

Univerza v Ljubljani



ANNUAL REPORT 2020

Business report with quality report Accounting
report

University/member business card

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1. INTRODUCTION

This document presents the annual report and includes the business report with the quality report and the financial report of the University of Ljubljana for 2019. The purpose of the document is to provide a comprehensive and transparent overview of the achievements in 2020 and the activities carried out to achieve the strategic goals of the University of Ljubljana.

It is impossible to write a report on our activities and operations in 2020 without first mentioning the pandemic of the covid-19 disease, which has ravaged the entire world on a scale comparable to war in terms of the number of deaths.

Despite the complete shock of the closure and the restriction of public life at UL AG, we can say that we have successfully tackled the epidemic. We have very quickly transferred our study processes to online operations and the use of various web-based applications. Despite the limitations that this way of working brings to the study of music, we have carried out most of the study process in accordance with the curricula. We have invested heavily in protective equipment and the modernisation and purchase of new computer equipment.

Our ensembles and our public outreach have suffered the most, with concerts cancelled for much of 2020 due to the security situation. When the situation allowed, we started broadcasting and organising concerts online. The number of followers of our events has been very high and we have successfully promoted our activities with them. We also very successfully implemented and renewed our summer school *Academia Musicae Labacensis* and performed the planned concerts of the *Soli e da camera* series, being one of the few to do so under the circumstances.

The online delivery of lessons has eliminated some of the normal costs of delivering study processes. These include travel costs of visiting professors or foreign experts involved in the delivery of the lessons and costs related to the organisation of concerts. These costs include both the authors' contracts of the practitioners and the hire of the various halls, the transport of instruments and the technical support for the events. As a result, for the first time in a long time, we ended the financial year with a significant surplus of revenue over expenditure for our situation. Part of the savings were earmarked for the purchase of new instruments.

In September 2020, we completed the celebration of the 80th anniversary of the Ljubljana Academy of Music with the publication of Dr Darja Koter's monograph, *The Academy of Music of the University of Ljubljana - 80 Years*. The publication of the monograph is also an achievement for our publishing activities, which have been slightly strengthened in recent years.

Our international activities have also been affected by the epidemic of covid-19, but the indicators for international student exchanges are still strong. We continued to participate in the Erasmus international project, SWING, and successfully joined the new international project Medinea.

After successfully obtaining the building permit for the renovation of the Kazina Palace at the end of 2019, we started the renovation this year following a successful OJEU call for tenders for the project. The Kazina Palace is being renovated by Makro 5, the works are progressing according to schedule and we expect to obtain the occupancy permit by September 2022. This will significantly improve the material conditions of our operations.

We have also continued our efforts to build an extension to the Kazina Palace, which will finally solve all our space problems and enable the Academy of Music of the University of Ljubljana to operate in suitable premises for the first time in more than 80 years of its existence. In 2020, all court and other proceedings to resolve the situation on the plots of land on the north side of the Kazina Palace (3178/1-4) continued. Due to the epidemic, some deadlines have been extended, and we are currently awaiting the execution in the Lukanc - Lindič case. We plan to be in a position to launch the

preparation of the OPEN and the competition for the construction of the extension with the concert hall in 2021.

In 2020, the Regulations on the Evaluation of the Teaching Work of Higher Education Teachers and Higher Education Associates of the UL AG entered into force, and the Guidelines for the Selection Procedure for the Recruitment of Higher Education Teachers and Higher Education Associates at the UL AG were adopted. We successfully conducted calls for applications for a higher education teacher in the piano and percussion areas, and we recruited a new half-time post in the library.

We continued upgrading and linking computer programmes, we set up a new room reservation system, which brings more transparency to the use of UL AG rooms, and we added a timetable module to the VIS system.

In conclusion, we are pleased to conclude that, despite the great uncertainty introduced by the epidemic of covid-19, we have successfully completed 2020. And of course, our commitment to maximising the quality of our operations commits us to improve our performance in the future and to better meet the challenges of our times.

2. MISSION AND VISION

The University of Ljubljana Academy of Music (UL AG) is the only higher education institution for the entire field of musical arts in the country and is therefore of national importance for the development of Slovenian musical creativity, creativity and the field of music pedagogy.

Its primary mission is to provide undergraduate and postgraduate university education programmes at first, second and third level, as well as advanced and continuing education programmes for the music-artistic and music-education professions.

In addition, the UL AG also carries out musical and artistic activities, as they are inseparably linked to the provision of music education. In cooperation with other faculties of the University of Ljubljana, the UL AG conducts and develops research activities in the humanities and social sciences and strives to promote artistic research.

Through its activities, the UL AG ensures the development of the Slovenian music profession and the comparability of this development with the development of the music profession in Europe and worldwide.

The UL Academy of Music's vision

By 2020, UL AG will be recognised as an excellent, internationally open and established university music institution. Its activities and quality will be comparable to those of the best related institutions in the European area.

3. Achieving the 2020 targets by activity through self-evaluation

3.1. EDUCATIONAL ACTIVITY

To be effective, an education activity must have a good systemic overview of the content, objectives and competences expected, as well as insight into the individual segments of each programme that make up its institution's education system. The Academy of Music of the University of Ljubljana (hereinafter referred to as UL AG) has devoted a great deal of attention and effort to this work. When the study programmes were introduced into the ESP environment, the UL AG carried out a more thorough review of all programmes and curricula and made some necessary corrections and improvements to the study programmes and curricula, which created a more reliable basis for the future management of the entire structure of the educational programmes in their vertical and horizontal interconnectedness.

The following table shows the complexity of the nature of the educational content, the systemic design and structure of the study programmes and the different fields of study within them at UL AG:

Level III - 4 years <i>Interdisciplinary doctoral Study programme III. Degrees in Humanities and Social sciences</i> Two areas	<i>Music theory and composition</i>			<i>Music Pedagogy</i>
Level II - 120 ECTS <i>Postgraduate studies</i> Four programmes	GU <i>Musical art</i> (26 directions)	IPP <i>Instrumental and singing pedagogy</i> (22 directions)	GTP <i>Music-theoretical pedagogy</i> (3 directions)	GP <i>Music pedagogy</i> (No direction)
1st cycle - 180 ECTS <i>Bachelor's degree</i> Two programmes	GU <i>Musical art</i> (26 directions)			GP <i>Music pedagogy</i> (No direction)

It is clear that the two undergraduate first cycle bachelor degree programmes (GU - Music Arts with 26 courses and GP - Music Pedagogy without courses) form the core of the overall vertical at all three levels. In addition to these three levels, the UL AG also runs a special programme of pedagogical and pedagogical development (hereinafter PAI). This provides an outline of the conceptual design of the entire educational structure of the UL AG.

To start with the table, it is worth highlighting another issue that has been on the mind of the UL AG since 2004, and which it has managed to bring to a successful conclusion in the past year. This is the fact that the third cycle (currently still) has a certain content gap between the UL AG's own specificity and the current structure, which is embedded in a strongly scientific research-oriented doctoral programme, while the content of the pre-degree third cycle specialisation in artistic fields is still lacking. The fact that the creative and creative field of music and art is a key specificity of the AG AG is self-evident. This issue has been a pressing problem for UL AG for more than a decade and a half. The content of the 'third-level artistic specialisation' is commonplace and taken for granted in all comparable academic institutions around the world, but in Slovenia it was enacted in 1993 (ZViS, Official Gazette of the Republic of Slovenia No. 67/93 of 17 December 1993), but abolished by legislation in 2004 (ZviS-UPB2, Official Gazette of the Republic of Slovenia No. 100/2004 of 13 September 2004, Official Gazette of the Republic of Slovenia No. 100/2004 of 13 September 2004). The loss of the study of artistic disciplines at the third level directly severely undermines the level of the academic institution, and indirectly also the attractiveness of the other two programmes in the vertical, notwithstanding the high quality of their delivery. The Academy needs a space at the top of its

building which it can fill with

the content and competences of their future teaching staff, and students need a vision, clear goals and role models from those at the top of their educational establishment. Moreover, the UL AG has been aware all along that such a content deficit reduces the value and competitiveness of the UL AG both at national and European level, as it prevents top musicians from being trained in Slovenia as concert musicians and as future teachers of higher education. Understandably, the UL AG has been actively confronted with this problem for a long time, as can be seen in previous reports (e.g. 2009, section 2.1.3; 2010, section 2.1.2; 2011, section 2.1.2; 2012, section 2.1.2, etc.). UL AG was the initiator and active promoter of the new so-called Doctorate of Arts programme, which was later (only after 2010) followed by the legislation of the Republic of Slovenia with the establishment of the Crown Law. The accreditation process is currently in its final stage at NAKVIS. This will complete another segment of the UL AG's long-standing efforts to ensure the integrity of the educational edifice across the entire vertical. It also completes the re-establishment of a comparable academic quality of the UL AG programmes in all segments on a European and global scale. As the procedures are in their final stages, we expect that UL AG will be operational in this form already next academic year.

Both programmes at the first Bologna level are internationally comparable in terms of content and quality to similar music institutions in northern European countries, where the structure of the first and second levels is mostly based on a ratio of 4 + 2 years, compared to our structure of 3 + 2 years. The Slovenian system is therefore one year more economical at the first level. It should be pointed out, however, that in order to maintain a level of quality comparable to that of Europe, it is necessary, in addition to the intensely strict implementation of a three-year first cycle programme, to have very high entry requirements for the first cycle. This applies in particular to the requirements of the Musical Arts PGUN, which are set at 90/100 points. The level of quality of the study programmes is demonstrated by the very high average pass rate, which is at the very top of the UL. For both levels of the UL AG combined and for the last seven years of study, it is 88 %, and even 90.51 % in the last four years. This result must be understood in the light of the selection process in the GU programme, where between a quarter and a fifth of all applicants to the PGUN are admitted and enrolled each year. The average pass rate is understandably slightly lower only at first level, at 84.15

Interest in study and enrolment is adequate and above average over the years, especially in the GU undergraduate programme, but slightly fluctuating in the GP programme, looking back over the last seven generations. There has been a stronger inflow of foreigners at both levels, mainly from the countries of the former Yugoslavia, but also from Italy and elsewhere. In the last few years in particular, there has been a more marked outflow of our students choosing to study abroad, which we see as a phenomenon of a united Europe that also provides the material conditions for greater mobility. The different demand for certain courses has led to a certain disparity in enrolment in each course, with some courses requiring greater selection due to the large number of applicants, while other courses have a shortage of applicants or no applicants at all in some years (e.g. bassoon, harp, organ). This is due to the reduced population at the lower levels of the educational vertical, due to the lack of interest in certain instruments (e.g. bassoon, harp, organ). This raises the question of the admission and enrolment protocol at the UL AG, which is procedurally carried out outside the UL AG, while at the AG only the PGUN procedure is carried out. A specific action is devoted to reflecting on and possibly finding a solution to this complex issue.

As can be seen from the table below, there are four study programmes at the second, Master's level of the AG, namely Music Art (26 courses), Music Theoretical Pedagogy (3 courses), Instrumental and Vocal Pedagogy (22 courses) and Music Pedagogy. The passage rate from the first to the second cycle is comparable to that mentioned above. It should be added that students who have chosen to study abroad after the first cycle are practically equally replaced by students who come from abroad to study in Slovenia. The average enrolment therefore remains almost the same. The pass rate within the second cycle itself is understandably slightly higher at 92%, which we understand as a selection at the transition from the first to the second cycle, with a corresponding entrance exam, especially for foreign students who come to UL AG directly for their Master's studies. The high percentage is also influenced by the selection of students who choose an extra year to complete their studies - Master's thesis (concert and written thesis), so in some years the pass rate can be as high as 112% (e.g.

2020/21). From here on, as already in

mentioned at the beginning of this chapter, we are eagerly awaiting the new Doctor of Arts programme, which will at least slightly compensated for the loss of the third-level artistic specialisation (in 2004).

As the statistics show, students are predominantly oriented towards the study of elective courses within the home UL AG. This is explained in particular by the large number of elective courses in the so-called pedagogical-andragogical strand at both levels of the GU programme, where the majority of UL AG students study. The two pedagogically oriented second-level art programmes provide a lower amount of ECTS in the area of creativity and the creativity of artistic content, which is why students prefer to stay in the GU programme (mainly because of the greater weight of artistic competences) and acquire pedagogical-anthragogical competences in the elective courses. Attendance and completion of elective courses at other member universities may also be low for this reason. The GTP proposes a more appropriate content arrangement for the SG module, particularly in relation to music theory, which would entail a small increase in enrolment in this programme.

The PAI (Pedagogical-Andragogical Education in Music) programme has an Instrumental-Singing and a Music-Theoretical module. It is intended for graduates of second-level Master's degree programmes in Music Art (GU) who wish to acquire competences in the field of teaching in accordance with the legislation of the Republic of Slovenia. It is mostly chosen by students of the UL AG who are missing a subject in the set of teaching and teaching electives in the GU programme, as well as by those who have graduated abroad. In 2020, 29 students were enrolled in the programme.

The quality of initial competences at UL AG is very high, with many students finding employment in the most prestigious orchestras in Europe. This year, however, the programme administrators have proposed a systemic review of the phenomenon of 'over-assessment' in some courses, which will need to be looked at more closely and may - it is hoped - contribute to raising quality. In a similar vein, the proposed action also by the programme administrators to check that the ECTS numbers are in line with the actual student workload in a given course will further improve the system of the UL AG educational structure in some specific segments or courses.

The translations of the study programmes and syllabuses of the main courses of both GU programmes promise to raise the profile of UL AG in the international environment. For study abroad exchanges, student tutoring, etc., UL AG has set up a special service to monitor the departures and arrivals of exchange students. In general, UL AG also has a capillary system of almost individual monitoring of students at both levels of education. The strong individualisation of the pedagogical and educational process, which is mainly the responsibility of the individual teachers, can thus very adequately replace the many systemically set up services and offices, where e.g. issues of students with special needs, tutorial counselling and monitoring of students, complications in the event of short or prolonged illnesses, parenthood, active participation in top professional, cultural and/or artistic activities are dealt with. Most issues, complications or problems are thus dealt with directly at the student-professor level, while more difficult issues are again dealt with on an individual basis by the UL AG Student Affairs Committee, where the most appropriate solutions are found in coordination with the teacher and the student (this committee holds more than 20 meetings per year) or the Dean.

As can be seen from the implementation so far, the system and structure of the study programmes at UL AG emphasize educational activities in the first and second cycle of studies. The weight of scientific research activities, however, is seen as supporting artistic, creative, recreational and music pedagogical content, given the nature of the content of all UL AG programmes at both levels. This is where the content structure of the UL AG is placed in the structure of the ARRS and other, almost exclusively scientific research systems in the Republic of Slovenia. This issue is also present in one of the measures, which, however, is already covered in the next chapter on research.

The course of studies was severely affected by the pandemic of covid-19 for almost the entire year 2020. The UL AG management reacted quickly, in accordance with the guidelines and recommendations of the NIJZ and the UL. The implementation of teaching work was monitored and guided on a regular basis, and the implementation of the annual plans was ensured by the Heads of Departments and Chairs of Departments and Chairs of Chairs of Departments. During the first closure in spring 2020, most of the lectures were delivered remotely, but the group performance lectures (chamber groups, ensembles, orchestras) were taken out.

In October 2020, the study process started with individual and small-group live lectures in lecture theatres. For wind and singing lessons, UL AG has purchased plastic walls to prevent the spread of infection.

Individual and small-group lectures - subject to safe physical distance and the use of face masks - are delivered live in lecture theatres. For wind and singing lessons, UL AG has provided transparent plastic walls to prevent the spread of infection.

Larger groups were split into two parts by the lecturers - if the capacity of the room did not allow for the whole group - and the lectures were given in a hybrid and rotating way, which was already done on 1 October. The lecturers coordinated so that all group lectures held on the same day could be attended by students either in person or online. In order to implement the hybrid mode of lectures, UL AG has proceeded with the purchase of appropriate additional equipment (cameras).

Ensemble lessons (orchestras, choirs) were project-based at the beginning of the year and later on, with guidance on how to perform in smaller ensembles. Since the closure of the country in October, the teaching process has been carried out either online (choirs) or by tutors giving students a suitable programme for individual work.

The Vice-Dean for Academic Affairs has drawn up a table of the maximum occupancy rates for the NICE guidelines.

<u>Covid-19: SPACES</u> <u>Academic year 2020/2021</u>		
<u>Location</u>	<u>Lecture room</u>	<u>Possible number of persons (+ = max)</u>
<u>Stari trg 34</u>	<u>Shantlova Hall</u>	<u>21 (+3)</u>
	<u>AG 21</u>	<u>15 (+1)</u>
	<u>AG 22</u>	<u>11</u>
<u>Vega</u>	<u>Hubad Hall</u>	<u>21 (+3-4)</u>
<u>Gosposka</u>	<u>Lajovec Hall</u>	<u>29</u>
	<u>G03</u>	<u>18 (+1-2)</u>
	<u>G14</u>	<u>10 (+2)</u>
<u>University</u>	<u>Hall</u>	<u>50 (+11)</u>

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Entry of the UL AG programmes into the ESL electronic environment.	Systemic quality improvement of UL AG for improving the quality of your studies and in the organisational field, and at the same time a good basis for future updates.
Correction of perceived errors in previous study programmes, updating and changes to the compulsory and optional components of study programmes.	Systemic quality improvement of the UL AG to improve the quality of its academic and in the organisational field, and at the same time a good basis for future updates.
Updating, revisions and changes to the compulsory and optional components of the curricula in all UL AG programmes.	Systemic quality improvement of the UL AG to improve the quality of its academic and in the organisational field, and at the same time a good basis for future updates.
Spatial and logistical arrangements in terms of comparability with other similar institutions in general and in the light of the situation triggered by the epidemic of covid-19, which required appropriate measures.	Systemic improvement of the UL AG to improve the quality of its academic, organisational and in the artistic field and at the same time a good basis for future work also in the crisis situation of the covid epidemic. 19.
In October 2020, start of the major renovation and spatial planning of the Kazina Palace, which is planned as the new permanent headquarters of the UL AG. Successful completion of the administrative procedures on the plot of land next to the Kazina Palace, intended for the construction of a study hall and other necessary facilities for the completion of the solution to decades of space constraints at UL AG.	The actual realisation of decades of grave the space constraints of the UL AG, in order to finally and definitively realise a solution to the UL AG space issue, which could be the basis for new possibilities for a stronger upward mobility the quality of UL AG as a member of the University.
The issue of reserving more acoustically and study-appropriate spaces (larger rehearsal halls ensembles, public performances, rehearsals of larger groups and of the orchestra(s) and related movements and arrangements lecture schedules.	It is imperative that music students have the opportunity and conditions to perform regularly in acoustically suitable spaces, which the improvement has significantly improved in the given circumstances. The final solution questions will be possible in the renovated Kazina Palace.
Upgrading and updating of the UL AG website in Slovenian and English, preparation of promotional printed and multimedia materials for study programmes, English translations of the syllabi of the main courses and publication on the UL website. AG.	Increased and more relevant external and international visibility of UL AG.
The proportion of international students is increasing. At the moment it is 20%.	Improving the visibility of the institution and attracting (international) students.
Delivering an expanded Summer School despite challenging the epidemiological situation.	Improving the visibility of the institution and gaining (foreign) students.
Partnership in the Medinea-on-air project application.	Developing distance learning and its potential promotion in the Mediterranean basin.
Signing of a cooperation agreement with Renmin University School of Arts.	Improving the visibility of the institution, activities to Recruiting students from Asia.
The UL AG and the Department of Musicology are working on the introduction of an interdisciplinary programme in Musicological Pedagogy.	Helping musicology students enter the labour market.
Preparation of preparatory and advanced training in English.	Promoting the institution and attracting international students.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Unclear and undefined accessibility to curricula (copyright work and property of UL AG), as this is privileged information of an internal nature. Current public availability also Competitive institutions (if all curricula are translated into English) is questionable with several aspects.	A systematic approach to regulating international visibility in the field of curricula and setting clearer criteria for publishing on the web things that are the copyright of the UL AG.	Transfer of curricula to the closed part and preparation and public online publication of course summaries only in all UL AG programmes.	Programme administrators, chairs, management.
Some of the programmes are 10 years old. During the input and editing for the ESP, there was a need to revise and edit some of the guidelines, and in some cases inadequate valuation (too high or too low). student workload in certain courses, expressed in ECTS points.	Review and possible changes to the compulsory components of the UL AG study programmes with a view to more appropriate evaluation The aim is to initiate a systemic reflection and approach to the preparation of a review of this areas.	Review of study programmes on the UL FF model in 2019/20 and preparation of registered changes to the compulsory and optional components of study programmes and curricula of the UL AG.	Programme administrators, chairs, management.
There are some deviations in the area of assessment, with marks being given too high in most subjects. There is a need for a systemic taxonomic reflection on the need to make assessment more objective and realistic.	Organisation of a taxonomic reflection (e.g. introduction to the criteria of Bloom's taxonomy) in the form of a seminar and Establishing clearer criteria for teachers in setting and defining specific taxonomic parameters in evaluation.	To organise an expert seminar on taxonomy in setting and definitions of specific taxonomic parameters in the assessment.	Heads of Departments and Chairs, Academic Assembly of UL AG, Management.
Upgrade and update of the UL AG website in Slovenian and English, and completing and editing promotional printed and multimedia material	A more comprehensive system improvement of UL AG for improving the quality of academic, organisational and in the arts, and at the same time permanent	The web designers, in agreement with those responsible, monitor and improve the website. Trustees are tasked by management the Head of the Commission for	Programme administrator, supervisors, head of the Commission for Scientific Research and Doctoral Studies (CSRD AG), management.

