation of the library and of database searching (by prior arrangement)	Realized	Realized

Table 75: Overview of realization of indicators in 2019

Indicator	Expected results in 2019	Realisation 2019
Number of active users of the library	400	251
Share of active users from the School (students, higher education teachers and associates, researchers and professional associates)	80% students, 20% of other users	73% students, 17% of other users
Number of organized trainings for users	1	One training at two library locations and individual assistance to users.

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

Table 76: Comparison of realization of indicators 2016-2019

Indicator	Year 2016	Year 2017	Year 2018	Year 2019
Annual increase in printed volumes and the number of leased or purchased electronic volumes	514 volumes access to databases (Proquest, Web of Science, SpringerLink)	199 volumes access to databases (Proquest, Web of Science, SpringerLink)	244 volumes access to databases (Proquest, Web of Science)	78 volumes. Available access to databases (Proquest, Web of Science).
Number of organized trainings for users	2 (presentation of Proquest, Web of science, SpringerLink and Cobiss database searching and Cobiss at the request of lecturers)	2 (presentation of database searching use of EndNote web tool and citation indexes)	Provision of individual assistance to users (presentation of database searching)*	2 in cooperation with NUK

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

Table 77: Overview of user categories in the years 2010 - 2019

User categories	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Students - all cycles, full-time	266	221	567	700	716	828	613	705	163	146
Students - all cycles, part-time	36	38	190	263	263	283	300	401	216	224
Secondary school pupils	0	0	0	0	0	0	0	0	0	0

Employed, employees working at the home institution	41	49	49	67	76	76	79	87	81	75
Pensioners	0	0	0	0	0	0	0	0	0	0
Foreign citizens	0	0	1	6	5	7	5	7	15	12
Other users	30	52	65	67	86	91	98	128	185	99

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

The library of the School of Advanced Social Studies in Nova Gorica (hereinafter SASS) was established at the end of 2007. It operates as a higher education library in Nova Gorica, Ljubljana and Novo mesto. It is intended primarily for pedagogical and scientific research workers and students of the School of Advanced Social Studies in Nova Gorica and the Faculty of Information Studies in Novo mesto (hereinafter FIS), but it is also open to other users from the fields of science, research and education. It was included in the Cobiss system in January 2008. In April 2008, it was included in the COBISS3/book loan, and at the same time it was granted access to databases (Web of Science, Proquest). In 2016, it was also granted access to SCOPUS and ScienceDirect.

The main source of funding for the purchase of equipment and books is the School itself. The total number of all volumes in the libraries of Nova Gorica, Novo mesto and Ljubljana, entered in the library catalogue, amounts to approximately 12,000 units. In addition to printed volumes, the library also offers access to electronic volumes. The library has adopted „Pravilnik o splošnih pogojih poslovanja knjižnice Fakultete za uporabne družbene študije v Novi Gorici in cenik knjižničnih storitev“ (Rules on the General Terms and Conditions of the Library of the School of Advanced Social Studies in Nova Gorica and the Price List of Library Services. The purchase of materials is financed by SASS.

The main tasks of the library include:

- managing the fund, which includes: preparation of proposals for the purchase of literature, purchase and supplementation of books and other volumes (monographic and serial publications, electronic sources),
- processing (classification and cataloguing of the material), inventory and equipment (wrapping volumes in protective wrappers, attaching labels to record their borrowing, stamping the volumes),
- taking over records from COBIB and editing and arranging volumes by subject,
- preparation, data entry and management of bibliographies of researchers, higher education teachers and associates,
- lending material for reading room, home lending and inter-library lending,
- reference work (advising readers and providing information on volumes and information sources, assistance in searching through the catalogue, by information sources and in the library),
- preparing content for the library website,

- providing information on what's new in the library,
- introduction and assistance to users in searching for information in databases and other information sources,
- collecting statistics on the work and services of the library.
- The library, in cooperation with individual higher education teachers and assistants, also organizes presentations of the library and a workshop on searching for information, which contributes to a greater information literacy of the students, greater use of the library and of the services it offers.

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

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

The School ensures ongoing training of librarians so that they can properly advise and assist students and other stakeholders, and so that they have all the necessary licenses. To this end, the School regularly refers employees to training and education.