	improving the external and		
study programmes need constant supervision and attention to keep them up-to-date. But it is also necessary to Planned continuation of activities already started on English translations. other curricula or summaries of the subject content and publications on UL AG website.	international visibility of UL AG.	Scientific Research and Doctoral Studies (CARD AG), who, together with the Heads of Department, prepare concise curriculum summaries for translation into English and publication on the UL AG website.	
Due to inadequate coordinated timelines two traineeships in in the same academic year, there is a high student workload during teaching placements in the same period at two levels of music education - lower and upper secondary.	To talk to higher education teachers both teaching placements and the GTP students coordinate the timing of the two placements in the same academic year accordingly.	Coordinate teaching practice timetables at Member level and with individual schools lower and medium levels on the ground at of the academic year.	Heads of the Departments of Composition, Conducting and Sacred Music, administrator of the GTP programmes.
Currently, inadequate material and financial conditions remain which lower employee motivation, affect the study process and (dis)satisfaction Students. Financial under-resourcing, obstacles and problems in the spatial planning of Casino location.	Improving the material and financial conditions for work and, as a consequence, raising the quality of the UL AG.	Close monitoring and resolving issues financial underfunding and obstacles and ongoing problems in the spatial planning of the Kazina site (including the planning and construction of an extension.	Leadership.
Most of the international students are from the former Yugoslavia.	Increase in the number of foreign students from other parts of Europe and the world.	Improving the promotion of the UL AG abroad by improving the website and actively participating in international networks	Head of International Office, Concert Service, Vice-Dean for quality and international activity.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
<p>Slovenian citizens who were unsuccessful in the PGUN at ULAG, AGZG, etc., and eventually ended up and graduated from smaller Austrian regional conservatories, as a rule, get priority jobs at the</p> <p>The reason for this is that, due to a systemic anomaly, they do not need to pass a professional examination to teach in the RS, whereas it is compulsory for UL AG graduates. As a result unjustified degradation of UL AG graduates; candidates for studies will not preferentially choose UL AG; outflow of domestic knowledge and quality; unmotivated and resigned to fate current UL students AG.</p>	<p>Equal employment conditions.</p>	<p>Formation of a working group to include stakeholders from across the vertical music education in the Republic of Slovenia and legal experts, and to develop and present concrete proposals to the Government of the Republic of Slovenia that will be in line with the legislation.</p>	<p>Leadership.</p>
<p>Financial valuation shortfall and non-compensation Higher education teachers and tutors for individual teaching Erasmus exchange students.</p> <p>The problem stems from a misunderstanding that exchange student at UL AG for individual tuition means absolutely</p>	<p>Providing a quality offer to foreigners student satisfaction and motivation of Erasmus staff and students.</p>	<p>Clarify the issue with the competent UL authorities to have international the need to find a systemic solution to this issue, providing a fund for this type of case for accompanists, and higher education teachers.</p>	<p>Leadership.</p>

different specifics than in other Member States.			
<p>A certain number candidates for first-level studies at OJ AG, which, according to the assessment PGUN Commissions (1. LEVEL) reach an estimate for the still successfully passed Test music and art Giftedness (PGUN), but due to enrolment restrictions cannot accepted, because of the rules the whole procedure on UL and the Ministry of Foreign Affairs must to inform the AG with a formula "failed", as the procedure final adoption not pass the AG.</p>	<p>Regulate more appropriately the OJ procedure; and the Ministry of Foreign Affairs of the Republic of Slovenia and to verify recordability candidates in some form waiting lists.</p> <p>E.g. next to the message "pass/fail", etc. introduce a category such as e.g. "waiting list" positively evaluated PGUN candidates in 1. the time limit within which it may enter into procedure in case of cancellations by first-choice applicants candidates.</p>	<p>Check and if possible to regulate the procedure recording positive the candidates evaluated at PGUN (STAGE 1) at the level of the UL and the Ministry of Education and Science of the Republic of Slovenia, while at the same time checking recordability positive at PGUN of the candidates evaluated in some form of "waiting list".</p>	<p>Leadership.</p>
<p>Too few options for scholarships for foreigners For those interested Students.</p>	<p>To gain opportunities for scholarships for foreigners Students.</p>	<p>Finding new opportunities scholarships for foreigners Students.</p>	<p>International office, Vice-Dean for Quality and international activity</p>

3.2. RESEARCH ACTIVITY

CARRYING OUT RESEARCH

The UL AG Research Group is involved in the university's undergraduate and postgraduate music degree programmes. Its members actively collaborate with members of research groups from other disciplines and with renowned artists, complementing their specific expertise with knowledge from other disciplines and direct artistic experience. They are involved in Slovenian and international programme groups and research networks, participate in international and national scientific conferences and symposia and in music performance projects. They publish their research findings in scientific and professional monographs and other publications, and present their artistic creations to the public live and on various sound and image media. The UL AG Research Group has nine members, seven of whom are active in publishing scientific work and two of whom are active primarily in the field of artistic activity and artistic research. In connection with the Interdisciplinary Doctoral Programme in Humanities and Social Sciences, research is also carried out by doctoral students in the fields of music pedagogy and composition and music theory. For many years, the UL AG has been working to ensure that both the legal and accreditation conditions for the introduction of an artistic doctoral programme are in place.

Popularising science

The 2019 International Symposium on Formal and Informal Learning and Teaching of Music in the Department of Music Pedagogy took place from 18 to 22 November 2019. As part of the international week entitled Building *bridges between* formal and informal music *learning*, a two-day student forum was held in parallel, hosting students from the University of Würzburg. The international week encouraged both local and international students to take part in international exchanges or study both here and abroad. The feedback received through the questionnaires at the end of the event reflected that the Student Forum had achieved a high level of interest and positive response from students, as well as reflections on further links and planning for further joint activities.

In the academic year 2019/20, the popularisation of science was curtailed due to the emergency situation. A symposium dedicated to the composer and pedagogue Lucian Maria Škerjanc was planned for the end of 2020, but was postponed.

After many years of efforts, *The Journal of Music Education of the Academy of Music in Ljubljana* has had its first online publication, co-published with the Scientific Publishing House of the University of Primorska. This is an important milestone in the positioning of the journal, with its current placement in bibliographic databases - RILM, EBSCO ProQuest, Cobiss - in the more important international bibliographic databases, thus involving a wider range of authors. The promotion of scientific research achievements will reach a wide range of readers and potential authors.

One member of the scientific research team was awarded a Golden *Plaque* for outstanding merit in the development of scientific, pedagogical or artistic creativity and for enhancing the reputation of the University of Ljubljana.

THE QUALITY OF THE RESEARCH

Impact of Covid-19: The resulting emergency has had a negative impact on mobility and exchanges of researchers, while the rate of publication of scientific research papers has not decreased significantly. The latter is reflected in the SICRIS bibliographic databases. A symposium dedicated to the composer and pedagogue Lucian Maria Škerjanc was planned for late 2020, but has been postponed.

CALCULATED INDICATORS AND STATISTICS TAKEN INTO ACCOUNT

Researchers (number, exchanges): In the academic year 2019/20, there were nine researchers actively working at UL AG who are registered in the ARRS. Due to the low number, the UL AG aims to increase its membership by including PhD students to strengthen its scientific research activities.

Exchanges: in the academic year 2019/20, one member of the research team took part in an Erasmus+ exchange (Serbia). Due to the emergency situation, other international exchange-related activities have been suspended.

Projects: in the last academic year, members of the research team were involved in two national projects: the *Digital UL - Innovative use of ICT for excellence* (1 April 2017-30 September 2020) and *Developing communicative competence through cultural-artistic education* (SKUM, 18 August 2017-30 June 2022). Both projects are funded by the Republic of Slovenia and the European Union from the European Social Fund. Within the *Digital UL project - Innovative use of ICT for excellence*, the course Special Music Didactics was modernised with teaching practice in the Music Pedagogy Department. The updates have significant effects on the study process through the use of ICT and the transfer of these to the development of digital competences in students. The model of the pilot modernisation has been presented abroad and in Slovenia and has received positive public feedback. In the framework of the project *Developing Communicative Abilities through Cultural and Arts Education* (SKUM) (project duration 18.8.2017-30.6.2022), funded by the Republic of Slovenia and the European Union from the European Social Fund, models of good practice in the field of education have been promoted, with a focus on teamwork between the teacher/educator and the music artist. The good practice models from the first phase of the project were presented in Slovenia and internationally and received positive feedback. The implementation of the project has played an important role in the development of quality links between the collaborating partners in the field of education and culture and arts.

Bibliographic research performance: the AG UL Research Group achieved a total of 1286 points (score 3.43) in 2019/20, including 16.38 points (score 0.01) for outstanding achievements (A"), 602.64 (A') for very high quality achievements (score 0.40) and 982.46 (A1/2) for significant achievements (score 0.65). The AG UL Research Group achieved a total of 1286 points (score 3.43) in 2019/20, including 16.38 points (score 0.01) for outstanding achievements (score A"), 602.64 (score A') for high quality achievements (score 0.40) and 982.46 (score A1/2) for significant achievements (score 0.65).

A1's research performance was rated 4.49. The number of net citations of scientific papers in the last 10 years (2010-2020) is 7, the most cited paper in the last 10 years (2010-2020) is 1, the h-index in the last 10 years (2010-2020) is 1. Compared to the academic year 2019/20, there is a slight decline in research performance. There were 8 net citations in the impact factor database, of which 4 citations in WoSin, 4 citations in Scopus. The numerical representation of bibliographic units is low due to the low number of team members. The group also includes individuals working in other fields not directly related to scientific research, but rather to artistic activity, and it would therefore be useful to consider involving them more in the preparation of papers in the latter field, or to enlarge the group with new members who have a proven track record in the scientific field.

KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
The Academy of Music of the UL Academy of Music's Music and Pedagogy Proceedings its first online publication, co-published with the Scientific Publishing House University of Primorska.	An important milestone in the inclusion of the journal in major international bibliographic databases. Involving a wider range of authors, reaching a wider audience Readership.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY WITHIN A MEMBER
Small number Higher education teachers and collaborators habilitated in the field of scientific research have a limited possibility of successfully applying for project calls at the ARRS. Call requirements and conditions for applying for projects at the ARRS that make it impossible to be a successful candidate, given the structure and potential of the Academy's research team music	Expanding research the Group by involving new members with appropriate references, efforts to Increasing publications in highly-regarded journals.	Planned recruitment of new teachers working in the field of scientific research, ARRS initiative for a systemic possibility to include UL AG PhD students in the research team.	Head and members of the Scientific Research and Doctoral Committee UL AG, Dean of UL AG and ARRS.

3.3. ARTISTIC ACTIVITY

Trends in indicators of artistic activity in the context of external and internal factors

Due to the current situation regarding covid-19 and following a proposal by the UL Covid-19 Coordination Group, based on the opinions of epidemiologists and infectologists, artistic activities have been suspended from March 2020 and most of the scheduled concerts have been postponed indefinitely.

Achieving the strategic objectives of artistic activity

The strategic objectives are being implemented more slowly than we would like due to the covid situation. Nevertheless, artistic cooperation with international and national partners is intensifying, which contributes to raising the artistic level of students and lecturers and alumni involved in the institution's artistic activities (as conductors, members of professional orchestras, substitutes in ensembles, etc.).

Interdisciplinarity, networking among members and with other universities, institutions

Until March, the concert series Tutti featured the Slovenian Philharmonic Orchestra and the RTV Slovenia Symphony Orchestra, while the concerts of the Maribor Symphony Orchestra and the Ljubljana Opera and Ballet Orchestra were postponed indefinitely due to the measures taken to prevent the spread of the coronavirus.

Five concerts from the Solo e da camera and Sunday Matinees series were performed at the National Gallery until March. Radio Slovenia recorded and broadcast some of these UL AG concert events.

Cooperation with the environment and development of the field in relation to the development of the relevant environment

Due to the current situation regarding Covid-19, all scheduled home visits have been cancelled or postponed indefinitely.

Integrating artistic work with teaching

Involving students in artistic works/projects is an indispensable part of the study process at the first and even more so at the second level of studies. Students are informed about events and achievements on the ULAG website and FB profile, as well as about all other projects and opportunities to get involved in them. Given the health situation, the limited number of listeners and the safety instructions regarding the physical distance, the student chamber ensembles presented three concert programmes in the mini-cycle Summer Online Concerts of the UL Academy of Music (moved from the Solo e da camera series) in the Great Hall of the Kazina Palace and in the atrium of the building on Stara trg 34. In cooperation with Radio Slovenia, these events were broadcast live with video and audio on our Facebook profile and were also broadcast on the Ars programme.

We managed to hold the 6th Academia Musicæ Labacensis Summer School very successfully despite the conditions, while similar events around the world were mostly cancelled. In the last week of August and the first week of September, the following seminars and courses were held under the guidance of our teachers and invited international artists: a cello and chamber music seminar, an organ seminar, a Guitar Festival, a "Gathering Point" for viola and chamber music, and a singing seminar. The Summer School for Jazz, Big Band, Vocal and String Incubator and Jazz Festival were postponed due to the increased risk of transmission of the new coronavirus. With 42 young musicians registered, 35 were able to attend the summer school, some of whom were unfortunately prevented from coming to Ljubljana by the corona situation.

Integrating artistic and research activities

There is still a lot of room for improvement and intensification in this segment. An example of good practice is the publication of a monograph by Prof. Dr. Darja Koter, *The Academy of Music of the University of Ljubljana - 80 Years*, co-published with the Scientific Publishing House of the Faculty of Arts of the University of Ljubljana.

The link with research is not systematically recorded, since at the current stage it only covers individual parameters that arise in parallel with the implementation of specific artistic projects, mainly in terms of historical-geographical specificity, repertoire and cultural anthropology.

Other international artistic activities

Due to the current situation regarding covid-19, all scheduled international roaming trips have been cancelled or postponed indefinitely.

Responsiveness in obtaining funding

Contacts have been made with the Ministry of Culture of the Republic of Slovenia to change the legislation and rules in order to allow university art projects to participate in project and other calls for proposals of the Ministry of Culture of the Republic of Slovenia. To this end, the Academia Musicae Labacensis Association was founded in December.

Cooperation between Member and university services in this field

The UL AG regularly informs the university services about its artistic events, which are published on UL forums (Universitetnik, UL website, etc.). It would like to improve the responsiveness even further, so that the information reaches as many UL students and staff as possible.

Reflection

The structure and content of the artistic activity at the AG is comparable to the subscriptions of the largest Slovenian professional concert organisations. In terms of quality and professional level, it is at the very top among international university educational institutions. The content, organisation and execution of events enable students to approach the essence of the study programme at a high professional level and provide them with much-needed experience for their professional life.

Concerts are well or poorly attended. More encouragement of the students by the UL AG pedagogues would be needed. They should set a good example by their own participation and stimulate the students' interest in the profession they are pursuing. In addition, UL AG should continuously strive to arouse public interest and increase attendance. Cooperation with the Slovenian media is good, but there is room for improvement.

The collaboration with the environment, especially all Slovenian professional institutions, is unique in the international context and has a very beneficial long-term impact on students. Auditions for solo performances with orchestras are one of the jewels of the UL AG, giving the best local students an advantage over international competition and making them highly competent. International cooperation is good. Joint or sister projects are carried out with music universities and institutions in all neighbouring countries and Germany. The UL AG invites renowned foreign artists to participate.

Inter-university and inter-institutional cooperation is mainly expressed in the relationship with the Department of Musicology at the UL Faculty of Music, whose students participate in the writing of concert sheets, and the Department of Dramaturgy at the AGRFT, which collaborates in the writing of libretti for operas and in the production of these libretti. It would be useful to extend the practice of

cooperation to other UL members (ALUO, FA, etc.).

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
The orchestral projects are prepared by the teachers of the main instrumental courses, who lead the sectional rehearsals and prepare the students for the joint exercises.	Significantly improved quality of execution, timeliness cost-effectiveness, less stress and strain on students, professionalism.
An association within the UL AG is set up.	Simplified procedures for administering concerts and appearances, less paperwork, time optimisation.
Online concerts.	Large audience numbers achieved, part of the concert season carried out despite the pandemic.
Implementation of the so-called (international) departmental weeks, prompted by the 80th anniversary of the UL AG/100th anniversary of the UL. They will continue to a large extent in the coming seasons.	Rich inter-departmental cooperation, flow of new constructive ideas, increased motivation of staff and students, diverse range of artistic offerings.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
Complaints from students that in some courses the assignment to some orchestras of the UL AG is treated as a teacher's punishment. As a result, the quality of art projects is lower. Poor impact on professionalism, professional misrepresentation.	Profile of a graduate with a broad knowledge of the fields. Integrity of the profession.	Confront employees verbally with the issue and to give the clear position of the OJ AG.	Leadership.
UL AG still does not have signed international cooperation agreements with some of the most prominent European institutions. This gives it the appearance of a second-class faculty in the international arena.	Equal standing among peer institutions in Europe and worldwide.	Encourage students and teachers to take initiatives for international cooperation. Introduce an online form to incentives were entered, recorded and made available. The entrepreneurial spirit of the UL AG management in attracting international agreements.	Vice-Dean for Quality and International Cooperation.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
<p>The renovation of the Casino has left the UL AG without rehearsal space for large instrumental ensembles. This introduces uncertainty as to the logistics of performing concert cycles involving large ensembles. Performance of projects with overlapping deadlines, even partially, is completely unworkable until further notice.</p>	<p>High-quality and stress-free preparation for the concert season.</p>	<p>Drawing up a clear and well thought-out concert plan, covering all the specificities of time and space.</p> <p>Arranging and reserving suitable premises with other institutions in good time.</p>	<p>Vice-Dean for Arts. Head of Concerts and Events.</p>
<p>Artistic activity has been severely affected by the epidemic. Study the process is severely hampered, and there is a lack of professional competences for students, a shift away from public relations at UL AG level.</p>	<p>Restoration of activities and smooth running of the study process.</p>	<p>Insistence on the responsible stakeholders that UL AG will ensure and implement all necessary precautions. Introduction of body temperature measurement and rapid tests. Monitoring compliance with safety measures. Ensuring 'bubbles'. Closer cooperation with audiovisual media.</p>	<p>Leadership.</p>

3.4. TRANSFER AND USE OF KNOWLEDGE

The transfer and application of the knowledge acquired in the AG study process takes place in the artistic and pedagogical fields through collaboration with partners in the environment. These collaborations are very important for the students and they are actively involved in them. They help them to increase their competences, to gain valuable experience, and to shape and develop their career paths during and after their studies. These collaborations are also important for the partners as they enrich their activities.

Students first encounter the transfer and application of knowledge within the Academy, for example in bridging courses such as chamber music, orchestra and choir, or in a variety of artistic projects based on the knowledge acquired in the main course. However, there is a transfer of knowledge in both directions, as the knowledge acquired in the bridging subjects and projects then enriches the competences of the main subject. The Academy of Music offers students the opportunity to perform in concert series (e.g. Solo e da camera) and many other concert and opera projects. In the Solo e da camera concert series, students have the opportunity to co-create artistically with tutors/professors.

Many students perform in the concert series of the Ljubljana Music Youth and the Slovenian Music Youth, which support young artists. The Academy of Music successfully cooperates with various institutions such as RTV Slovenia, Slovenian Philharmonic, Cankarjev dom, Festival Ljubljana, SNG Opera and Ballet Ljubljana and Maribor, Slovenian Armed Forces Orchestra, Slovenian Police Orchestra, Musical Matica, etc. Graduates of the UL AG are often employed by them.

In the field of teaching, there is also a significant transfer and application of AG students' knowledge to the environment. This is where cooperation with music schools, art high schools and conservatoires, where AG graduates are also employed, is important. Students are involved in the activities of music schools as part of their teaching practice. Many of them are already teaching at music schools during their studies, where they are gaining new experience. The competences they acquire during their studies enable them to become successful teachers after their studies.

The Academy of Music also cooperates with artistic institutions abroad. International cooperation with higher education institutions such as the Franz Liszt Academy of Music, Budapest, the Music Academy of the University of Zagreb (Muzička akademija Sveučilišta u Zagrebu), the Giuseppe Tartini Conservatory of Music Trieste (Conservatorio di musica Giuseppe Tartini Trieste) is ongoing, Kunstuniversität Graz, isa - Internationale Sommerakademie der mdw - Universität für Musik und darstellende Kunst Wien (International Summer Academy of the University of Music and Theatre Arts Vienna) in the form of concert guest appearances, exchange concerts and pedagogical exchanges. Similarly, both students and teaching staff are engaged in an international environment through seminars, workshops, summer academies and exchanges. These models, which are primarily linked to the teaching process, are reflected in the increase in the number of UL AG students in international youth orchestras (EUYO, GMJO, Mediterranean Youth Orchestra, Nei suoni dei luoghi, Ceeman, EUphony, etc.). In 2020, UL AG also joined the Medinea consortium, where it will participate in content creation.

From March to December 2020, the implementation of most knowledge transfer and application processes at UL AG was significantly affected by the covid-19 measures. Orchestral projects were prevented from being carried out, and the delivery of all types of classes in which sound and acoustics are an integral part of the content was hampered.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Learning about and optimising the delivery of teaching remote process (due to a pandemic).	The experience of distance learning over the past year has contributed to innovation in the teaching process.
Separation of the presentation (defence) of the Master's thesis (essay) and the performance of orchestral excerpts from the performance of the Master's concert.	An improved student experience that can be delivered at any focus the completion of the Master's degree individually and consequently present the Master's the concert as a complete artistic whole.
Participation of students and professors/mentors in the Solo e da camera concert series on an increased scale (some programmes were disabled by the pandemic).	Practical performance experience for students, artistic co-creation for students with experienced mentors.
Workshop for string students - preparation for orchestral auditions.	Increased practical experience, in-depth study orchestral excerpts, the possibility of an in-house performance skills test at an orchestral audition, which is different from performing at a public concert.
Preparation of a preparatory and advanced training programme.	Additional forms of practical and lifelong learning education, including in the teaching process elements of knowledge transfer and use, will provide students with additional opportunities to further training.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY WITHIN THE MEMBER
Level of preparation Students auditioning for orchestral positions and playing in orchestras are different. As a compulsory part of the studies, it is only carried out as part of the curriculum of the main subject. Graduates of some courses are not competitive in auditions for posts at of the most prominent artistic institutions in Slovenia.	Improving the competitiveness of UL AG graduates in auditions for positions at the most prestigious art institutions in Slovenia.	New course: orchestral playing and preparation for orchestral auditions. Establishment of an orchestra academy (closer cooperation between the AG and the Slovenian Philharmonic).	Course leaders, heads of departments and chairs, management.

3.5. CREATIVE CONDITIONS FOR WORK AND STUDY

3.5.1 Library and publishing 2020

As of April 2020, the library has a part-time librarian. The recruitment is a key improvement, as the work in the library will now be able to reach the expected level: assistance in cataloguing donated bequest materials, systematic registration of old material, review of donated scores by I. Dekleva, selection and restoration of rare scores that are no longer commercially available.

The epidemic has unfortunately prevented further improvements in library operations.

The annual budget for the purchase of new materials is €7,000, which is obviously not a lot. However, there is no interest in updating materials in some departments. There is also still no transparent permanent fund within the UL AG financial plan for the purchase of new specialist literature, and there is no important dividing line between orders for the needs of concert activities and orders for the actual updating of library materials. Before moving to the new renovated premises in the Casino, it will be necessary to carry out an urgent selection of old material and to make a selection of planned updates according to the individual departments and financial possibilities. A permanent fund would also help to reserve financial resources until the actual move.

An important step in the improvement of electronic materials and entry in various bibliographic databases is the cooperation of the AG publishing activities with the University of Primorska Press.

In November, the 32nd volume of the Ljubljana Academy of Music's Music and Pedagogy Proceedings was published in a new electronic format. It is freely available at <http://www.hippocampus.si/issn/2712-3987/32-2020/>, both in individual articles and as a whole in pdf format and as a Flip Book. Each contribution has its own Doi, as does the entire volume.

A bibliographical overview of all the volumes published and the articles in them is available in Branka Rotar Pance, *Bibliography of the Music and Pedagogy Proceedings of the Academy of Music in Ljubljana 1995-2019*: [https://www.hippocampus.si/ISSN/2712-3987/32-2020/2712-3987.16\(32\)85-146.pdf](https://www.hippocampus.si/ISSN/2712-3987/32-2020/2712-3987.16(32)85-146.pdf)

New results:

1. Marina Bizjak's handbook: singing in the mutation period (<https://www.hippocampus.si/issn/2712-4576/>)

2. Facsimile of Beethoven's Symphony in F major, Opus 68: the "Ljubljana" transcription <https://www.hippocampus.si/isbn/muzikologija/simfonija-v-f-duru/> <https://revije.ff.uni-lj.si/MuzikoloskiZbornik/article/view/9406/9035>

3. a monographic scientific work by Prof. Dr. Darja Koter entitled The Academy of Music of the University of Ljubljana - 80 years (1939-2019).

An e-edition of the monograph is available at <https://doi.org/10.4312/9789610603672>

KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Half-time librarian.	To help the library run smoothly and to ensure its quality.
Cooperation with the University of Primorska Publishing House.	Presence of UL AG materials in enhanced electronic format, co-publishing.

Publication of the 32nd volume of the Music and Pedagogy Proceedings, all contributions and the whole have their own Doi.	Entry in various bibliographic databases, wider accessibility and visibility.
Bibliographical overview of all published GP proceedings Branka Rotar Pance: <i>Bibliography Music Pedagogical Proceedings of the Academy of Music in Ljubljana 1995-2019</i> .	An important contribution to the development of musicology and related musical sciences and to the development of Slovenian musical terminology.
The publication of Marina Bizjak's handbook <i>Singing in an Age of Mutation</i> .	Enriching the approach to vocal technique in young singers.
Edition of a facsimile of L. van Beethoven's Symphony in F major, opus 68: the "Ljubljana" transcription.	The manuscript, with extensive commentaries, is available to a worldwide audience of experts and amateurs.
Publication of a monographic scientific work by Darja Koter: <i>The Academy of Music of the University of Ljubljana - 80 years (1939-2019)</i> .	The first systematic and complete history of the institution.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Spatial issues.	Move to the new Casino premises.	Cataloguing of overdue records, system entry of old material, updating of material.	Commission for Printing, Publishing and Librarianship of the UL AG, Dean of the UL AG.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Non-transparency of the funds provided for library materials.	A permanent, transparent fund for the purchase of new materials.	Control of the Fund, rational selection of new material through the TCK Commission.	Head of the library, UL AG management.

3.5.2. Career and personal development of students; extra-curricular and interest activities, services for students, students with special status, tutor system

A series of workshops on various employability skills (CV and cover letter, etc.) in cooperation with the UL KC helps students plan their career paths.

Assistance in self-promotion of students after graduation and preparation for an independent career path during their studies is offered through topical lectures: entrepreneurship in culture/arts/skills and the importance of social networks, self-employed status in culture, management in culture, business etiquette, preparing for a performance/overcoming stage fright.

An upgraded form of student tutoring for foreign students, the Buddy Programme, has been introduced. The support is most needed or desired in the first month after the student's arrival at UL AG. Student tutors prepared an online presentation for new students in October.

International students/exchange students are paired with home students or regular students, it is a

peer support, both academic and social, where both the home student and the international student benefit, the latter learns about academic and student life in Ljubljana and at UL AG. Both gain linguistic, cultural and social competences. Networking is also important for the possible later weaving of career links and connections.

Subject tutoring, which had been reduced due to a shortage of tutors for specific areas, has been raised to a much better level following the renewal of the organisation in the 2020/21 academic year. In cooperation and possible agreement with Cankarjev dom, more tickets for students should be obtained.

The epidemic has shown the importance of good quality recording equipment. The right camera needs to be complemented by excellent microphones. Unfortunately, the sound quality is relatively poor in the recordings made by AG. With the right equipment, the recordings of our concerts could be suitable for international presentation. The first steps have already been taken.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Introduction of the Buddy tutoring programme for international students.	Networking, language, cultural, social competences.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Inadequate recording equipment.	Taking the successful UL AG concerts to the international stage.	Purchase of high-quality microphones to improve the sound of concert broadcasts and archiving.	The Management of UL AG.

3.6. QUALITY SYSTEM MANAGEMENT AND DEVELOPMENT

3.6.1. Quality system operation

Quality care is the first of the values and the core of the vision in the UL AG Strategy 2016-2020. The UL AG Quality Commission includes, in addition to the teaching staff, programme administrators, a representative of the UL AG Student Council, a representative of the professional administrative and technical staff, and the Vice-Deans for Academic Affairs and for the Arts, and is chaired by the Vice-Dean for Quality and International Activities. The documents are collected, organised and coordinated by the reporting assistant. The members of the Quality Committee monitor all areas of the institution's activities and present their findings and suggestions for improvement throughout the year. The Vice-Dean for Quality is responsible for forwarding proposals and initiatives to the management.

The quality assurance system is established in accordance with the University of Ljubljana's quality guidelines and processograms, takes into account the specificities of the Academy of Arts and follows the strategic documents of the Ljubljana Academy of Arts and the Ljubljana University of Applied Sciences. It follows the development of quality monitoring in Europe and the world, and introduces the AEC and MusiQuE criteria.

In accordance with the quality monitoring system, the Quality Committee of the UL AG prepares a Quality Report at the end of the calendar year, which is an integral part of the Annual Report of the institution. The proposals for action are included in the Annual Work Plan and Action Plan for the following year, thus closing the quality loop. The proposals for action are discussed and adopted by the Senate and the Governing Board of the institution and are forwarded to the OJ and AJPES in a separate document and then in the Annual Report. The Annual Report with the Business Report, the Quality Report and the Accounting Report is published on the OJ AG website.

The quality of study programmes is monitored by their administrators, who also intervene to correct problems. They participate in the refresher courses and workshops organised by USKAP and monitor the development of the quality field within the UL. Workshops and training sessions organised by the University's Quality Monitoring, Analysis and Reporting Service also contribute to the improvement of the quality system at the institution. Last year also saw the implementation of some of the proposals made by a group of foreign experts at meetings with representatives of the art academies in September 2019, which are addressed and included in the present report.

The UL Academy of Music was one of the 14 UL members that participated with their representatives in the meetings with NAKVIS experts in October 2020. A sample evaluation of the first cycle Bachelor's degree programme in Music Pedagogy and the second cycle Master's degree programme in Music Pedagogy has also been underway since July 2020. All related documents will be submitted in January 2021.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Successful adaptation of all processes to operate in in a pandemic situation.	Delivering academic and other processes at the highest level possible level.

Successful completion of extension procedures UL accreditation.		Confirmation of the quality level achieved and acquisition of advice for further improvements.	
Successful preparation of documents for the sample evaluation Bachelor's and Master's degrees in Music Pedagogy.		Confirm the quality level achieved and get advice for further improvements.	
Cooperation with the Centre for Social Informatics.		Improving the results of student surveys - obtaining ratings for individual providers (the latter were previously aggregated for all providers in the course).	
KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Weak administrative support.	Improving administrative support.	Additional jobs assistant professors.	Management in cooperation with OJ.

3.6.2. Quality monitoring and improvement mechanisms

Monitoring and evaluation of the quality of the study process and its results at UL AG is carried out in four ways.

The first indicator of quality is the evaluation of listeners, experts, music critics and (in the field of music pedagogy) students and teachers. Another indicator is the success of students in various competitions at national and international level. In both cases, these are informal but essential practices in the artistic environment for the evaluation of study processes. Even in the current pandemic year, UL AG students have achieved some top international rankings in competitions, thus proving that the quality of the artistic and pedagogical achievements of UL AG students is at a very high level and comparable to the best institutions in the European area.

The otherwise extremely close cooperation with the environment - with leading music institutions in Slovenia and internationally, which (as another indicator) in normal circumstances allows for ongoing verification of the quality of the implementation of study programmes and their content, almost ceased in 2020 (except for the first two and a half months). This is very damaging for the study process, as more than one generation of students will obviously be deprived of solo playing with orchestras, of performing their works and of conducting them. They have not even been able to gain practical experience as substitutes in professional orchestras. Unfortunately, it will be impossible to compensate for this limited gap.

Student surveys are the third essential element of monitoring the quality of an institution. An analysis and commentary on the results of the student survey follows in the last section (6.4) of this chapter. The UL AG Student Council is aware of the results of the surveys and takes them into account when forming opinions on the promotion of teaching staff.

The fourth element of quality monitoring is the self-evaluation reports and the Quality Report, which forms part of the institution's annual report. The members of the Quality Commission report findings and initiatives in their areas of expertise to management throughout the year, thereby increasing efficiency and facilitating the quality loop. In 2020, new administrators were appointed for the second cycle Master's degree programme in Music Arts and the second cycle Master's degree programme in

Instrumental and Vocal Pedagogy.

The quality of the learning process was severely affected by the Covid-19 pandemic for most of 2020. Teachers were asked about the methods, communication programmes and effectiveness of the online work through the 'Distance Learning Questionnaire'. 34 out of 69 respondents wrote that they were able to implement the learning content completely, 19 gave a partial answer (75%), 5 gave a partial answer (50%), 3 gave a partial answer (25%), and only 1 was not able to implement the distance learning course. The realisation by department and chair depended on the needs and teaching methods of each and showed the following results:

composition	conducting	singing, instruments	Music Pedagogy	sacred music	Early music
100%	25-50 %	75-100 %	75 %	50-100 %	100%

music theory	tutoring	ABC piano	jazz
50-100 %	0-75 %	100%	100 %

Comments from colleagues most often cited the difficulties in transmitting audio and video online, the lack of genuine human contact and the need for more time commitment as negative impacts on the quality of the teaching process. Positive comments highlighted the good responsiveness and diligence of students, the regular start of lectures and the more timely completion of assignments and exercises.

The most frequently cited means of communication with students were email (messaging, commenting on recordings and sharing their own recordings), Skype, Zoom, WhatsApp and Viber. Less frequently used were online classrooms, Microsoft Teams, FaceTime, Google Duo, Google Hangouts, Webex and Facebook Group. The most frequently mentioned online tools were YouTube, Google Drive, WeTransfer, Dropbox and, to a lesser extent, Moodle.

3.6.3. Comment on the results of the student survey

The 2019/20 Student Survey addresses a year in which a number of areas of the Student Survey have been conducted (significantly) differently from before. In most cases, however, the results do not deviate significantly from the past.

The lowest score this time goes to the item 'space for individual study', 2.4. This should be understood in the light of the fact that the UL AG, which already has a major problem in this area (significantly insufficient space and extremely poor practice rooms in the attic of the building), was closed for several months and students were not able to access them at all. 'Adequacy of facilities', with a score of 3.0, and 'Adequacy of equipment', with a score of 3.2, are - it may sound paradoxical - relatively high. In fact, in most cases, the items related to premises and equipment have received lower scores in previous years. The relative improvement is most likely to be attributed to the fact that the use of premises, when possible, was clearly regulated, safe and measured, and the equipment was sufficiently well used. In the year of the pandemic, the factor 'Timetable' was again rated by students as having a medium score (3.8), which should be taken to mean that the online and hybrid implementation did not worsen the baseline situation. The start of renovation works in the Casino Palace gives hope that the area of facilities and equipment will climb out of the red ratings of the student surveys.

The library's performance ratings have increased slightly - mostly by a tenth of a point - but at least two are still significantly too low. The rating for 'Adequate volume of literature' (3.9) has increased, while the rating for 'Adequate access to literature' has decreased by a tenth of a point from 3.6, both of which remain at almost the same, average level. The relatively poor stocking of the library is certainly solved by internet access to a range of online resources, and in addition to fewer acquisitions, donations of literature by former professors, e.g. in the last year by Professor Igor Dekleva, have been an important enrichment. The factors 'Library staff have an appropriate attitude towards users' (3.0) and 'Library staff are able to advise me adequately in my literature search' (3.1) have fallen since

last year's survey, the former by three and the latter by two tenths of a point. The latter is certainly due to pandemic problems, but the improvement in all factors in the 'Library' domain should, with normalisation

the situation has improved, firstly because the library has gained half a point, and even more so with the move to Casino.

The scores for 'Student Office staff are responsive and efficient' (to 3.8) and 'Student Office staff have an appropriate attitude towards students' (to 3.7) have dropped by a tenth of a point. The factor 'Student Office opening hours are adequate' is also scored at 3.7. The trend will have to be reversed and the scores will have to improve at least slightly in the coming year. The factors 'I know who I can turn to for career advice' (3.1) and 'If I need a tutor, I know who I can turn to' (3.3) remain exactly the same as last year and call for improvement. At least the area of tutoring has seen significant organisational improvements since October and there is hope for an improvement in the scores. Career guidance, on the other hand, has been severely affected by the pandemic over the past year and will require more attention in the future.

The score for the factor 'The website contains all the information I need as a student' dropped by a tenth of a point to 3.7, which is probably due to the significantly increased search for information online. Some of this information was also provided to students by webmail. The extension of the website in English is already underway and will be implemented in January 2021, which should be expected to improve the score. The 'I am satisfied/satisfied with the wireless network' rating has risen to 3.6, which is certainly due to the replacement of the firewall and the installation of new access points. After the implementation of the above, the rating should improve. The factor 'I received information about the study process in a timely manner' was rated 3.7, the same as last year. Given the increase in the need for information, it is hoped that the score will improve as the situation normalises.