Realization of objectives for 2019:

In 2019, the School planned to review and update the Rules on General Terms and Conditions of the Library of the School of Advanced Social Studies. Due to staffing problems associated with longer sick leave, the objective was not realized and is being postponed to the first half of 2020.

Objectives for 2020:

In 2020, an inventory will be carried out to reconcile the library stock. A new librarian was employed and she will need additional training in order to obtain all the necessary licenses to work in a higher education library. The Rules on General Terms and Conditions of the Library of the School of Advanced Social Studies will also be reviewed and updated.

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

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

Table 78: Overview of conclusions of the Self-evaluation report in 2018 and the realization in 2019 – material conditions

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

Opportunities for improvements in the field of material conditions in 2020:

- make additional adjustments of facilities and equipment for students with special needs (students with disabilities);
- make additional adjustments in the field of communication and information accessibility;
- strive for additional adaptations of study materials and the implementation of studies for students with special needs (students with disabilities), provide training and raise awareness of teaching and non-teaching staff in this regard;
- update the Rules on General Terms and Conditions of the SASS Library.

Table 79: Overview of conclusions of the Self-evaluation report in 2018 and the realization in 2019 in the field of material conditions

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	REALIZED
Additional adjustments of facilities and equipment for students with special needs (students with disabilities)	Additional adjustments of premises and equipment pursuant to the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (SQAA criteria) and Accessibility Guidelines In tertiary education in RS	October 2019	Dean, Vice-dean for student and academic affairs, working group for the adaptations to students with special needs,	Partially
Additional adjustments in the field of communication	Additional adjustments of the School in the field of communication and information accessibility pursuant to the	October 2019	Dean, Vice-dean for student and academic affairs, working group for	Partially

and information accessibility	Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (SQAA criteria) and Accessibility Guidelines In tertiary education in RS		the adaptations to students with special needs,	
Additional adaptations of study materials and implementation of studies for students with special needs	Training and raising awareness of teaching and non-teaching staff about the necessary adjustments of study materials and the implementation of studies for students with special needs, with the objective of actual implementation of these adjustments in lectures and exercises	October 2019	Dean, Vice-dean for student and academic affairs, working group for the adaptations to students with special needs	yes
Inclusion of new forms of ICT to strengthen employee communication with students	Planning and implementation of online classroom	October 2019	Vice-dean for student and academic affairs	yes
updates of the Rules on General Terms and Conditions of the SASS Library	update the Rules on General Terms and Conditions of the SASS Library pursuant to applicable standard in the field of library activity	December 2019	Librarian, Secretary General	no

Table 80: Action plan to realize the identified opportunities for improvements in the field of material conditions in 2019

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
Additional adjustments of facilities and equipment for students with special needs (students with disabilities)	Additional adjustments of premises and equipment pursuant to the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (SQAA criteria) and Accessibility Guidelines In tertiary education in RS	October 2020	Dean, Vice-dean for student and academic affairs, working group for the adaptations to students with special needs,
Additional adjustments in the field of communication and information accessibility	Additional adjustments of the School in the field of communication and information accessibility pursuant to the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes (SQAA criteria) and Accessibility Guidelines In tertiary education in RS	October 2020	Dean, Vice-dean for student and academic affairs, working group for the adaptations to students with special needs,

updates of the Rules on General Terms and Conditions of the SASS Library	update the Rules on General Terms and Conditions of the SASS Library pursuant to applicable standard in the field of library activity	September 2020	Librarian, Secretary General
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5. COOPERATION WITH THE ENVIRONMENT

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

Table 81: Presentation of strategic guideline 4 – Environmental responsibility

						STRATEGIC GUIDELINE 4: Environmental responsibility					
No.	Strategic Objective	Indicator (Balance sheet data)	Source, calculation.	Unit	Plan/implementation	2015	2016	2017	2018	2019	2020
4.1	Acknowledgement of research achievements	Presentations of research results to the general public	Project Coordinator/Number of presentations of research to the general public	No./month	Plan	5	5	6	6	7	7
					Implementation	3	1	8	4	/	/
4.2	Notable popular science and professional events	Number of visitors at popular science events of the School	Project Coordinator/Social Science Evenings Coordinator/Average number of visitors per event	No./event	Plan	8	9	10	10	11	11
					Implementation	12	23	14	20.8	/	/