The rating of the overarching factor on satisfaction with studies, 'Overall, I am satisfied with my studies', has risen by two tenths since last year to 4.3. In a normal situation, this improvement would already be a good indicator, but in the situation we have witnessed, it is a confirmation of the efforts made to make the institution work as well as possible under exceptional conditions. It should certainly also be understood primarily as students' satisfaction with the way the study process is carried out and the results achieved.

The work of the International Office continues to be highly appreciated by students, thanks in particular to the staff member who manages it with dedication and an awareness of her responsibility towards students. The factors 'There is enough information about possible international exchanges', 'There are enough interesting opportunities for international exchange', 'Exchange is encouraged and supported', 'Professional support for international mobility is adequate', 'I have the opportunity to take compulsory courses abroad' and 'Recognition of ECTS is adequate' are rated between 4.0 and 4.3, similarly to last year.

The factor 'I was offered suitable elective courses from other UL faculties/academies' (4.2), which is rated the same as last year, also reaches the basic level of excellence. The factor 'I have a good choice of sporting activities within my studies' is rated two tenths of a point lower this time (3.8), which is attributable to the effects of the pandemic. The performance of the UL AG Student Council is two tenths of a point better than last year at 4.2. The rating for the factor 'During my studies I have met a sufficient number of external institutions (through excursions, inviting external speakers to seminars, etc.)' dropped by one tenth of a point to 3.4, which is not too critical in a pandemic

situation where international travel was difficult or impossible. While an increase in this type of networking would normally be necessary - contacts with similar institutions abroad are abundant - more funding would be needed.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Raising the score of the overarching factor on satisfaction with 'Overall, I am satisfied with my studies' by two tenths of a point to 4.3.	The improvement in the rating confirms that the institution is successfully pursuing vision and strategy, even in the difficult context of a pandemic.
Relative improvement in satisfaction with information systems.	Stable system performance and better internet signal enable better quality and more continuous work.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Many subjects remain ungraded despite the increase in the minimum number of grades.	Increasing the number of students in surveys.	Review of courses with sufficient number of students and discussion with teachers and invitation students to completing surveys.	Vice-Dean for Academic Affairs, Vice-Dean for Quality and International Activities.
Relatively poor rating the functioning of the student Tutoring (3,3.)	Improving the system the functioning of the student tutoring.	Establishing unified governance and a clear presentation of operations student tutoring.	Coordinators student tutoring, Leadership.
Relatively poor assessment of presentation and consequently, knowledge of between foreign institutions studying.	Enhancing students' exposure to foreign institutions.	Analysis of the situation and establishment of an overview and representation of international partner institutions and networks.	Head of Events, Head of IT Services, Registry, International Office, Heads of Departments, Vice-Dean for Quality and International Activities, Vice-Dean for Academic Affairs activity.
Relatively poor attitude scores (3.0) and advice (3.1) in library.	Improving attitudes and the way advice is given.	Analysis of the situation and establishment of a roadmap for improvement.	Library Manager.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
UL AG has also obtained results this year many student surveys too late.	Getting the results of student surveys earlier.	Presentation of the latest needs for improvement Centre for Social Sciences Informatics.	Student Office, Vice-Dean for Quality and International Activities, Vice-Dean for Student Affairs, Centre for Social Sciences Informatics.

3.6.4. International evaluations and accreditations

UL AG has been invited by *MusiQuE*, the agency for quality in higher music education, to present its plans to join the international accreditation process. The accreditation will be carried out (most probably in cooperation with NAKVIS) after the renovation and the move to the Kazina premises.

3.7. BUSINESS

3.7.1 Governance and management of UL AG

UL AG is working in line with its objectives: to raise the quality of its operations and to increase international visibility.

In the area of human resources, the following *documents have* been adopted by the AG in 2020:

1. The Guidelines for the Selection Procedure for Recruitment of Higher Education Teachers and Higher Education Associates at the UL AG were adopted by the Dean on 27 September 2020. The Guidelines for the Selection Procedure for Recruitment of Higher Education Teachers and Higher Education Associates, prepared on the basis of the *Guidelines for the Implementation of the Recruitment Procedures for Higher Education Teachers, Researchers and Associates, adopted by the UL AG at the 15th meeting on 18 July 2019*, were published on the UL AG website. The Guidelines for the Recruitment Procedure for Higher Education Teachers and Higher Education Associates are available on the UL AG website.

The selection committee for the vacant post of Senior Lecturer in Piano and the vacant post of Senior Lecturer in Percussion followed the above guidelines.

2. Regulations on the work and teaching commitments of teachers and staff of the Academy of Music University of Ljubljana, applicable from 1 October 2020.

The Regulations have been drawn up in accordance with the Regulations on the Work and Teaching Commitment of Higher Education Teachers and colleagues of the University of Ljubljana of 4 January 2018.

3. For the academic year 2020/2021, the UL AG Senate adopted the list of ensemble courses as a supplement to the

Article 8 (Table 5, entry 4) of the Regulation on the work and teaching commitments of higher education teachers and higher education associates of the UL AG of 22 September 2020 and the method of implementation according to the size of the group, as follows: duo = 1 hour, trio = 1.5 hours, Quartet or more = 2 hours.

4. The Criteria for Determining the Teaching Commitment in Courses of All Study Programmes of the UL AG (an integral part of the Regulations on the Work and Teaching Commitment of Higher Education Teachers and Higher Education Associates of the UL AG) are under discussion in the Departments.

5. The Working Time Regulations of the OJ AG will apply from 1 December 2020.

The UL AG has adopted a new Working Time Regulation and has launched a joint UL call for tender for the selection of a contractor for the registration of working time.

6. The Room Reservation Policy applies from 1 December 2020.

All the activities that could be captured in the past pandemic year were carried out online. Concert activity could be monitored online. All management tasks, meetings, sessions, colleges, were

conducted via Zoom and MS Teams. For this purpose, new computer equipment was purchased, consequently identified with new, unplanned costs.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Introduction of a new room reservation system.	Better control of occupancy rates.
Launch of the monthly UL AG Newsletter.	Better information for all stakeholders.
Adoption of guidelines for the management of the selection procedure for recruitment of higher education teachers	Transparent management of the selection process.
Adoption of the Rules on the work and teaching obligations of the higher education teachers and associates of the UL AG.	All working and Teaching commitments of senior teachers and staff UL AG.
Adoption of an amendment to the Regulations on working and teaching staff commitments - list of ensemble items.	Clearly defined teaching hours according to ensemble.
Switch to electronic payrolls.	Transparency, up-to-date, ecologically sound.
Adoption of the Working Time Regulations.	Clear registration, clear records, clearer insight into staff presence.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
The disconnected nature of different IT programmes.	To connect different information programmes.	Review the possibility of implementing simple and sufficiently low-cost solutions before acquisition APIS.	Secretary, Head of IT.
Lack of individual setting of password parameters user accounts	Stricter requirements for all user accounts, regular reviews user rights	Password settings in accordance with the University's internal policies and good practices.	Secretary, Head of IT.
Poor communication between offices.	Cooperation between different offices.	Organisation of regular inter-office working meetings, improving the quality of work.	Secretary, Dean.
OJ AG has no policies or regulations on e-filing	Adoption of e-storage guidelines, introduction of a management system documentation or RMS.	Preparation of the Rules of Procedure in cooperation with the UL.	The Secretary.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Covid-19 epidemic.	As little disturbance as possible the operation of the study process.	Preparation of different scenarios for action and delivery of lessons.	Dean, working group.
Funding cut by on the website of the Ministry of Foreign Affairs.	Operation intact.	Preparation of marketing programmes.	Dean, Vice-Dean for Dean for Academic Activities, Vice-Dean for Quality and International Activities.

Unstable funding.	Analysis and control of income and expenditure.	Preparation of quarterly analysis reports accounting.	Secretary, Head of FRS.
Too many temporary staff.	Reduction in the number of honoraria.	Preparation of announcements of the expected honoraria in June for the following academic year.	Vice-Dean for Academic Activities, Registrar, Dean.

3.7.2. Staff development and staff establishment plan

In 2020, 59 higher education teachers were employed at the UL AG, including one part-time and four 20%-time higher education teachers. There were 15 Higher Education Assistants, of whom one was part-time, and 16 Professional Administrative Staff, of whom one was part-time. The study process was also supported by 97 contractual staff, of which 70 were higher education teachers and 27 were higher education assistants.

A technical staff member at UL AG leaves his post due to retirement. A call for tenders and the recruitment of a full-time, fixed-term Technical Assistant II until 30.12.2020 were carried out. In October, the Senior Assistant Assistant for the area of accompaniment was terminated due to retirement.

A part-time permanent post of freelance library assistant has been recruited.

The posts of Senior Teacher of Piano and Senior Teacher of Percussion were advertised. The Selection Committees for the advertised post of Senior Lecturer in Piano and the advertised post of Senior Lecturer in Percussion carried out the procedures in accordance with the guidelines and proposed a candidate for a full-time appointment at UL AG. On the basis of the signed selection decision, the two candidates were forwarded their contracts of employment for signature.

A post of Higher Education Assistant with a PhD has also been advertised to cover the absence of a staff member.

There was one higher education teacher on the Sabbatical Year.
 There were 12 completed procedures for election to the grade.
 Five staff members have received training in the form of a seminar and a lecture.

12 foreign professors worked at the UL AG in the framework of the Erasmus+ international exchange programme. Five higher education teachers from the UL AG took part in the international exchange.

In the framework of the Bilateral Exchange, one UL AG teacher worked at the Academy of Music of the University of Zagreb and one professor of the Academy of Music of the University of Zagreb at UL AG.

One foreign professor worked at UL AG within the *Swiss-European mobility* programme (SEMP).

UL AG has signed up to the GC Personal Folders module, which is the first prerequisite for the introduction of Apis to the membership. HR documents created in Apis will be stored in the GC at the appropriate classification number in the corresponding file and will be visible via the 'Personal Folder'. If the module had not been implemented, staff documents created from Apis data could not be stored. Following the introduction of the GC Personal Folders module, which requires documents to be captured in electronic format on certified scanners, documents stored in this way will fully and legally formally replace physical documents. We plan to start entering documents into the module in January 2021.

The UL AG is in the process of obtaining an online digital certificate for full-time employees.

All HR work in terms of contact has been done online, remotely, due to the epidemic of covid-19. Home working was introduced.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Recruitment of a percussion teacher.	The acquisition of a field promoter will bring development the quality of the study process.
Recruitment of a university teacher in piano.	Quickly replacing a deceased colleague will allow students to progress smoothly; gaining a reputable international reputation a higher education teacher in piano will be contributed to the development of the field.
Acquisition of computer equipment for the delivery of lessons at distance.	Improved conditions for distance learning and classroom teaching in the classroom.
Recruitment of a technical assistant.	Smooth running, replacement of retired of the worker.
Recruitment of a freelance professional in the field of libraries.	To help the library run smoothly and to ensure its quality.
Obtaining an online digital certificate for employees.	Safe operation.
Launch of the GC Personal Maps module.	Documents kept in this way are legally formal replacing physical documents, clearer and faster access to documentation.
Online sending of pay slips and AH payments.	Faster access to pay slips and AH printouts.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Training plan pedagogical and professional administrative and no technical staff yet ready.	Establishing an overview of education and training on the website and on a regular basis refreshing it.	Preparing the plan human resources development pedagogical and professional administrative and technical staff.	Secretary, Human Resources, Leadership.
A large number of honoraria colleagues.	New systematisation jobs at UL AG	Update of the systematisation jobs at UL AG	Leadership.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Covida-19 epidemic.	As little disturbance as possible operation.	Flexible online operation.	Leadership.

3.7.3. Information system

In 2020, the Academy of Music successfully implemented new network switches and access points, several desktop and laptop computers and successfully migrated mailboxes to the O365 cloud. The Eduroam network signal coverage was fluctuating or inadequate, and the UL AG has therefore undertaken a comprehensive replacement of access points and switches to increase network reliability, availability and security. This increased network reliability, availability, security, usability and speed of operations. At UL AG, we have successfully implemented projection devices in three classrooms.

The Academy of Music's objective in 2021 is to ensure the stable and secure operation of its IT infrastructure and to develop and maintaining IT support for economic and efficient operations.

A key weakness of the existing UL AG IT system is the disconnected nature of the individual components, which means multiple entry of the same data, more unnecessary work and, consequently, a lower quality of use of the IT system. We are in the preliminary stages of implementing a new information system, APIS, which will combine the HR and financial accounting applications. The replacement of obsolete workstations needs to be continued in order to ensure the quality of study activities.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Purchase of desktop and laptop computers, Chairpersons, referees, international activity.	Increasing reliability, accessibility and safety networks.
Purchase and install wireless access points and switches.	Increase the quality of access to your wireless network. Stable and secure IT infrastructure.
Purchase and installation of advanced projection devices in classrooms.	Increasing the quality of lectures and presentations.
Implementation of a new room booking system and link to the timetables on the website; and a programme for student informatics.	Multiple printouts and functionality.
Purchase of projection equipment for the SWING project.	Upgrading projection functionality to meet the needs of Project.
Purchase of IT equipment for the library.	Increasing reliability, accessibility and safety networks.
Arranging the timetables in the programme for the academic year Informatics.	Multiple printouts and functionality.
Transfer emails to the O365 cloud.	Increasing reliability, accessibility and size letterboxes.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY WITHIN A MEMBER
Outdated hardware equipment.	Higher assurance Service.	Supply and replacement hardware.	IT Service, Leadership.

Disconnected locations.	Providing the same services at all locations.	Optical fibre connection to Vegova/Gosposka and Palača Kazina in the 'Butterfly' network.	IT Service, Leadership.
KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Heating of the system space.	Higher service delivery.	Replacing the air conditioner in the system space.	IT Service, Leadership.

3.7.4. Communication with the public

The Public Relations Department was actively involved in the coordination, realisation and promotion of most of the UL AG events and projects. The activities of the Public Relations Department of the Academy of Music were adapted to the constraints of Covid-19. Nevertheless, the Department of Sacred Music, the masterclasses of the Department of Wind, Brass and Percussion Instruments, the Solo e da camera series concerts, which were held online, were presented with a comprehensive publication, concert listings and an integrated image, and the events and the Academia Musicæ Labacensis 2020 Summer School were successfully promoted.

The UL AG website is being redesigned, in particular the English website, and a new and more modern website for the Academia Musicæ Labacensis Summer School 2021 is under construction.

A new feature is the AG Newsletter, a monthly e-newsletter, six issues of which have been published so far, to keep staff and students informed about current events, competitions, staff and student successes, calls for tenders

... The UL AG presentation booklet in English is published.

The UL AG Facebook page and the posting of events on the plasmas in the Old Market Square and Vega Street are also important for better visibility.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Launch of the new monthly e-publication AG Newsletter.	Keeping staff and students informed about new developments, UL AG activities, concerts, competitions, successes ...
Launch of the UL AG English-language presentation booklet and updating the English-language website of the UL AG.	Promotion of UL AG abroad, comparability of UL AG with the best European institutions.
Attractive design of UL AG publications (Concert Book, weekly departmental booklets, posters, concert lists, flyers, etc.).	Improving corporate image and visibility.
Publication of events on the website of the Forecaster, STA, Sigic, UL Dean's Office ...	Publications provide information about UL AG events, pages are very well visited.

KEY WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY

The epidemic of covid-19 has severely affected in artistic activity and cut access to the public.	Invite the public to online concerts or as soon as possible, Invite audiences to concerts and other live events.	UL The AG must ensure that all necessary security measures are in place and that online concerts are of the highest possible quality.	Management, Service concert activity, public relations.	The epidemic of covid-19 has severely affected in artistic activity and cut access to the public.
Incomplete information on English websites	Updating the look and capabilities UL web images	Agreeing with the web designer and gradually adding	Contracted external liaison officers	Incomplete information on English websites
OJ AG, concerts and events can only be published in Slovene. Consequently, the low profile of UL AG in the international space.	AG in Slovenian and in English	content and keeping it up to date. Designing a new website images of the Summer School UL AG.	publicity and concert activities, management, IT department of the UL AG, management of the UL AG.	OJ AG, concerts and events can only be published in Slovene. Consequently, the low profile of UL AG in the international space.

3.7.5. Asset management plan

In 2020, renovation work on the Palais Kazina was and is ongoing.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Purchase and installation of three electric pianos (clavins) in classrooms where piano lessons A, B, C are held.	Ensuring students get practice, resulting in a rise in the quality of the lessons.
Hire of two pianos and two upright pianos.	Ensuring the quality of the study programme programme.
Repair of harpsichord.	Ensuring the quality of the study programme programme.
Purchase of suitable cabinets for storing instruments.	Ensuring proper storage of instruments.
The proposal to purchase an accordion is in the Financial Plan.	Ensuring the quality of the study programme programme.

KEY WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE(I)	PROPOSALS MEASURES**	ACCOUNTABILITY
No visible review inventory in on the premises of the UL AG.	Introduction of the review inventory in individual on the premises.	Accommodation inventory sheets on walls in each of the premises.	Inventurne commissions, trustees instruments, The Secretary.	No visible review inventory in on the premises of the UL AG.

The lack of transparency on the need for maintenance instruments.	Introduction of an online enrolment system orders, repairs and tune-ups.	Setting up a programme to enable the entry of orders for instrument tuning; recruitment of a tuner to maintain the UL AG instrumentarium on a permanent basis, or engagement an external tuner, which will regularly, at least once a month, tune up and fix all the pianos.	Instrument administrator s, heads of departments and chairs, head of the informatics service, Secretary, Vice-Dean for Arts, Dean.	The lack of transparency on the need for maintenance instruments.
Inappropriate classroom equipment remotely at group subjects.	To equip lecture theatres with cameras - ICT equipment for Modern	Purchase of appropriate equipment.	Leadership.	Inappropriate classroom equipment distance at group subjects.
	teaching in distance learning.			

3.7.6. Internal control

Internal supervision is carried out at several levels. The Dean interviews all staff, the Registrar supervises the work of non-teaching staff. Each of the Vice-Deans manages and supervises the colleagues working in his/her area. The members of the Quality Committee monitor the areas for which they are responsible throughout the year and make suggestions for improvement to the Vice-Dean for Quality and International Activities. The Dean passes them on to the Dean's Colleges, who discusses them and ensures that they are implemented.

Due to the epidemic of covid-19, all activities in terms of surveillance were carried out online. Supervisors were appropriate technical equipment is provided for this purpose.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Keeping the performance of each area under review.	Solving problems on the fly, striving for improvement.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
Covida-19 epidemic.	Smooth operation.	Flexible online operation.	Leadership.

3.8. CARRYING OUT TASKS UNDER A MANDATE (TASKS OF NATIONAL IMPORTANCE)

UL AG represents the top of the educational pyramid in the field of music education in the country. It is committed to the development of the profession and confirms its national importance with top results both nationally and internationally. It also carries out nationally important tasks in accordance with its mission and vision.

Care for Slovenian

Lectures at UL AG are held in Slovenian, which is the main tool for the implementation of its activities. The care of the Slovene language is inseparably linked to the educational, research and artistic work of the Academy. Monographs, collections, articles, textbooks, worksheets, handbooks and other pedagogical materials demonstrate a concern for nurturing terminology in the Slovene language. This will not diminish, even with the ongoing efforts and campaigns for greater internationalisation.

3.9. ASSESSMENT OF SUCCESS IN ACHIEVING THE OBJECTIVES SET

Of the 69 proposals for action from the previous year, 22 were implemented, representing 31.88% (previous year 38.33%), 17 were partially implemented, representing 24.64% (previous year 18.33%), 11 were carried forward to the next year's work programme, representing 15.94% (previous year 36.67%), and 19 remained at proposal level, representing 27.54% (previous year 27.54%).

13 of the actions (18.84%) carried over to the 2021 Work Programme or remaining at proposal level could not be implemented or implemented due to the covid-19 pandemic.

The UL AG management set a target to increase the percentage of measures implemented, but this has slightly decreased since last year. This is due to the epidemic of covid-19, which has had two effects. On the one hand, some measures could not be implemented due to the closure of the establishment or the special conditions under which it operates, and on the other hand, the pandemic required a rapid response and extensive additional action in all areas of the establishment's activities to ensure that the day-to-day work was as efficient and effective as possible, which took away space and time from the implementation of the measures set out in the Annual Report. It should also be noted that some of the proposals for action are strategic in nature and require a longer timeframe for implementation, while others address external factors and will consequently be very difficult, if at all, to implement.

Overall, UL AG has been relatively successful. The management and staff responded well to the situation and the study process was of a relatively high quality despite the unfavourable conditions. We still note that the Government of the Republic of Slovenia is not sufficiently implementing the Strategy for the Development of Higher Education 2011-2020: Bold Slovenia. Higher education is underfunded, and this is particularly true for UL AG.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
UL AG does not yet have international accreditation.	Strengthening quality.
Insufficient level of training of some teachers in ICT tools for music education.	Support for the academic community.
Insufficient number of international projects.	Developing and strengthening cooperation in transnational inter-institutional learning communities, intensifying project networking with partners.
Lack of international visibility of UL AG.	Raising the level of international visibility.
The level of preparation of students for orchestral playing and auditioning for orchestral positions is not always adequate.	Strengthening students' competences.
A concert season severely curtailed by the Covid-19 pandemic, a whole generation of soloists lost.	Organisation of a concert season in cooperation with other music and cultural institutions in the Republic of Slovenia.
Insufficient encouragement of talented students.	Support for talented students enrolled at UL AG

3.10. ACCOUNTING REPORT

UL ACADEMY OF MUSIC

Person responsible for preparing the report Vida Miklič oec.

UL ACADEMY OF MUSIC

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1 ACCOUNTING INFORMATION

1.1 Accounting policies

The activities of the UL Academy of Music are monitored by source of funding, separately for the public service financed from the budget and the public service financed from other sources. It records the business events by cost centre in the general ledger and in the subsidiary records as an overview of costs and revenues and of the realisation of the use of budget and other funds.

The annual report is drawn up in accordance with the regulations, taking into account the Public Finance Act, the Higher Education Act, the applicable accounting standards, the Guide to the preparation of the annual accounts and the Methodology for the preparation of the report on the achievement of objectives and results, the Accounting Act and the Regulations on the content, breakdown and format of the financial statements.

The valuation follows the Uniform Chart of Accounts for the Budget, Budgetary Users, which sets out the content of the accounts for the recording of each type of asset and liability.

The amortisation charge for 2020 is valued in accordance with the Regulation on the method and rates of amortisation of intangible fixed assets and property, plant and equipment. In accounting for property, plant and equipment, the criterion of identity is applied. We classify property, plant and equipment as equipment or as small inventories, regardless of their value, which may be greater or less than EUR 500. The acquisition of small inventories is immediately put to use and is written off 100 per cent.

In the educational sector, we specifically monitor and manage publishing and concert activities. In 2020, the publishing activities included the publication of the *Music Pedagogical Proceedings - 31st volume* and the scientific publication of Darja Koter *UL Academy of Music - 80 years*. The books and publications in the publishing activity are included in the study literature for the students of the UL AG at undergraduate and postgraduate level. Inventories of these books are recorded in Class 3 at cost or at the direct costs of materials and services incurred in publishing each book. Inventories are reduced by the cost of books sold. The selling price is set at least at cost, and if the edition is co-financed, the price per copy is reduced by the proportion of the co-financing.

We do not report other stocks of materials, supplies and small inventories in Class 3.

The UL Academy of Music was not taxable in 2020 as it does not have a taxable turnover above EUR 50,000.00 in accordance with Article 94 of the VAT Act.

With the transfer of the Palača Kazina building, which became the property of the University of Ljubljana on 1 October 2015, the UL Academy of Music also took over all the users occupying the premises, and thus the charging of running costs on a pro rata basis. Claims for reimbursement or reimbursement of users' costs are recorded in the suspense accounts receivable. In view of the amendment to the Regulations on the preparation of annual reports for the year 2020, we record revenue for the actual rent charged for rented premises in the framework of the public service activity - other sources.

In 2020, the UL Academy still had three occupants in the Kazina building, who cover a share of the operating and maintenance costs: the Institute of Contemporary History, NIB and Kazina, d.o.o.

Other tenant contracts have been terminated as of August 2020 due to the adaptation of the Palača Kazina building.

The UL Academy acquired the premises to address a space constraint, which meant that we had to rent additional premises to adapt the entire building.

Rental income covers the costs of regular study activities, so we do not have any criteria for allocating income.

Other important sources of funding include tuition fees for part-time studies, other services charged according to the Price List, funds obtained from EU projects, donor funds for concert activities, funds for co-financing the costs of concert activities, performances by UL AG students in accordance with the agreement on participation in University of Ljubljana events, which, according to the applicable regulations, constitute public service activities - other sources.

1.2 Notes to the financial statements

1.2.1 Balance sheet

The acquisition cost of intangible fixed assets - software - has changed and amounts to EUR 28,438.25, the value adjustments (amortisation) amount to EUR 26,037.40 and the present value amounts to EUR 2,400.85.

The acquisition value of the immovable property amounts to EUR 8,637,502.11, the valuation allowance is EUR 2,313,854.33 and the present value of the immovable property - buildings and land - is EUR 6,323,647.78, which includes the value of the investment works for the construction of the new Academy building and the Casino Palace extension amounting to EUR 21. The acquisition value of the immovable property is represented by the building land of the Palais Kazina in the amount of EUR 182 400,00 and the building land adjacent to the Kazina building in the amount of EUR 1 710 000,00 and the land in Krčevina pri Ptuj, which, according to the 2004 appraisal offer, amounts to EUR 75 277,39 for 15 755,00 m².

The acquisition value of equipment and small inventories increased by EUR 88,798.44 in 2020 and totals EUR 2,561,526.28 at 31.12.2020. The increase in the acquisition value of equipment represents the purchase of classrooms from the surplus identified for 2020 and allocated to investments totalling EUR 64. EUR 1 045,79 (tenor saxophone Selmer, complete restoration of Fazioli piano, screen, interactive screen, Epson projector, Casio digital piano 3 pc, Rockus switches and access points - Edoruam network, 2 pc computers, 13 pc laptops, 2 pc Panasonic scanner, 2 pc cabinets and Sibelius computer software 25 licences). Other equipment and small inventories purchased from the funds of the study activities amounting to 16. EUR 837,51 is made up of school equipment (blackboard, saxophone case, mouthpieces 3 pcs, piano chairs 4 pcs, saxophone stand 4 pcs, stand light, instrument storage cabinets 6 pcs, camera 2 pcs, photoscore note scanning attachment 10 pcs, office equipment desk, cupboard with shelves, GSM machine 1 pcs, monitor 2 pcs, port replicator 4 pcs, printer 2 pcs, barcode scanner and other equipment). The total amount of EUR 837,51 is made up of school equipment. The increase also represents the purchase of professional literature for the library for EUR 7 915,14 from the study activity funds and EUR 737,21 from

the ARRS funds.

The depreciated value of equipment and small inventories amounts to EUR 2,307,198.94 and the present value of equipment amounts to EUR 254,327.34.

Equipment depreciation is 90.07 %. The depreciation rate increases further each year, indicating that the equipment used for the teaching process - instruments, computer equipment and classroom equipment - needs to be replaced or modernised.

Current assets include cash on sub-account of EUR 263,411.26, which represents funds needed for liquidity operations. In accordance with the liquidity management regulations, we have free cash funds deposited with the Bank of Slovenia in a single treasury account.

The balance of short-term trade receivables due from customers in the country amounts to EUR 10,018.58. We have also made an allowance for doubtful, doubtful and disputed receivables over 180 days overdue, totalling EUR 34,821.63, which are still subject to recovery. The receivables comprise student fees for part-time and PAI studies and other receivables according to the price list for examinations, recognition of significant works of art and receivables for publications.

In 2020, the write-offs of PAI tuition fees, PhD tuition fees, premises rent - foreclosure were not settled, which we record as an allowance for receivables for 2020.

One of the larger receivables is Pisanica d.o.o., amounting to EUR 29,467.63, for which an enforcement action has been filed with the Ljubljana District Court and for which we have received a certificate of finality and enforceability. In addition to the reminders, further recovery procedures will be carried out following the decision of the AGM. The receivables are within the limits that do not jeopardise the business, as the invoices were mostly issued in December 2020 and are due in January 2021. The above mentioned receivables are fully recoverable and will be mostly settled in early 2021.

The receivables from UL amounting to EUR 477,830.71 are receivables for the financing of the implementation of the study activities - twelfth for December 2020, protection funds for December 2020, funds for the reimbursement of the costs of the concert activities for the 100th anniversary of the UL, the rent of the Metropolitan University of Ljubljana Ltd for November and December 2020 and the ARRS receivable for foreign literature.

Receivables from other indirect users of the ECN amounting to EUR 686.38 are receivables from the UL FKK - student performances at events and receivables from the Slovenian Philharmonic for the balance of paid subscriptions in the 2019/20 season.

Other short-term receivables amounting to EUR 3,954.87 represent a receivable from the Health Insurance Fund for reimbursement sick leave over 30 days, charged to salary for November and December 2020.

The accrued charges of EUR 2,486.95 represent short-term deferred costs: insurance premiums January-March 2021 of EUR 2,377.60 and RIS licences for January-April 2021, Public Sector subscription for January-March 2021 of EUR 109.53.

Current liabilities by group of accounts in class 2 amounting to EUR 435,285.03 show the actual balance of payables to staff, suppliers and other indirect users of the EAA. Payables to staff represent salaries, wage indemnities, travel orders, reimbursements of staff expenses -

payables for December 2 0 2 0 . The payables will be settled in accordance with

agreed payment deadlines to suppliers, salaries and allowances on 5.1.2021 and travel orders on 23.2.2021.

Current payables to government and other institutions amounting to EUR 80,973.58 represent taxes and contributions on salaries, royalties, PIZ and health contribution from AH for 12/20, corporate income tax for 2020 and contribution for the promotion of employment of disabled persons for December 2020. Other current liabilities amounting to EUR 58,236.58 represent the payables under author and subcontract agreements, payable to SKB - business card for 12/20, payable for VAT and payable to individuals - and payable to employees for payroll deductions for December 2020.

The reported accrued liabilities of EUR 136,573.91 represent earmarked funds to cover costs in the next accounting period, i.e. the academic year 2020/21. The funds are earmarked for the costs of the part-time Bachelor's degree, the PAI degree, the PhD degree 3. The other earmarked funds are the funds for the solfeggio competition seminar and the funds from the EU project Swing - Lola for 2021.

The present value of the donations for the purchase of instruments amounting to EUR 100,016.54 is shown under long-term accrued liabilities in the amount of EUR 142,624.42. In 2020, the value of the donations for the purchase of instruments increased by EUR 2,940.00 and decreased by the accrued amortisation of EUR 129,762.40. The unused balance of the donation for the purchase of instruments as at 31.12.2020 amounts to EUR 42,607.88.

The pool of assets held by public funds and other legal entities governed by public law for intangible fixed assets and tangible fixed assets was reduced by the depreciation charge for 2020 of EUR 265,953.71.

The surplus of revenue over expenditure as at 31.12.2020 amounts to EUR 87,400.69. The value of the pool of assets transferred into ownership as at 31.12.2020 has decreased compared to 2019, amounting to EUR 6,503,716.33, and is in line with the balance of receivables from the Founder.

1.2.2 Income and expenditure account

Total revenue for 2020 is EUR 5,902,468.27, 2.15% higher than achieved in 2019

Operating revenue accounts for almost all, 99.98%, of public service revenue, with other revenue accounting for a smaller share, 0.02% of total revenue.

The UL Academy is fully an educational institution - a public service. The financial resources for the implementation of the activities are almost entirely provided by the Ministry of Foreign Affairs and Social Affairs (97.46 %), with a smaller source of public service income, 0.10 %, coming from the EU budget. The income generated by tuition fees, registration fees and the procedures for the election to the title of Academy of Arts, the recognition of significant works of art, accounts for 2.02 % of the total income, while 0.42 % of the income is accounted for by project funds for the co-funding of concert activities, participation fees, publishing activities, donations and rent of premises.

Financial and other income amounted to EUR 1,373.38, representing 0.02% of total income, and represents income for the Sava Insurance Company's bonus for a favourable property insurance claim result for 2020 and the repayment of the write-off of the PAI tuition fee receivable from previous years.

Total revenue per employee amounts to EUR 68,633.35.

Total expenditure amounts to EUR 5,814,861.18 and is entirely made up of operating expenditure.

This represents an increase of 1.65% compared to the expenditure achieved in the previous year.

Personnel costs represent 77.86% of total operating costs. Total expenditure per employee amounts to EUR 67 614.66. The average salary per employee is EUR 42 964.51, of which EUR 47 309.13 for salary subgroup D01 and EUR 23 956.80 for salary group J. The average salary per employee is EUR 42 964.51, of which EUR 47 309.13 for salary subgroup D01 and EUR 23 956.80 for salary group J. The average salary per employee is EUR 42 964.51.

The operating result for 2020 shows a surplus of revenue over expenditure of EUR 87,400.69, which is to be allocated to investments in the purchase of essential instruments for study activities. For 2020, we have used all of the JS budget and part of the JS other resources to cover the costs of our regular first- and second-level study activities, and we ended the financial year with a positive financial result.

The positive operating result was due to the 4.82% increase in the twelfth, the RSF allocation for 2020 of 111,222.33 and, above all, the significant reduction in the cost of services from concert activities and commuting costs due to the declared epidemic of covid19, as the work was mainly carried out from home, both for the teaching process and for the work of the AG's administrative and professional services.

The positive financial result was also affected to a lesser extent by the EU SWING project funds and the Erasmus+ participation funds of the higher education staff, totalling EUR 5,876.36, and by the rent of the Palais Kazina building, amounting to EUR 4,324.52.

In FY2020, the budget revenue generated was thus able to cover the full costs of delivering both full-time Level 1 and Level 2 programmes. Labour costs have also increased for 2020, mainly due to the further relaxation of the measures under the ZUJF (promotions, recourse, salary grades, PIT premiums) and are 5.64% higher than in 2019. The relaxation of the measures under the ZUJF will lead to an increase in labour costs, and therefore an increase of the 12th would also be necessary for the labour costs for 2021.

We are contracting teaching staff because we are still unable to recruit new teaching staff due to government measures and insufficient funding, as we have been warning for several years. We have further reduced the costs of our study activities for 2020 through strict austerity and rational management of the use of both budgetary and other public service resources.

We recognise an income tax charge of EUR 206.40 for 2020, as we were only able to take into account a 63% reduction in the tax base due to tax relief on fixed asset investments due to a change in legislation.

1.3. Report on funds received from the budget of the Republic of Slovenia

The funds received from the budget of the Republic of Slovenia on the basis of the Regulation amounted to EUR 5,227,735.56 for the TSF and EUR 111,222.33 for the RSF. Other funds received are classroom rentals in the amount of EUR 391,604.89 and funds for the co-funding of doctoral studies in the amount of EUR 11,923.53. For extra-curricular activities for 2020, we received funds in the amount of EUR 539.65. The funds from the Ministry of Education and Science for the implementation of the study activities on the basis of the Regulation have increased by 6.88% compared to 2019.

All the funds were earmarked for the implementation of the study activities under the publicly applicable programme. The funds received for the Development Fund were fully earmarked for use in 2020. The funds received from the budget, together with the funds received from other sources of public service (Price List, tuition fees, rents, donations), were fully sufficient to cover all operating costs in 2020.

This resulted in a surplus of revenue to the MoYS of EUR 14,800.14, arising from the receipt of earmarked UL funds of EUR 15,260.41 for the rent of Vegovo 4 and Gosposko 6 for December 2020, for which the outflow occurred in January 2021.

Report on the implementation of the austerity measures in place in 2020 by cash flow and on an accrual basis:

- The continued implementation of the austerity measures in the area of wages and salaries decided by the government and the ZUJF held back the growth in the cost of gross compensation of employees, reimbursements and allowances, employer contributions and PIT premiums in 2020 as well,
- We did not make any payments for IRD in 2020,
- Replacing retired workers with regular jobs in 2020,
- the use of freelance staff instead of full-time staff,
- we did not pay any cash Prešeren Prizes in 2020,
- Reduction of student labour costs from regular activities,
- a reduction in the costs of concert activities, transport costs for full-time and temporary staff due to working from home, as a result of a declared viral epidemic of covid-19.

1.4. Report on funds received from local government budgets

We did not receive any funding from local budgets in 2020.

1.5. Breakdown of revenue and expenditure in 2020 by source of funds

	Revenue in EUR	Expenditure in EUR	Revenue in %	Expenditure in %
Ministry of Education and Science - Education funding - Regulation	5.746.901	5.732.101	96,86	98,26

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MIZŠ or ARRS - research funding	1.106	1.106	0,02	0,02
Other budgetary resources (other ministries and local budgets)	1.115	1.115	0,02	0,02
European budget, calls for tenders outside the RS budget (utility programmes)*	4.446	11.420	0,07	0,20
Other means of implementation public service activities	179.370	87.847	3,03	1,50
Proceeds from the sale of goods and services on the market				
Total	5.932.938	5.833.589	100	100

* Business Guide: overview of EU programmes is published on the website of the Slovenian Chamber of Commerce and Industry. <http://www.gzs.si/slo//15320>

Income and expenditure are shown on a cash-flow basis.

In 2020, a surplus of revenue over expenditure of EUR 99,348.79 is identified, which is mainly due to the receipt of the UL reserve fund of EUR 27,122.70, the receipt of the rent for the Music Matrix for December 2020 of EUR 15,260.41, for which an outflow will occur in January 2021 or by the end of the academic year 2020/2021.

The surplus also partly reflects the receipt of MIZŠ co-financing of doctoral tuition fees 3rd cycle in the amount of EUR 11,923.53, the funds received for the two instalments of the part-time and PAI studies and the 3rd cycle doctoral studies, which will be fully used by the end of the academic year 2020/2021.

In 2021, the AG again partially covered the expenditure incurred for study activities from other non-budgetary resources (services according to the Price List, tuition fees, donations). The result for 2020 shows that AG ended the year relatively successfully, with no major liquidity problems.

Cleared flow:

	Revenue in EUR	Expenditure in EUR	Revenue in %	Expenditure in %
Ministry of Education and Science - Education funding - Regulation	5.739.181	5.727.453	97,24	98,50
MIZŠ or ARRS - research funding	737	737	0,01	0,01
Other budgetary resources (other ministries and local budgets)	1.116	1.116	0,02	0,02
European budget, calls for tenders outside the RS budget (utility programmes)*	9.699	8.962	0,16	0,15
Other means of implementation public service activities	151.735	76.593	2,57	1,32
Proceeds from the sale of goods and services on the market				0,00
Total	5.902.468	5.814.861	100	100

The Income and Expenditure Chart by accrual stream shows that the use of the Ministry of Education's funds for educational activities for 2020 resulted in an excess of income over expenditure of EUR 11,728.46, mainly due to the implementation of austerity measures and reduced costs for concert activities, reduced commuting reimbursements due to the declared pandemic and the consequent work-from-home situation. The surplus is fully utilised and represents a resource for the purchase of essential instruments and computer equipment in 2020.

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The 2020 operating result, after the 2020 corporation tax charge, shows a surplus of revenue over expenditure of EUR 87,400.69, which is mainly derived from the JS non-budget and is earmarked for investments - purchase of instruments following a decision of the AG AG's Governing Board.