4.3	Energy efficiency	Energy consumption cost per student	Financial department/student office/coefficient in EUR/number of students	EUR/ no. of students	Plan	18	18	17	17	16	16
					Implementation	21	27	25	27	/	/
4.4	Provision of information on SASS achievements	Annual number of SASS guides	Number of guides issued per year	No.	Plan	2	3	2	2	2	2
					Implementation	0	*	2	2	/	/
4.5	Popularization of social sciences among youth	Number of hours of free lectures at secondary schools From 2017 onwards: Number of young participants at events	PR coordinator /number of hours of lectures at secondary schools From 2017 onwards: Number of young participants at implemented events	No. cumulative for all schools From 2017 onwards: No. of participants	Plan	5	8	250	270	300	325
					Implementation	1	**	255	327	507	/

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 2019 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 November 2019, we also organized an introductory training for practice mentors and an „Internship Marketplace“ where students had the opportunity to meet potential employers. We regularly respond to various invitations from organizations in Nova Gorica and beyond and enter into various collaborations (marking the International Day for the Elimination of Violence against Women, participation in the Izberi si svoj študij (Choose Your Study) educational fair, participation in the LUNG Learning Parade, presentations of study programmes in high schools...). We regularly inform the environment about our news through the online newsletter and publications on social networks.

5.2.2. Cooperation with the environment at the national level

The School also successfully places itself in the national environment, in which it has already acquired a leading role in the Slovenian social sciences based on the quantitative criteria that the Slovenian Research Agency uses to measure research achievements per researcher. In 2019, we conducted 2 researchers for the client in the local environment – MONG, the

Municipality of Brda and the Municipality of Kanal, and a research for the Supreme Court of the Republic of Slovenia at the national level.

In January 2019, the School cooperated with the Faculty of Information Studies and organized a 2-day Winter Camp, which took place in Ljubljana. The School regularly cooperates with other schools and organizations in Slovenia: Faculty of Media in Ljubljana, Faculty of Organizational Studies in Novo mesto, University of Nova Gorica, Doba Business School in Maribor, University of Primorska and the Union of independent higher education institutions where we are a member.

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

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

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

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

5.2.3. Cooperation with the environment at the international level

From 30 May until 1 June 2019, the 11th Slovenian Social Science Conference took place in Ljubljana. It was attended by social scientists from 23 countries and presented exceptionally high-quality contributions on the topic „Observing social transformations: National and Transnational perspectives.“ The conference was co-organized with the Management of Social Transformations Program (MOST) at the Slovenian National Commission for UNESCO and in cooperation with the Slovenian Social Science Association and the ISA Junior Sociologists Network.

The School has been very successful in obtaining funds from international projects in recent years. In 2019, it implemented:

- INNO-WISEs project - Technologies, Competences and Social Innovation for Work Integration Social Enterprises within the interreg Central Europe programme
- FOST INNO project - Fostering tourism innovation system in Adriatic-Ionian Region within the Interreg ADRION programme

- KNOWING IPR project - Fostering Innovation in the Danube Region through Knowledge Engineering and Intellectual Property Rights Management, which is implemented within the transnational programme Interreg Danube
- We won and started the implementation of the project SEE ME IN - Social Entrepreneurship as an Enabling Environment for Migrants' Employment and Integration", which is implemented within the Interreg Central Europe programme.

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

In 2019, we obtained funds at the public call: „Short and longer visits of foreign experts and higher education teachers to Slovenian higher education institutions 2019-2022“, within which we will carry out 5 short and one longer visits of foreign experts.

In 2019, bilateral cooperation with Montenegro and Bosnia and Herzegovina took place within the framework of international cooperation of SRA.

The School also holds an ECHE Charter (Erasmus Charter for Higher Education 2014-2020), which is a prerequisite and commitment to quality for all institutions of the tertiary sector who wish to participate in any programme activities. In 2019, the School:

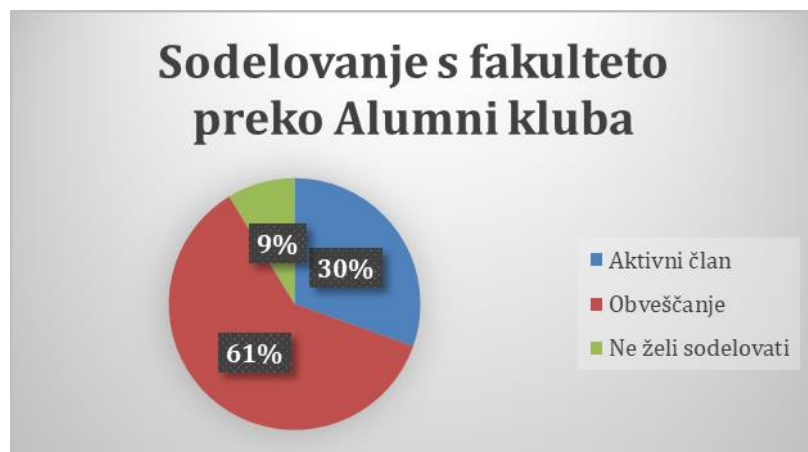
- Implemented and successfully completed the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner country Lebanon (Lebanese American University, Lebanon) - KA 107,
- Implemented and the ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner country Russia (Moscow state University for Education and Psychology) – KA 107,
- Won an ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner countries Palestine (Gaza University) and Philippines (University of the Philippines Diliman) – KA 107
- Won an ERASMUS + project Higher education staff mobility for the purposes of teaching and training - cooperation with partner countries of the programme (KA103). Completion of the project for the tender year 2017, implementation of projects for the years 2018 and 2019
- implemented the CEEPUS mobility programme
- won an Erasmus + Jean Monnet Chair project
- won an Erasmus + Jean Monnet Centre of Excellence project
- won an Erasmus CBHE project - Libya Up

5.2.4. Cooperation with the graduates

The School has an established Alumni Club, which is an association of graduates, masters, doctoral and higher education teachers and School associates who want to preserve the connections and communication between members of all generations. It enables its members to develop in the personal, social and professional fields even after graduation. In the academic year 2019/20, the Alumni Club implemented an analysis of the employability of SASS graduates. The analysis is performed every two years. Through this analysis, we monitor the adequacy of acquired competencies and learning outcomes. We then evaluate the results and use them to improve the study programmes and harmonize the programmes with the needs of graduates. The Analysis of graduates is available on the School website.

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

Figure 25: Cooperation with the Alumni Club



5.2.5. Cooperation with the employers

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

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

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

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

In 2019, we implemented three projects within the public call *Creative path to knowledge*, which were implemented within the Operational Programme for the Implementation of the European Cohesion Policy in the 2014-2020 period, as a direct confirmation of the operation „Open, responsive and quality higher education system - Project work with the economy and non-economy in the local and regional environment - The creative path to knowledge 2016-2020“. In addition, in 2019 we successfully applied for and implemented two projects within the public call *Student Innovative Projects for Social Benefit*, academic year 20218/2019. In total, we

implemented five projects within the framework of both public calls (PKP and ŠIPK) in cooperation with companies and organizations at the local and national level. A total of 8 external companies and organizations participated in the projects.

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

Table 82: Overview of conclusions of the Self-evaluation report in 2018 in the field of cooperation with the environment and the realization in 2019

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBLE	REALIZATION
Improving networking with stakeholders from the external environment of the School in the local and national environment (economy, public sector, civil society)	Participation of School representatives in the events to which they are invited by relevant stakeholders in the local and national environment	Permanent job	Dean Secretary-General	yes
Cooperation with organizations in the field of social protection, humanitarian aid, health and education	Participation of SASS in various projects, workshops/lectures and in the framework of the implementation of professional practice in study programmes	Permanent job	Career centre Practice coordinator	yes
Inclusion of experts from practice in the study process	Encouraging teaching staff to cooperate with the economy and non-economy and to include experts from practice in the study process	Permanent job	Vice-dean for student and academic affairs	yes
Systematic approach to the promotion and informing of relevant stakeholders about the activities of SASS	Online communication, networking, event organization and participation in stakeholder events	Permanent job	Dean's Marketing Consultant	yes
Improvements in online communication	Training of staff in the field of digital communication	December 2019	Secretary-General, Dean's Marketing Consultant	yes
Expanding the network and more intense cooperation with (potential) employers	Expanding the network of contacts and relationships with potential employers	Permanent job	Dean's Marketing Consultant, Career Centre, Practice coordinator	yes
Encouraging the activities of the Club	More active networking with members of the Alumni Club on social networks intended for professional communication, active invitation of members of the Alumni Club to School events and promotion of their own active role in	Permanent job	Dean's Marketing Consultant	yes

	the operation of the Alumni Club			
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Identified opportunities for improvements in the field of cooperation with the environment in 2020:

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

Table 83: Action plan to realize the identified opportunities for improvements in the field of cooperation with the environment in 2020

OBJECTIVES	ACTIVITIES	DEADLINE FOR REALIZATION	RESPONSIBILITY
Improving networking with stakeholders from the external environment of the School in the local and national environment (economy, public sector, civil society)	Participation of School representatives in the events to which they are invited by relevant stakeholders in the local and national environment; Meeting of the members of the Board of Trustees	December 2020	Dean Secretary-General
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 2020	Vice-dean for student and academic affairs
Implementation of survey among the identified target audiences of the School on the satisfaction and applicability of the contents and communication	Preparation of the questionnaire Implementation of survey	December 2020	Dean's Marketing Consultant, Quality and Evaluation Commission

channels of the School			
implementation of the plan of informing and communicating with the identified target public	data processing, analysis of results, preparation and implementation of the plan	December 2020	Dean's Marketing Consultant
Improvements in online communication	Training of staff in the field of digital communication	December 2020	Secretary-General, Dean's Marketing Consultant

6. INTERNAL QUALITY SYSTEM

6.1. General information about the self-evaluation process

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

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

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

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

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

6.3. Modifications and updates of study programmes

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

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

Also in 2019, all the School's stakeholders were included in the process of evaluation and seeking for improvements. They can also monitor the implementation of improvement measures through the School's communication and dissemination system. Employees and associates at the institute are involved in the data collection process for self-evaluation as well as in the discussion on the respective results of self-evaluation and possible modifications and updates of the study activities of the School and study programmes. All employees are included in the self-evaluation process through survey questionnaires. All academic staff (researchers, higher education teachers and associates) are additionally involved in the process of preparation and implementation of self-evaluation processes through regular academic assemblies, which discuss the results of self-evaluations and the improvement of perceived shortcomings, and through annual interviews with the Dean, where we discuss the substantive aspects of the implementation of individual courses. All employees (academic, technical and support staff) are also involved in strategic discussions based on the results of self-evaluation, where we discuss the achievement of set strategic objectives and the adoption of further measures to improve quality, as well as possible redefinition of self-evaluation procedures.

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

School operation. We also had focus groups in 2019 consisting of students from the study programmes that were modified and updated. The students were able to express their opinion on the study programme and make proposals for improving the study programme. This way, they were directly involved in the process of modifications and updates of the study programmes.

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

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

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

Table 84: Overview of conclusions of the Self-evaluation report in 2018 and the realization in 2019 – quality system

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY	REALIZATION
Continued renovation of the existing questionnaires in order to obtain feedback from the stakeholders	Preparation of new questionnaires also in accordance with the new SQAA Criteria for the accreditation and external evaluation of higher education institutions and study programmes.	June 2019	Quality and Evaluation Commission	yes
Strengthening stakeholder participation in the process of self-evaluation	Promotion of more intensive involvement of stakeholders in the adoption of improvement measures, monitoring of their implementation and the production of self-evaluation reports	Permanent job	Quality and Evaluation Commission	yes
Increased intensity of informing stakeholders about the self-evaluation process	Increased intensity of informing stakeholders about the implementation of planned tasks or about the results and findings in the self-evaluation of the activities of the School and study programmes; informing mentors about the results of surveys on	Permanent job	Dean, Quality and Evaluation Commission, Vice-dean for student and academic affairs, Dean's Marketing Consultant	yes

	the implemented practice			
Raising awareness of student representatives about the importance of their cooperation with all other students	Meeting with the Student Council in order to encourage student representatives to regularly inform and notify all other students about the quality system and cooperation with them	December 2019	Career centre	yes
Involvement of external stakeholders in updating the study programme	Dissemination of the renewed detailed report before finalization, in order to obtain constructive criticism	November 2019	Dean, Vice-dean for student and academic affairs, Dean's Marketing Consultant, Secretary General	Partially
	Promotion self-evaluation report among internal and external stakeholders	June 2019	Dean's Marketing Consultant	yes
Plan for implementation of analysis of the knowledge needs and employment needs on the market	Develop a plan for implementation of analysis of the knowledge needs and employment needs on the market and make an arrangement to carry out the analysis with relevant stakeholders	December 2019	Dean, Quality and Evaluation Commission, Vice-dean for student and academic affairs, Secretary General	no
Raising awareness of the teaching staff about the importance of learning outcomes and competencies, quality of assessment system	Raising awareness at the Academic Assembly	October 2019	Vice-dean for student and academic affairs	yes