1.6 Other

In 2020, the Academy did not make any disbursements of funds paid on the basis of court and other decisions, and out-of-court settlements.

2. FINANCIAL STATEMENTS

2.1 Balance sheet with statutory annexes

2.2. Income and expenditure account with compulsory annexes

2.3. Special section of the financial report

2.4. Other annexes

Ljubljana, 23 February 2021

University of Ljubljana
Member:

ACADEMY OF MUSIC

Person responsible for drawing
up the balance sheet:

VIDA MIKLIČ

Responsible
person:

PROF. MARKO VATOVEC

Place and date:

LJUBLJANA, 23.02.2021

MAJOR DEVIATIONS FROM IPO 2020 TO REAL 2019 AND FN 2020 WITH EXPLANATORY MEMORANDUM

For data where percentages of larger deviations have been calculated, EXPLAIN BRIEFLY the reasons! Explain in each case the excess of revenue or expenditure!

NAME	AOP (last two numbers)	RE 2020 / RE 2019 DEVIATIONS IN NOMINAL EURO	PERCENTAGES OF LARGER DEVIATIONS RE 2020 / RE 2019 for an explanation	REASONS FOR MAJOR DEVIATIONS	RE 2020 / FN 2020 DEROGATIONS NOMINAL IN EUR	PERCENTAGES OF LARGER RE 2020 / FN 2020 DEROGATIONS for an explanation	REASONS FOR MAJOR DEVIATIONS
A) OPERATING REVENUE (661+662-663+664)	660	125.018			-39.039		
B) FINANCIAL REVENUE	665	0			0		
C) OTHER REVENUE	666	-853			-327		
(Q) REVALUATION OPERATING INCOME (668+669)	667	200			-1.300		
D) TOTAL REVENUE (660+665+666+666+667)	670	124.365			-40.666		
E) COST OF GOODS, MATERIALS AND SERVICES (672+673+674)	671	-144.213	-10,52%	The index shows a decrease in the cost of materials and services, mainly due to the significant reduction in concert costs as a result of the declared epidemic, but also due to the implementation of austerity measures across the whole public sector	-9.845		
F) PERSONNEL COSTS (676+677+678)	675	234.361	5,47%	The index shows an increase in wage costs, mainly to take account of the increase in the ZUJF measure, a one-grade increase in November 2019, which has a significant impact on the increase in costs in 2020, and a one-grade increase for all teaching staff.	-63.274		
G) DEPRECIATION	679	-1.639			4.203		
H) RESERVATIONS	680	0			0		
J) OTHER COSTS	681	7.869			-413		
K) FINANCIAL EXPENDITURE	682	0			0		
L) OTHER EXPENDITURE	683	10			10		
M) OPERATING EXPENSES (685+687)	684	-1.900			-500		
N) TOTAL EXPENDITURE (671+675+679+680+681+682+683+684)	687	94.488			-69.819		
O) REVENUE SURPLUS (670-687)	688				29.153	49,87%	The operating result for 2020 is a revenue surplus over expenditure by EUR 87 400,69, mainly due to a significant reduction in the cost of materials and services as a result of the non-performance of concert activities, as well as a reduction in commuting costs as a result of
P) EXCESS EXPENDITURE (687-670)	689				0		

Article 5 of the Financial Regulation (use of budget surpluses)

1. STATEMENT OF EXCESS REVENUE OVER EXPENDITURE BY CASH FLOW (Article 77 of the ICAA) - SPECIAL PART

	2020	Explanatory notes/Instructions from the MoF
Surplus of revenue over expenditure after cash flow (surplus X as instructed by the MoF)	99.349 €	AOP 572 from the general part of the report by DT (DU financing account statement)
the excess of expenditure over revenue after cash flow		AOP 573 from SD DT; If you show an excess of expenditure over revenue, you do not calculate further.

2. CALCULATION OF THE SURPLUS OF REVENUE OVER EXPENDITURE AFTER CASH FLOW BY ZIPRS

	2020	Explanatory notes/Instructions from the MoF
surplus after cash flow	99.349 €	
unpaid commitments and unspent earmarked funds intended to finance expenditure in a future period	853.693 €	the whole of class 2 + long-term accrued liabilities (92) is taken into account
unspent funds for investments		The amount is calculated by deducting from the 'fund' (group accounts 9410) the present value of the non-designated PPE, property, plant and equipment and other tangible PPE (accounts 00-05)
surplus calculated in accordance with ICERD 1718 (to be allocated in accordance with Article 5 of ICERD 1718)	-754.344 €	If the calculated amount is positive, the surplus so calculated shall be recorded in sub-account 941280; if the amount is negative, nothing further shall be recorded in account 9412.

Allocation of the Member's realised surplus in 2020 after taxation (on an accrual basis)*

Surplus on the accrual basis, less surplus established under the ICERD	INVESTMENTS AND CAPITAL MAINTENANCE AND EQUIPMENT	NOT REFERRED	DEVELOPMENT OF ACTIVITIES	an explanation of the development of activities
87.401	87.401 €			

UNRESERVED SURPLUS OF PREVIOUS YEARS ALLOCATED IN 2020 FOR INVESTMENTS AND PURCHASES OF PROPERTY (transfer from 9412 to 9410) in EUR	57.730
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*The allocation is approved by the Member/Directorate's Board of Directors on:	24.02.2021
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	NAME	AOP (or last two digits)	REAL 2019 JS	REAL 2019 TRG	IPO 2019	FN 2020 JS	FN 2020 TRG	FN IPO 2020	REAL 2020 JS	REAL 2020 TRG	REAL IPO 2020
	A) OPERATING REVENUE (661+662-663+664)	60	5.776.077	0	5.776.077	5.940.134	0	5.940.134	5.901.095	0	5.901.095
760	760 TURNOVER PRODUCTS AND SERVICES	61	5.775.921		5.775.921	5.939.684	0	5.939.684	5.898.661	0	5.898.661
	AN INCREASE IN THE VALUE OF STOCKS OF PRODUCTS AND WORK IN PROGRESS	62	156		156	450	0	450	2.434	0	2.434
	A DECREASE IN THE VALUE OF INVENTORIES OF PRODUCTS AND WORK IN PROGRESS	63			0	0	0	0	0	0	0
761	761 TURNOVER MATERIALS AND GOODS	64			0	0	0	0	0	0	0
762	762 B) FINANCIAL REVENUE	65			0	0	0	0	0	0	0
763	763 C) OTHER REVENUE	66	2.026		2.026	1.500	0	1.500	1.173	0	1.173
	(Q) REVALUATION OPERATING INCOME (668+669)	67	0	0	0	1.500	0	1.500	200	0	200
Part 764	764 TURNOVER FROM SALES OF AXES	68			0	0	0	0	0	0	0
Part 764	764 OTHER REVALUATION OPERATING INCOME	69			0	1.500	0	1.500	200	0	200
	D) TOTAL REVENUE (660+665+666+667)	70	5.778.103	0	5.778.103	5.943.134	0	5.943.134	5.902.468	0	5.902.468
	E) THE COST OF GOODS, MATERIALS AND SERVICES (672+673+674)	71	1.370.418	0	1.370.418	1.236.050	0	1.236.050	1.226.205	0	1.226.205
Part 466	466 THE COST OF MATERIALS SOLD; AND BLAGA	72			0	0	0	0	0	0	0
460	460 MATERIAL COSTS	73	81.741		81.741	74.100	0	74.100	62.010	0	62.010
461	461 COST OF SERVICES	74	1.288.677		1.288.677	1.161.950	0	1.161.950	1.164.195	0	1.164.195
	F) PERSONNEL COSTS (676+677+678)	75	4.284.615	0	4.284.615	4.582.250	0	4.582.250	4.518.976	0	4.518.976
Part 464	464 WAGES AND SALARIES	76	3.479.628		3.479.628	3.730.850	0	3.730.850	3.694.948	0	3.694.948
Part 464	464 SOCIAL CONTRIBUTIONS EMPLOYER SECURITY	77	560.664		560.664	588.640	0	588.640	576.338	0	576.338
Part 464	464 OTHER LABOUR COSTS	78	244.323		244.323	262.760	0	262.760	247.690	0	247.690
462	462 G) DEPRECIATION	79	26.392		26.392	20.550	0	20.550	24.753	0	24.753
463	463 H) RESERVATIONS	80			0	0	0	0	0	0	0
Part 465	465 J) OTHER COSTS	81	37.048		37.048	45.330	0	45.330	44.917	0	44.917
467	467 K) FINANCIAL EXPENDITURE	82			0	0	0	0	0	0	0
	L) OTHER EXPENDITURE	83			0	0	0	0	10	0	10
	(M) PRE-EVALUATION OPERATING EXPENDITURE (685+687)	84	1.900	0	1.900	500	0	500	0	0	0
Part 469	469 EXPENDITURE ON SALES FIXED ASSETS	85			0	0	0	0	0	0	0
Part 469	469 OTHER REVALUATION OPERATING EXPENDITURE	86	1.900		1.900	500	0	500	0	0	0
	N) TOTAL EXPENDITURE (671+675+679+680+681+682+683+684)	87	5.720.373	0	5.720.373	5.884.680	0	5.884.680	5.814.861	0	5.814.861
	(O) REVENUE SURPLUS (670-687)	88	57.730	0	57.730	58.454	0	58.454	87.607	0	87.607
	P) EXCESS EXPENDITURE (687-670)	89	0	0	0	0	0	0	0	0	0
Part 80	80 Corporation tax	690			0	0	0	0	206	0	206
Part 80	80 Revenue surplus of the accounting period, taking into account income tax (688-690)	691	57.730	0	57.730	58.454	0	58.454	87.401	0	87.401
Part 80	80 Excess expenditure for the period including income tax (689+690) or (690-688)	692	0	0	0	0	0	0	0	0	0
	Surplus revenue from previous years to cover expenditure for the period	693			0	0	0	0	0	0	0

BALANCE SHEET

as at 31.12.2020

ACADEMY OF MUSIC

in euro, excluding cents

GROUPS CONTACT	NAME OF THE GROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Current year	Previous year
1	2	3	4	5
	RESOURCES			
	(A) NON-CURRENT ASSETS; AND ASSETS UNDER MANAGEMENT (002000+004+005+006+007+ +008+009+010+011)	001	6.580.376	6.913.796
00	INTANGIBLE ASSETS; AND LONG-TERM ASSET PROVISIONS	002	28.438	27.563
01	VALUATION ALLOWANCE FOR INTANGIBLE ASSETS	003	26.037	24.903
02	REAL ESTATE	004	8.637.502	8.637.502
03	VALUE ADJUSTMENTS TO IMMOVABLE PROPERTY	005	2.313.854	2.114.406
04	EQUIPMENT AND OTHER TANGIBLE FIXED ASSETS	006	2.561.526	2.475.353
05	WRITE-DOWN OF EQUIPMENT AND OTHER PROPERTY, PLANT AND EQUIPMENT	007	2.307.199	2.087.313
06	LONG-TERM FINANCIAL INVESTMENTS	008		
07	LONG-TERM BORROWINGS; AND DEPOSE	009		
08	LONG-TERM RECEIVABLES FROM BUSINESS	010		
09	RECEIVABLES FOR ASSETS PLACED UNDER MANAGEMENT	011		
	B) CURRENT ASSETS; EXCLUDING INVENTORIES AND ACCRUED CHARGES (012-022)	012	758.389	653.084
10	CASH IN HAND; AND IMMEDIATELY UNREADABLE SECURITIES	013		
11	BALANCES WITH BANKS AND OTHERS FINANCIAL INSTITUTIONS	014	263.411	158.867
12	SHORT-TERM TRADE RECEIVABLES	015	10.019	11.239
13	ADVANCES AND SECURITIES GIVEN	016		
14	SHORT-TERM RECEIVABLES FROM USERS OF THE SINGLE CHART OF ACCOUNTS	017	478.517	476.105
15	SHORT-TERM FINANCIAL INVESTMENTS	018		
16	SHORT-TERM RECEIVABLES FROM FINANCING	019		
17	OTHER SHORT-TERM RECEIVABLES	020	3.955	4.438
18	UNPAID EXPENDITURE	021		
19	ACTIVE ACCRUALS	022	2.487	2.435
	(C) STOCKS (024-031)	023	18.645	16.211
30	ACCOUNTING FOR THE PURCHASE OF MATERIALS	024		
31	STOCKS OF MATERIALS	025		
32	STOCKS OF SMALL INVENTORIES; AND EMBALLAGES	026		
33	WORK IN PROGRESS AND SERVICES	027		
34	PRODUCTS	028	18.645	16.211
35	ACCOUNTING FOR THE PURCHASE OF GOODS	029		
36	BAG STORAGE	030		
37	OTHER LOANS	031		
	I. TOTAL ASSETS (001+012+023)	032	7.357.410	7.583.091
99	OFF-BALANCE SHEET ACTIVE ACCOUNTS EVIDENCE	033		
	OBLIGATIONS, TO SOURCES OF RESOURCES			
	D) CURRENT LIABILITIES AND ACCRUED LIABILITIES (034-039)	034	711.069	631.375
20	SHORT-TERM LIABILITIES FOR ADVANCES AND SECURITIES RECEIVED	035		
21	SHORT-TERM PAYABLES TO EMPLOYEES	036	348.434	324.373
22	SHORT-TERM PAYABLES TO SUPPLIERS	037	80.661	99.596
23	OTHER CURRENT LIABILITIES	038	139.210	103.610
24	SHORT-TERM PAYABLES TO USERS OF THE SINGLE CHART OF ACCOUNTS	039	6.190	7.751
25	SHORT-TERM PAYABLES TO FUNDS	040		
26	SHORT-TERM LIABILITIES FROM FINANCING	041		
28	UNPAID REVENUE	042		
29	ACCRUED LIABILITIES	043	136.574	96.045
	E) OWN RESOURCES AND LONG- TERM LIABILITIES (044+045+046+047+048+049+050+051+052- 053+054+055+056+057+058+059)	044	6.646.341	6.951.716
90	GENERAL FUND	045		
91	RESERVE FUND	046		
92	LONG-TERM PASSIVE ACCRUED LIABILITIES	047	142.624	269.447
93	LONG-TERM PROVISIONS	048		
940	A SPECIAL-PURPOSE ASSETS FUND IN PUBLIC FUNDS	049		
9410	THE POOL OF ASSETS HELD BY OTHER LEGAL ENTITIES GOVERNED BY PUBLIC LAW FOR NON-CURRENT ASSETS AND TANGIBLE ASSETS	050	6.416.316	6.624.539
9411	A POOL OF ASSETS IN OTHER LEGAL PERSONS GOVERNED BY PUBLIC LAW, HELD BY THEM, FOR FINANCIAL INVESTMENTS	051		
9412	SURPLUS OF REVENUE OVER EXPENDITURE	052	87.401	57.730
9413	EXCESS OF EXPENDITURE OVER REVENUE	053		
96	LONG-TERM FINANCIAL LIABILITIES	054		
97	OTHER LONG-TERM LIABILITIES	055		
980	LIABILITIES FOR INTANGIBLE FIXED ASSETS AND PROPERTY, PLANT AND EQUIPMENT	056		
981	LIABILITIES FOR LONG-TERM INVESTMENTS	057		
985	SURPLUS OF REVENUE OVER EXPENDITURE	058		
986	EXCESS OF EXPENDITURE OVER REVENUE	059		
	I. TOTAL LIABILITIES (034+044)	060	7.357.410	7.583.091
99	OFF-BALANCE SHEET PASSIVE ACCOUNTS EVIDENCE	061		

Place and date:

Person responsible:

LJUBLJANA, 23.02.2021

responsible for
drawing up the
balance sheet

VIDA MIKLIČ

ED.PROF. MARKO VATOVEC

Balance sheet indicators

		Current year	Previous year
Intangible assets amortisation rate non-current assets	AOP 003002	92	90
Property depreciation rate	AOP 005004	27	24
Equipment depreciation rate	AOP 007006	90	84
Share of real estate in assets	AOP 004- 005032	86	86
Share of equipment in assets	AOP 006- 007032	3	5
Index of current liabilities on current assets	AOP 034/012*100	93,76	96,68
Share of accrued liabilities in short-term liabilities	AOP 043/034	19	15

SHORT-TERM TRADE RECEIVABLES (KTO SK. 12)

Maturity	Amount in € (receivable at basic value)	Amount in € (recorded in the allowance for receivables KTO 129)	purpose (e.g. tuition fees)	the measures taken to settle them or the reason for non-payment
receivables not yet due for payment	2.365		Recognition of important artistic Part I, decision to continue the study in Public school PAI,	The claims will be settled at the beginning of 2021.
up to 1 year	7.654		examinations, registration fees, commissions and essite	The claims will be settled at the beginning of 2021. Sent reminders, email deletions.
1 to 5 years	34.822	34.822	Cost of building Casino - Pisanica d o o PAI tuition and fees	and blocked in the VIS programme, students cannot continue their studies
over 5 years				
Total	44.841	34.822		

SHORT-TERM RECEIVABLES FROM USERS OF THE EXTERNAL ACCOUNTS (KTO SK. 14)

short-term receivables from resistance. ECN	amount in €
cash on deposit with the Treasury	
Other budget users Source MIZS	477.800
Other budget users Source ARRS	31
other budget users other	686
Total	478.517

SHORT-TERM FINANCIAL INVESTMENTS (WHO SK. 15)

short. financial investments	amount in €
cash at banks	
Other	
Total	

(information on tangible and intangible fixed assets that have been fully depreciated but are still used for the activity)

Name of the asset	cost of assets already fully depreciated in €
Buildings	
Furniture	29.060
laboratory equipment	
other equipment	1.141.205
Computers	60.139
other computer equipment	23.004
transport and communication equipment	
intangible assets	22.514
biological agents	
Total	1.275.922

Summary of the University of Ljubljana Balance Sheet as at 31.12.2020

Zap. No.	Title	2020	2019	Index 20/19
	RESOURCES			
A	NON-CURRENT ASSETS; AND ASSETS UNDER MANAGEMENT	6.580.376	6.913.796	95,2
B	SHORT-TERM ASSETS	758.389	653.084	116,1
12	Short-term trade receivables	10.019	11.239	89,1
14	Short-term receivables due from unitary users the chart of accounts	478.517	476.105	100,5
19	Active accruals	2.487	2.435	102,1
C	RESERVES	18.645	16.211	115,0
	TOTAL ASSETS	7.357.410	7.583.091	97,0
	ACTIVE OFF-BALANCE SHEET ACCOUNTS	0	0	
	LIABILITIES TO SOURCES OF FUNDS			
D	IN BRIEF. OBV. AND PASSIVE ACCRUALS	711.069	631.375	112,6
22	Short-term payables to suppliers	80.661	99.596	81,0
23	Other current payables	139.210	103.610	134,4
29	Accrued liabilities	136.574	96.045	142,2
E	OWN RESOURCES AND LONG-TERM LIABILITIES	6.646.341	6.951.716	95,6
92	Long-term accrued liabilities	142.624	269.447	52,9
93	Long-term provisions	0	0	
9412	Surplus of revenue over expenditure	87.401	57.730	151,4
9413	Surplus of expenditure over revenue	0	0	
	TOTAL LIABILITIES	7.357.410	7.583.091	97,0
	PASSIVE OFF-BALANCE SHEET ACCOUNTS	0	0	

Total accrued liabilities:	136.574
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1	Programme Groups by agreement with ARRS	-
2	Research projects under agreement with ARRS	-
3	Young researchers by agreement with ARRS	-
4	Other projects under agreement with ARRS	-
5	National projects - other budgetary sources	-
6	Part-time 1st and 2nd cycle and old bachelor's degree	33.187
7	Part-time 3rd cycle and old sub-degree	51.242
8	Other funds for study activities	27.123
9	Extracurricular activities for students	-
10	Dedicated funds from registration fees	6.633
11	Cooperation with business	-
12	European Union projects	-
13	Other international projects	11.694
14	International mobility	-
15	Publishing	267
16	Dedicated corporate donations	-
17	Prepaid rent, rent	-
18	Registration	1.003
19	Pedagogical and pedagogical education	5.425
20	Other:	-
a)	Specialist studies	-
b)	Practical training in pharmacies	-
c)	Design competition for a new building	-
d)	MFA Excessive 12ths and other decrees Arrival.	-

INTANGIBLE FIXED ASSETS AND PROPERTY, PLANT AND EQUIPMENT 2020

UNIVERSITY OF LJUBLJANA

ARTIK ACADEMY OF MUSIC

Actuals not
reconciled to previous
year's BS (AOP
002+004+006)!!!
cents

in euros, excluding

Zap.	Title	AOP	Purchasing	Correction	Increased	Increase in	Reduced purchase	Decrease in	Depreciation	Unsigned	Revaluation	Revaluation
No.			value (1.1.)	values (1.1.)	purchasing	popr.	costs	popr.		value (31.12.)	due to clinging	due to impairment
	1	2	3	4	values	values	values	values	9	10=3-4+5-6-7+8-9	11	12
I.	Under management	700	825.974	596.199	0	0	0	0	129.762	100.013	0	0
A.	Deferred.costs.payable	701								0		
B.	Debt. property rights	702								0		
C.	Other non-financial assets	703								0		
D.	Land	704								0		
E.	Buildings	705								0		
F.	Equipment	706	825.974	596.199					129.762	100.013		
G.	The second item. OS	707								0		
II.	Owned	708	10.312.694	3.630.423	88.798	0	0	0	290.706	6.480.363	0	0
A.	Deferred.costs.payable	709								0		
B.	Debt. property rights	710	27.563	24.903	875				1.134	2.401		
C.	Other non-financial assets	711								0		
D.	Land	712	1.967.677							1.967.677		
E.	Buildings	713	6.669.825	2.114.406					199.448	4.355.971		
F.	Equipment	714	1.647.629	1.491.114	87.923				90.124	154.314		
G.	The second item. OS	715								0		
III.	in finance leases	716	0	0	0	0	0	0	0	0	0	0
A.	Deferred.costs.payable	717								0		
B.	Debt. property rights	718								0		
C.	Other non-financial assets	719								0		
D.	Land	720								0		
E.	Buildings	721								0		
F.	Equipment	722								0		
G.	The second item. OS	723								0		

Place and date:

LJUBLJANA, 23.02.2021

responsible for

PROF. MARKO VATOVEC

person: drawing up the balance sheet:

VIDA MIKLIČ

THE STOCK AND TREND OF LONG-TERM EQUITY INVESTMENTS AND LOANS 2020

UNIVERSITY OF LJUBLJANA

ARTICLE ACADEMY OF MUSIC

in euro, excluding cents

Zap. No.	Type of investment or loan	AOP	Amount of investments and loans granted (1.1.)	Amount of corrections Investments and loans (1.1.)	Amount of increase investments and loans	Amount of increases in amortisation investments and loans	Amount of reduction investments and loans	Amount reduced investments and loans	Amount of investments and loans granted (31.12.)	Amount of corrections investments and loans	Accounting line. investments and loans	Amount written off investments and loans
			3	4	5	6	7	8	9 = 3+5-7	10=4+6-8	11= 9 - 10	12
I.	Long-term financial investments	800	0	0	0	0	0	0	0	0	0	0
A.	Investments in shares	801	0	0	0	0	0	0	-	-	-	0
	1 Investments in shares in public undertakings	802							-	-	-	
	2 Investments in shares in financial institutions	803							-	-	-	
	3 Investments in shares in private companies	804							-	-	-	
	4 Investments in shares abroad	805							-	-	-	
B.	Investments in shares	806	0	0	0	0	0	0	-	-	-	0
	1 Investments in shares in public undertakings	807							-	-	-	
	2 Investments in shares in financial institutions	808							-	-	-	
	3 Investments in shares in private companies	809							-	-	-	
	4 Investments in shares of state-owned companies that have form d.d.	810							-	-	-	
	5 Investments in shares of state-owned companies that have obliko d.o.o.	811							-	-	-	
	6 Investments in foreign holdings	812							-	-	-	
C.	Investments in precious metals, precious stones, works of art, etc.	813							-	-	-	
D.	Other long-term equity investments	814	0	0	0	0	0	0	-	-	-	0
	1 Assets transferred to the public in stock	815							-	-	-	
	2 Assets transferred to other legal persons governed by public law which own the assets	816							-	-	-	
	3 Other long-term equity investments at home	817							-	-	-	
	4 Other long-term equity investments in abroad	818							-	-	-	
II.	Long-term loans and deposits (820+829+832+835)	819	0	0	0	0	0	0	-	-	-	0
A.	Long-term loans	820	0	0	0	0	0	0	-	-	-	0
	1 Long-term loans to individuals	821							-	-	-	
	2 Long-term loans to public funds	822							-	-	-	
	3 Long-term loans granted to public undertakings	823							-	-	-	
	4 Long-term loans to financial institutions	824							-	-	-	
	5 Long-term loans to private individuals for companies	825							-	-	-	
	6 Long-term loans to other levels of government	826							-	-	-	
	7 Long-term loans to the State budget	827							-	-	-	
	8 Other long-term loans granted abroad	828							-	-	-	
B.	Long-term loans with buyback securities	829	0	0	0	0	0	0	-	-	-	0
	1 Domestic securities	830							-	-	-	
	2 Foreign securities	831							-	-	-	
C.	Long-term deposits	832	0	0	0	0	0	0	-	-	-	0
	1 Long-term deposits with commercial banks	833							-	-	-	
	2 Long-term deposits	834							-	-	-	
D.	Other long-term loans	835							-	-	-	
E.	Total (800+819)	836	0	0	0	0	0	0	-	-	-	0

Place and date:

LJUBLJANA, 23.02.2021

Person responsible for drawing up the balance sheet:

VIDA MIKLIČ

Person responsible

PROF. MARKO VATOVEC

INCOME AND EXPENDITURE ACCOUNT OF DESIGNATED USERS
from 1.1. to 31.12.2020

University of Ljubljana

Member: ACADEMY OF MUSIC in euro, excluding cents

MEMBERSHIP SUBSIDIARIES CONTACT	NAME OF THE SUBGROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Current year	Previous year
			4	5
	A) OPERATING REVENUE (861+862-863+864)	860	5.901.095	5.776.077
760	TURNOVER FROM THE SALE OF PRODUCTS AND SERVICES	861	5.898.661	5.775.921
	AN INCREASE IN THE VALUE OF STOCKS OF PRODUCTS AND WORK IN PROGRESS	862	2.434	156
	A DECREASE IN THE VALUE OF INVENTORIES OF PRODUCTS AND WORK IN PROGRESS	863		
761	REVENUE FROM THE SALE OF MATERIALS AND GOODS	864		
762	B) FINANCIAL REVENUE	865		
763	C) OTHER REVENUE	866	1.173	2.026
	(C) REVALUATION OPERATING INCOME (868+869)	867	200	0
Part 764	TURNOVER FROM SALES OF ASSETS	868		
Part 764	OTHER REVALUABLE OPERATING INCOME	869	200	
	D) TOTAL REVENUE (860+865+866+867)	870	5.902.468	5.778.103
	E) COST OF GOODS, MATERIALS AND SERVICES (872+873+874)	871	1.226.205	1.370.418
Part 469	COST OF MATERIALS AND GOODS SOLD	872		
460	MATERIAL COSTS	873	62.010	81.741
461	COST OF SERVICES	874	1.164.195	1.288.677
	F) PERSONNEL COSTS (876+877+878)	875	4.518.976	4.284.615
Part 464	WAGES AND SALARIES	876	3.694.948	3.479.628
Part 464	EMPLOYERS' SOCIAL SECURITY CONTRIBUTIONS	877	576.338	560.664
Part 464	OTHER LABOUR COSTS	878	247.690	244.323
462	G) DEPRECIATION	879	24.753	26.392
463	H) RESERVATIONS	880		
Part 465	J) OTHER COSTS	881	44.917	37.048
467	K) FINANCIAL EXPENDITURE	882		
468	L) OTHER EXPENDITURE	883	10	
	M) REVALUATION OPERATING EXPENSES (886+888)	884	0	1.900
Part 469	EXPENDITURE ON THE SALE OF FIXED ASSETS	885		
Part 469	OTHER REVALUATION OPERATING EXPENSES	886		1.900
	N) TOTAL EXPENDITURE (871+875+879+880+881+882+883+884)	887	5.814.861	5.720.373
	O) REVENUE SURPLUS (870-887)	888	87.607	57.730
	P) EXCESS EXPENDITURE (887-870)	889	0	0
Part 80	Corporation tax	890	206	
Part 80	Excess income for the period, net of income tax (888-890)	891	87.401	57.730
Part 80	Excess expenditure for the period including income tax (889+890) or (890-888)	892	0	0
	Surplus revenue from previous years to cover expenditure for the period	893		
	Average number of employees based on hours worked during the accounting period (whole number)	894	86	82
	Number of months in business	895	12	12

Indicators

		Current year	Previous year
Total revenue per employee	AOP 870/894	68.633	70.465
Total expenditure per employee	AOP 887/894	67.615	69.761
Labour costs per employee	AOP 875/894	52.546	52.251
Labour cost in total expenditure - index	AOP 875/887*100	78	75
Number of 1st and 2nd cycle students without Graduates		383	391
Total income per student	AOP 870/stud.	15.411	14.778
Total expenditure per student	AOP 887/stud.	15.182	14.630
Number of all students excluding Graduates		391	397
Total income per student all	AOP 870/stud.	15.096	14.554
Total expenditure per student all	AOP 887/stud.	14.872	14.409
Revenue surplus in total Revenue - index	AOP 888/870*100	1,00	1,00
Surplus of expenditure over total Revenue - index	AOP 889/870*100	0,00	0,00
Surplus of revenue over expenditure after student tax, all excluding Graduates	AOP 891/stud.	223,53	145,42
Excess of expenditure over revenue after student tax, all excluding Graduates	AOP 892/stud.	0,00	0,00
Surplus of revenue over expenditure after paying employment tax	AOP 891/894	1.016,29	704,02
Surplus of expenditure over revenue after paying employee tax	AOP 892/894	0,00	0,00

Place and date:
LJUBLJANA, 23.02.2021

Responsible person for drawing up the balance sheet:

VIDA MIKLIČ

Responsible person:

PROF. MARKO VATOVEC

Summary form - Income and expenditure account for designated users

No.	Title	2020	2019	Index 20/19	Structure 2020 %
I.	REVENUE				
A	OPERATING INCOME	5.901.095	5.776.077	102	100
B	FINANCIAL REVENUE	0	0		0
C	OTHER REVENUE	1.173	2.026	58	0
C	OPERATING INCOME, REVALUED	200	0		0
D	TOTAL REVENUE	5.902.468	5.778.103	102	100
II.	EXPENDITURE				
E	COST OF GOODS, MATERIALS AND SERVICES	1.226.205	1.370.418	89	21,1
F	LABOUR COSTS	4.518.976	4.284.615	105	77,7
G	AMORTISATION	24.753	26.392	94	0,4
H	BOOKINGS	0	0		0
J	OTHER COSTS	44.917	37.048	121	0,8
K	FINANCIAL EXPENDITURE	0	0		0
L	OTHER EXPENDITURE	10	0		0
M	OPERATING EXPENSES	0	1.900	0	0
N	TOTAL EXPENDITURE	5.814.861	5.720.373	102	100
O	REVENUE SURPLUS	87.607	57.730		
P	EXCESS EXPENDITURE	0	0		
	Corporation tax	206	0		0
	REVENUE SURPLUS (taking into account the GST)	87.401	57.730		
	EXPENDITURE SURPLUS (taking into account the GST)	0	0		

SOURCE OF THE SURPLUS (the excess of expenditure is entered negatively)

REVENUE/EXPENDITURE SURPLUS JS	87.607
MIZŠ - Study activity: undergraduate studies	11.728
MIZŠ - Study activity: 2nd level	-
MIZŠ - scientific research	-
Other budgetary resources	-
European budget	737
Part-time study	69.055
Other:	6.087
REVENUE SURPLUS MARKET	-
Total	87.607

REVENUE AND EXPENDITURE OF DESIGNATED USERS BY TYPE OF ACTIVITY
from 1.1. to 31.12.2020

University of Ljubljana

Member: ACADEMY OF MUSIC in euro, excluding cents

MEMBERSHIP SUBSECTION	NAME OF THE SUBGROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Revenue and expenditure for the provision of a public service	Revenue and expenditure from goods and services sold on the market
CONTACT				
1	2	3	4	5
	A) OPERATING REVENUE (661+662-663+664)	660	5.901.095	0
760	TURNOVER FROM THE SALE OF PRODUCTS AND SERVICES	661	5.898.661	
	AN INCREASE IN THE VALUE OF STOCKS OF PRODUCTS AND WORK IN PROGRESS	662	2.434	
	A DECREASE IN THE VALUE OF INVENTORIES OF PRODUCTS AND WORK IN PROGRESS	663		
761	REVENUE FROM THE SALE OF MATERIALS AND GOODS	664		
762	B) FINANCIAL REVENUE	665		
763	C) OTHER REVENUE	666	1.173	
	(Q) REVALUATION OPERATING INCOME (668+669)	667	200	0
Part 764	TURNOVER FROM SALES OF AXES	668		
Part 764	OTHER REVALUABLE OPERATING INCOME	669	200	
	D) TOTAL REVENUE (660+665+666+666+667)	670	5.902.468	0
	E) COST OF GOODS, MATERIALS AND SERVICES (672+673+674)	671	1.226.205	0
Part 466	COST OF MATERIALS AND GOODS SOLD	672		
460	MATERIAL COSTS	673	62.010	
461	COST OF SERVICES	674	1.164.195	
	F) PERSONNEL COSTS (676+677+678)	675	4.518.976	0
Part 464	WAGES AND SALARIES	676	3.694.948	
Part 464	EMPLOYERS' SOCIAL SECURITY CONTRIBUTIONS	677	576.338	
Part 464	OTHER LABOUR COSTS	678	247.690	
462	G) DEPRECIATION	679	24.753	
463	H) RESERVATIONS	680		
Part 465	J) OTHER COSTS	681	44.917	
467	K) FINANCIAL EXPENDITURE	682		
	L) OTHER EXPENDITURE	683	10	
	M) OPERATING EXPENSES (685+687)	684	0	0
Part 469	EXPENDITURE ON THE SALE OF FIXED ASSETS	685		
Part 469	OTHER REVALUATION OPERATING EXPENSES	686		
	N) TOTAL EXPENDITURE (671+675+679+680+681+682+683+684)	687	5.814.861	0
	O) REVENUE SURPLUS (670-687)	688	87.607	0
	P) EXCESS EXPENDITURE (687-670)	689	0	0
Part 80	Corporation tax	690	206	
Part 80	Excess income for the period, net of income tax (688-690)	691	87.401	0
Part 80	Excess expenditure for the period including income tax (689+690) or (690-688)	692	0	0
	Surplus revenue from previous years to cover expenditure for the period	693		

Place and date:

LJUBLJANA, 23.02.2021

Breakdown of revenue and expenditure by funding source for 2020
by income and expenditure account - calculated in EUR without cents

ACADEMY OF MUSIC

Source:	Revenue	Expenditure	Difference between revenue and expenditure	Share of expenditure in % of revenue	Composition of revenue %	Composition of expenditure %
Total public service	5.902.468	5.814.861	87.607	99	100	100
MINISTRY OF FOREIGN AFFAIRS	5.739.181	5.727.453	11.728	100	97	99
ARRS	737	737	-	100	-	-
Other ministries	1.116	1.116	-	100	-	-
Municipal budgetary resources	-	-	-	#DIV/0!	-	-
State budget funding from EU budget	5.876	5.876	-	100	0	0
University Service Price List: funds from the sale of goods and services from the provision of public services	112.498	43.443	69.055	39	2	1
Other E U funding: FP7, Cmeplus and other EU projects	3.823	3.086	737	81	0	0
Other sources	39.237	33.150	6.087	84	1	1
Square	-	-	-	#DIV/0!	-	-
Total:	5.902.468	5.814.861	87.607	99	100	100

Proceeds from the sale of goods and services on the market

Source:	Revenue	Composition of revenue %
Economic revenue companies and sole traders (definition in the Companies Act)	-	#DIV/0!
Revenue from the public sector in Slovenia	-	#DIV/0!
Rental income from office and other premises	-	#DIV/0!
Economic revenue companies from abroad	-	#DIV/0!
Other income from international projects	-	#DIV/0!
Other:	-	#DIV/0!