Opportunities for improvements in the field of quality system in 2020:

- Raising awareness of student representatives about the importance of their cooperation with other students;
- Strengthening stakeholder participation in the process of self-evaluation and modifications and updates of study programmes;
- Intensify the informing of stakeholders about the self-evaluation of the School's activities and study programmes;
- raise awareness of the teaching staff about the importance of learning outcomes and competencies, quality of the system of verification and assessment of knowledge.

Table 85: Action plan to realize the identified opportunities for improvements in the field of quality system in 2020

OBJECTIVES	ACTIVITIES	DEADLINE	RESPONSIBILITY
Strengthening stakeholder participation in the process of self-evaluation	Promotion of more intensive involvement of stakeholders in the adoption of improvement measures, monitoring of their implementation and the production of self-evaluation reports	Permanent job	Quality and Evaluation Commission
Increased intensity of informing stakeholders about the self-evaluation process	Increased intensity of informing stakeholders about the implementation of planned tasks or about the results and findings in the self-evaluation of the activities of the School and study programmes; informing mentors about the results of surveys on the implemented practice	Permanent job	Dean, Quality and Evaluation Commission, Vice-dean for student and academic affairs, Dean's Marketing Consultant
Raising awareness of student representatives about the importance of their cooperation with all other students	Meeting with the Student Council in order to encourage student representatives to regularly inform and notify all other students about the quality system and cooperation with them	December 2020	Career centre
Involvement of external stakeholders in updating the study programme	Promotion self-evaluation report among internal and external stakeholders	June 2020	Dean's Marketing Consultant
Raising awareness of the teaching staff about the importance of learning outcomes and competencies, quality of assessment system	Raising awareness at the Academic Assembly	October 2020	Vice-dean for student and academic affairs

Table 87: Action plan to realize the identified opportunities for improvements on the basis of the proposals made by the Student Council of SASS

Ser. No.	Objectives	Activities	Deadline for the realization	Responsibility
1.	Strengthening the affiliation of employees at SASS and increasing the reputation of SASS in the environment	Strengthening internal communication activities: issuing internal newsletters, organizing meetings for employees, promoting the	December 2020	Dean's Marketing Consultant

		School on social networks or other media		
2.	Improvement of the tutoring system	updating the rules on the tutoring system; use of various ICT tools in tutoring activities (establishment of a forum in Moodle, use of the Zoom application, etc.); appointing a student tutor to students who are exceptionally allowed to advance to a higher year; tutoring promotion activities	November 2020	Tutoring coordinator
3.	Improving communication and coordination between lecturer and assistant	Systematic real-time verification of communication between lecturer and assistant; promoting real-time communication at events for academic staff	December 2020	Vice-dean for student and academic affairs
4.	Strengthening connections with the economy	Meeting with the members of the Board of Trustees; increasing the number of learning bases for practice	December 2020	Secretary-General, Practice coordinator
5.	Improving the accessibility and responsiveness of lecturers and assistants	Promoting sufficient accessibility and responsiveness of lecturers and assistants (events for academic staff, communication through various ICT tools), obtaining feedback from students on the accessibility and responsiveness of academic staff	October 2020	Vice-dean for student and academic affairs
6.	Appropriateness of evaluation criteria	Encouraging academic staff to maintain the planned assessment criteria (events for academic staff, communication through various ICT resources)	October 2020	Vice-dean for student and academic affairs
7.	Content consistency of course implementation	Obtaining feedback from students regarding the content consistency of course implementation, encouraging academic staff to strictly adhere to curricula in course implementation	October 2020	Vice-dean for student and academic affairs

8.	Availability of a template for writing scientific and professional papers at SASS	Creating a template for writing scientific and professional papers at SASS, which will be in accordance with the updated instructions of SASS for writing such papers	December 2020	Librarian
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