Total:	-	#DIV/0!
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FY 2020 REALISATION (cash flow in EUR)

MEMBER OF THE UL: ACADEMY OF MUSIC

Place and date:

LIUBLJANA, 17.02.2021

Person responsible for compilation: Person

Name and surname

VIDA MIKLIČ

responsible:

Name and surname

ED.PROF.MARKO VATOVEC

Telephone:

01 2427308

1. FY2020 REALISATION (cash flow in EUR)

1.1. THE STATEMENT OF REVENUE AND EXPENDITURE OF DESIGNATED USERS

the data is controlled
the information is transferred from the specific part

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for ACP	2019 REALISATION	FINANCIAL PLAN 2020	REALISATION 2020	Realisation 2020 / FN 2020	Realisation 2020 / Realisation 2019
1	2	3	4	5	6	7=9/5	8=8/4
	I. TOTAL REVENUE (802-831)	401	5.691.089	5.904.292	5.932.938	100,5	104,2
	F. REVENUE FOR THE PUBLIC SERVICE (803-820)	402	5.691.089	5.904.292	5.932.938	100,5	104,2
	A. Revenue from public finances (804-807+810+813+818+819)	403	5.433.485	5.729.852	5.749.122	100,3	105,8
	a. Funds received from the national budget (805-809)	404	5.405.566	5.729.852	5.749.122	100,3	106,4
Part 7402	Appropriations received from the general budget for current expenditure	405	5.405.515	5.729.452	5.748.016	100,3	106,3
Part 7402	Investment funds received from the national budget	406	51	400	1.106	278,5	2.168,6
	b. Funds received from municipal budgets (808-809)	407	0	0	0	-	-
Part 7401	Appropriations received from municipal budgets for current expenditure	408	0	0	0	-	-
Part 7401	Funds received from municipal budgets for investments	409	0	0	0	-	-
	c. Receipts from social security funds (811-812)	410	0	0	0	-	-
Part 7402	Resources received from social security funds for current expenditure	411				-	-
Part 7402	Funds received from social security funds for investments	412				-	-
	g. Appropriations received from public funds and agencies (804+805+806+807)	413	0	0	0	-	-
Part 7402	Appropriations received from public funds for current expenditure	414				-	-
Part 7402	Funds received from public funds for investments	415				-	-
Part 7404	Funds received from public agencies for current expenditure	416				-	-
Part 7404	Funds received from public agencies for investments	417				-	-
Part 740	h. Budgets received from foreign donors	418				-	-
	f. Funds received from the general budget of the European Union and from other countries	419	27.919	0	0	-	0,0
	g. Other revenue for the operation of public service activities (822 to 829 + 832 to 840)	420	257.804	174.440	183.818	105,4	71,4
Part 7102	Interest received	421				-	-
7102	Revenue from profit-sharing and dividends and excess of revenue over expenses	422				-	-
7102	Rental, lease and other property income	427		6.550	4.324	66,0	-
7102	Other current revenue from the public service	424	200.984	154.094	170.706	110,8	84,9
72	Capital revenue	425				-	-
720	Donations received from domestic sources	426	11.168	6.850	4.340	63,4	38,9
720	Donations received from abroad	427				-	-
720	Grants for natural disaster relief	428				-	-
730	EU budget received from Structural Funds	429				-	-
730	EU budget received from cohesion funds	430				-	-
730	EU budget received for the implementation of centralised and other EU programmes	431				-	-
730	Other funds received from the European Union budget	432	18.403	6.946	4.446	64,0	24,2
730	Funds received from other European institutions	433	27.046			-	0,0
	2. INCOME FROM THE SALE OF GOODS AND SERVICES ON THE MARKET (432 + 433)	434	0	0	0	-	-
7102	Revenue from the sale of goods and services on the market	435				-	-
Part 7102	Interest received	436				-	-
	8. TOTAL EXPENDITURE (850-851)	437	5.732.373	5.901.348	5.833.589	98,9	101,8
	I. PUBLIC SERVICE EXPENDITURE (853-859+861-867+869+870)	438	5.732.373	5.901.348	5.833.589	98,9	101,8
	A. Salaries and other staff expenditure (840 to 848)	439	3.650.828	3.960.124	3.884.846	98,1	106,4
Part 4000	Salaries and allowances	440	2.911.106	3.140.180	3.104.786	98,9	106,7
Part 4001	Annual leave allowance	441	73.478	82.712	81.192	98,2	110,5
Part 4002	Refunds and allowances	442	124.263	126.300	112.570	89,1	90,6
Part 4003	Performance funding	443	359.300	386.109	381.944	98,9	106,3
Part 4004	Funds for overtime	444	7.586	3.087	1.615	52,3	21,3
Part 4005	Wages and salaries for non-resident work under contract	445	170.840	192.373	173.620	90,3	101,6
Part 4009	Other staff expenditure	446	4.250	29.363	29.119	99,2	685,2
	B. Employer's social security contributions (448 to 452)	447	589.960	637.989	609.137	95,5	103,3
Part 4102	Contribution to pension and invalidity insurance	448	305.300	329.850	306.482	92,9	100,4
Part 4101	Contribution to health insurance	449	244.579	264.253	260.248	98,5	106,4
Part 4102	Employment allowance	450	2.257	2.236	2.500	111,8	110,8
Part 4103	Parental care allowance	451	3.449	3.727	3.670	98,5	106,4
Part 4105	Collective supplementary pension insurance premiums under the UCLISA	452	34.379	37.923	36.237	95,6	105,4
	C. Expenditure on goods and services for the operation of the public service (854 to 860)	453	1.990.215	1.228.083	1.257.090	102,4	90,4
Part 4200	Office and general supplies and services	454	129.146	84.960	86.392	101,7	66,9
Part 4201	Special materials and services	455			67	-	-
Part 4202	Energy, water, utilities and communications	456	65.573	54.815	58.782	107,2	89,6
Part 4203	Transport costs and services	457	10.577	7.280	3.309	45,6	31,3
Part 4204	Expenditure on missions	458	23.510	8.540	5.927	69,4	25,2
Part 4205	Ongoing maintenance	459	98.224	96.850	100.670	103,9	102,5
Part 4206	Business rents and lease payments	460	431.434	412.300	410.619	99,6	95,2
Part 4207	Penalties and damages	461				-	-
Part 4208	Payroll tax	462				-	-
Part 4209	Other operating expenditure	463	631.751	563.268	591.344	105,0	93,6
400	D. Domestic interest payments	464				-	-

7.662

5.142

The figure is for us (not a control)

1.2 THE STATEMENT OF FINANCIAL CLAIMS AND INVESTMENTS OF DESIGNATED USERS

MEMBER: ACADEMY OF MUSIC

MEMBER/4 P CONTACT	ACCOUNT NAME	Code for ACP	2019 REALISATI ON	FINANCIAL PLAN 2020	REALISATION 2020	Realisation 2020 / FN 2020	Realisation 2020 / Realisation 2019
1	2	3	4	5	6	7=6/5	8=6/4
790	IV. REPAYMENTS OF LOANS RECEIVED (501 to 511)	500	0	0	0	-	-
7901	Loan repayments received - from individuals and private individuals	501				-	-
7901	Repayments of loans received - from public funds	502				-	-
7902	Repayments received of loans granted - from public corporations and corporations owned by the State or municipalities	503				-	-
7903	Repayments of loans received - from financial institutions	504				-	-
7904	Repayments of loans received - from private companies	505				-	-
7905	Repayments received from municipalities of loans granted	506				-	-
7906	Repayments of loans received - from abroad	507				-	-
7907	Repayments of loans received - State budget	508				-	-
7908	Repayments received from public agencies of loans granted	509				-	-
7909	Repayments received of guarantees paid	510				-	-
791	Sale of equity interests	511				-	-
440	V. BORROWINGS GIVEN (512 to 523)	512	0	0	0	-	-
4401	Loans granted to individuals and private individuals	513				-	-
4401	Loans granted to public funds	514				-	-
4402	Loans granted to public corporations and corporations owned by the State or municipalities	515				-	-
4403	Loans granted to financial institutions	516				-	-
4404	Loans granted to private companies	517				-	-
4405	Loans granted to municipalities	518				-	-
4406	Loans granted abroad	519				-	-
4407	Loans granted to the state budget	520				-	-
4408	Loans granted to public agencies	521				-	-
4409	Payments of outstanding guarantees	522				-	-
441	Increase in capital holdings and investments	523				-	-
	VI.1 LOANS RECEIVED LESS LOANS GRANTED (500-512)	524	0	0	0	-	-
	VI.2 LOANS GRANTED MINUS LOANS RECEIVED (512-500)	525	0	0	0	-	-

1. FY2020 REALISATION (cash flow in EUR)

1.3 THE FINANCING ACCOUNT FOR SPECIFIC USERS

MEMBER: ACADEMY OF MUSIC

MEMBER/4 P CONTACT	ACCOUNT NAME	Code for ACP	2019 REALISATI ON	FINANCIAL PLAN 2020	REALISATION 2020	Realisation 2020 / FN 2020	Realisation 2020 / Realisation 2019
1	2	3	4	5	6	7=6/5	8=6/4
50	VI. BORROWING (501-509)	500	0	0	0	-	-
500	Domestic borrowing (502 to 508)	501	0	0	0	-	-
5001	Borrowings from commercial banks	502				-	-
5002	Borrowings from other financial institutions	503				-	-
Part 5003	Borrowings from the State budget	504				-	-
Part 5003	Borrowings from local government budgets	505				-	-
Part 5003	Borrowings from social security funds	506				-	-
Part 5003	Borrowings from other public funds	507				-	-
Part 5003	Borrowings from other domestic lenders	508				-	-
501	Borrowing abroad	509				-	-
50	VII. DEBT REPAYMENTS (501-509)	500	0	0	0	-	-
500	Domestic debt repayments (502 to 508)	501	0	0	0	-	-
5001	Debt repayments to commercial banks	502				-	-
5002	Debt repayments to other financial institutions	503				-	-
Part 5003	Debt repayments to the state budget	504				-	-
Part 5003	Debt repayments to local government budgets	505				-	-
Part 5003	Debt repayments to social security funds	506				-	-
Part 5003	Debt repayments to other public funds	507				-	-
Part 5003	Debt repayments to other domestic lenders	508				-	-
501	Debt repayments abroad	509				-	-
	VI.1 NET BORROWING (500-500)	570	0	0	0	-	-
	VI.2 NET DEBT REPAYMENT (500-500)	571	0	0	0	-	-
	VI.3 INCREASE IN FUNDS IN ACCOUNTS (500-500)+(500-500)	572	0	2,944	99,349	3,374,6	-
	VI.4 DECREASE IN ACCOUNT BALANCES (500-500)+(500-500)	573	41,284	0	0	-	0,0

1. FY2020 REALISATION (cash flow in EUR)

1.1. THE STATEMENT OF REVENUE AND EXPENDITURE OF DESIGNATED USERS

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	2019 REALISATION	FINANCIAL PLAN 2020	REALISATION 2020	Realisation 2020 / FN 2020	Realisation 2020 / Realisation 2019
1	2	3	4	5	6	7=6/5	8=6/4
	I. TOTAL REVENUE (402+431)	401	5.691.089	5.904.292	5.932.938	100,5	104,2
	1. REVENUE FOR THE PUBLIC SERVICE (403+420)	402	5.691.089	5.904.292	5.932.938	100,5	104,2
	A. Revenue from public finances (404+407+410+413+418+419)	403	5.433.485	5.729.852	5.749.122	100,3	105,8
	a. Funds received from the national budget (405+406)	404	5.405.566	5.729.852	5.749.122	100,3	106,4
Part 7400	Appropriations received from the general budget for current expenditure	405	5.405.515	5.729.452	5.748.016	100,3	106,3
Part 7400	Investment funds received from the national budget	406	51	400	1.106	276,5	2.168,6
	b. Funds received from municipal budgets (408+409)	407	0	0	0	-	-
Part 7401	Appropriations received from municipal budgets for current expenditure	408	0	0	0	-	-
Part 7401	Funds received from municipal budgets for investments	409	0	0	0	-	-
	c. Receipts from social security funds (411+412)	410	0	0	0	-	-
Part 7402	Resources received from social security funds for current expenditure	411	0	0	0	-	-
Part 7402	Funds received from social security funds for investments	412	0	0	0	-	-
	d. Appropriations received from public funds and agencies (414+415+416+417)	413	0	0	0	-	-
Part 7403	Appropriations received from public funds for current expenditure	414	0	0	0	-	-
Part 7403	Funds received from public funds for investments	415	0	0	0	-	-
Part 7404	Funds received from public agencies for current expenditure	416	0	0	0	-	-
Part 7404	Funds received from public agencies for investments	417	0	0	0	-	-
Part 740	e. Budgets received from foreign donations	418	0	0	0	-	-
741	f. Funds received from the general budget of the European Union and from other countries	419	27.919	0	0	-	0,0
	B) Other revenue for the operation of public service activities (422 to 430 + 487 to 490)	420	257.604	174.440	183.816	105,4	71,4
Part 7102	Interest received	422	0	0	0	-	-
7100	Revenue from profit-sharing and dividends and excess of revenue over expenses	423	0	0	0	-	-
7103	Rental, lease and other property income	487	0	6.550	4.324	66,0	-
7141	Other current revenue from public service obligations	424	200.984	154.094	170.706	110,8	84,9
72	Capital revenue	425	0	0	0	-	-
730	Donations received from domestic sources	426	11.168	6.850	4.340	63,4	38,9
731	Donations received from abroad	427	0	0	0	-	-
732	Grants for natural disaster relief	428	0	0	0	-	-
782	EU budget received from Structural Funds	488	0	0	0	0,0	0,0
783	EU budget received from cohesion funds	489	0	0	0	0,0	0,0
784	EU budget received for the implementation of centralised and other EU programmes	490	0	0	0	0,0	0,0
786	Other funds received from the European Union budget	429	18.403	6.946	4.446	64,0	24,2
787	Funds received from other European institutions	430	27.049	0	0	-	0,0
	2. INCOME FROM THE SALE OF GOODS AND SERVICES ON THE MARKET (432 + 433)	431	0	0	0	-	-
7130	Revenue from the sale of goods and services on the market	432	0	0	0	-	-
Part 7102	Interest received	433	0	0	0	-	-
	II. TOTAL EXPENDITURE (438+481)	437	5.732.373	5.901.348	5.833.589	98,9	101,8
	1. PUBLIC SERVICE EXPENDITURE (439+447+453+454+465+466+467+468+469+470)	438	5.732.373	5.901.348	5.833.589	98,9	101,8
	A. Salaries and other staff expenditure (440 to 446)	439	3.650.826	3.960.124	3.884.846	98,1	106,4
Part 4000	Salaries and allowances	440	2.911.106	3.140.180	3.104.786	98,9	106,7
Part 4001	Annual leave allowance	441	73.478	82.712	81.192	98,2	110,5
Part 4002	Refunds and allowances	442	124.263	126.300	112.570	89,1	90,6
Part 4003	Performance funding	443	359.300	386.109	381.944	98,9	106,3
Part 4004	Funds for overtime	444	7.589	3.087	1.615	52,3	21,3
Part 4005	Wages and salaries for non-resident work under contract	445	170.840	192.373	173.620	90,3	101,6
Part 4009	Other staff expenditure	446	4.250	29.363	29.119	99,2	685,2
	B. Employers' social security contributions (448 to 452)	447	589.960	637.989	609.137	95,5	103,3
Part 4070	Contribution to pension and invalidity insurance	448	305.300	329.850	306.482	92,9	100,4
Part 4011	Contribution to health insurance	449	244.575	284.253	260.248	98,5	106,4
Part 4012	Employment allowance	450	2.257	2.236	2.500	111,8	110,8
Part 4013	Parental care allowance	451	3.449	3.727	3.670	98,5	106,4
Part 4015	Collective supplementary pension insurance premiums under the UCLLSA	452	34.379	37.923	36.237	95,6	105,4
	C. Expenditure on goods and services for the operation of the public service (454 to 463)	453	1.390.215	1.228.083	1.257.090	102,4	90,4
Part 4020	Office and general supplies and services	454	129.146	84.960	86.392	101,7	66,9
Part 4021	Special materials and services	455	0	0	67	-	-
Part 4022	Energy, water, utilities and communications	456	65.573	54.815	58.762	107,2	89,6
Part 4023	Transport costs and services	457	10.577	7.260	3.309	45,6	31,3
Part 4024	Expenditure on missions	458	23.510	8.540	5.927	69,4	25,2
Part 4025	Ongoing maintenance	459	98.224	96.850	100.670	103,9	102,5
Part 4026	Business rents and lease payments	460	431.434	412.390	410.619	99,6	95,2
Part 4027	Penalties and damages	461	0	0	0	-	-
Part 4028	Payroll tax	462	0	0	0	-	-
Part 4029	Other operating expenditure	463	631.751	563.268	591.344	105,0	93,6

403	D. Domestic interest payments	464	0	0	0	-	-
404	E. Foreign interest payments	465	0	0	0	-	-
410	F. Subsidies	466	0	0	0	-	-
411	G. Transfers to individuals and households	467	0	0	0	-	-
412	H. Transfers to non-profit organisations and foundations	468	0	0	0	-	-
413	I. Other current domestic transfers	469	0	0	0	-	-
	J. Capital expenditure (371 to 400)	470	101.372	75.152	82.516	109,8	81,4
4200	Purchase of buildings and premises	471	0	0	0	-	-
4201	Purchase of means of transport	472	0	0	0	-	-
4202	Purchase of equipment	473	93.477	68.202	75.935	111,3	81,2
4203	Purchase of other fixed assets	474	6.461	6.950	6.581	94,7	101,9
4204	New construction, reconstruction and adaptations	475	0	0	0	-	-
4205	Investment maintenance and renewals	476	0	0	0	-	-
4206	Purchase of land and natural resources	477	0	0	0	-	-
4207	Purchase of intangible assets	478	1.434	0	0	-	0,0
4208	Project feasibility studies, project documentation, supervision, investment engineering	479	0	0	0	-	-
4209	Purchase of commodity reserves and intervention stocks	480	0	0	0	-	-
	2. EXPENDITURE ARISING FROM THE SALE OF GOODS AND SERVICES ON THE MARKET (482+483+484)	481	0	0	0	-	-
Part 400	A. Salaries and other employee expenses resulting from the sale of goods and services on the market	482	0	0	0	-	-
Part 401	B. Employers' social security contributions from the sale of goods and services to market	483	0	0	0	-	-
Part 402	C. Expenditure on goods and services arising from the sale of goods and services on the market	484	0	0	0	-	-
	III1 SURPLUS OF REVENUE OVER EXPENDITURE (401-437)	485	0	2.944	99.349	3.374,6	-
	III2 EXCESS OF EXPENDITURE OVER REVENUE (437-401)	486	41.284	0	0	-	0,0

Index	Unit	2019 REALISATION	FINANCIAL PLAN 2020	REALISATION 2020
Surplus of revenue over expenditure Public service	EUR	-41.284	2.944	99.349
Surplus of revenue over expenditure Public service index	Index	99,3	100,0	101,7
Surplus of revenue over expenditure on the market	EUR	0	0	0
Surplus of revenue over expenditure in the market index	Index	-	-	-
Share of public service revenue in total revenue	share	100,0	100,0	100,0
Market revenues as a share of total revenues	share	0,0	0,0	0,0
The difference between the state budget's revenue and expenditure on implementation public services	EUR	-326.807	-171.496	-84.467
Public service expenditure as a percentage of total expenditure	share	100,0	100,0	100,0
Market expenditure as a share of total expenditure	share	0,0	0,0	0,0
Percentage of social security contributions in wages	Percentage	16,0	16,0	16,0
Total investment income	EUR	51	400	1.106
Difference between investment income and investment expenditure	EUR	-101.321	-74.752	-81.410
Number of employees by working hours from the economic outturn account - AOP 634	Number of	82	86	86
Public service revenue per employee	EUR	69.404	68.655	68.988
Public service expenditure per employee	EUR	69.907	68.620	67.832
Salaries and other employee expenses, contributions and payroll taxes on by an employee	EUR	51.717	53.466	52.256
*Number of all students excluding graduates	Number of	397	397	391
**Number of all 1st and 2nd cycle students excluding graduates	Number of	391	391	383
***Number of all 1st and 2nd cycle students excluding graduates, full-time	Number of	379	379	367
Public service revenue per student	EUR	14.335	14.872	15.174
Public service expenditure per student	EUR	14.439	14.865	14.920
Salaries and other employee expenses, contributions and payroll taxes on student	EUR	10.682	11.582	11.494
Expenditure on goods and services JS per student	EUR	3.502	3.093	3.215
National budget per student in level 1 and level 2 full-time study without graduates	EUR	14.263	15.117	15.662

* 2019: for the number of students, students (excluding graduates) of 1st, 2nd, 3rd cycle study programmes in the academic year 2018/2019, as at 30. 10.
** year 2020: for the number of students, students (excluding graduates) of 1st, 2nd, 3rd cycle study programmes in the academic year 2019/2020, as at 30. 10.
*** same as under *, except that 3rd level students are not taken into account.
**** the same as under **, except that only full-time students in 1. and Level 2

Place and date:

LJUBLJANA, 17.02.2021

Person responsible for assembly:

VIDA MIKLIČRED

Person responsible:

PROF. MARKO VATOVEC

1. FY2020 REALISATION (cash flow in EUR)

EXPLANATION OF THE INDICES OF THE STATEMENT OF REVENUE AND EXPENDITURE OF DESIGNATED USERS

MEMBER: ACADEMY OF MUSIC

INCOME/EXPENDITURE	ACP	FINANCIAL PLAN 2020	REALISATION 2020	The value of the difference between 2020 realisation and FN 2020	Major indices Deviations 2020 realisation / FN 2020	A BRIEF EXPLANATION OF THE REASONS FOR THE DEVIATION
Funds received from the national budget	404	5.729.852	5.749.122	19.270 €		The increase in the Ideks is due to the receipt of additional funds from the UL reserve fund amounting to EUR 27.122,70.
Funds received from the general budget from the European Union budget	419	0	0	0 €	-	0
B) Other revenue for the operation of public service activities (421 to 430)	420	174.440	183.816	9.376 €	105	The index shows an increase in income from other non-budgetary sources, mainly concert funding from the UL Arts Council, received in December, amounting to EUR 12.000,00.
Revenue from the sale of goods and services on the market	431	0	0	0 €	-	0
A. Salaries and other staff expenditure for the operation of the public service (440 to 446)	439	3.960.124	3.884.846	-75.278 €		The index shows a decrease in salary costs, mainly due to unrealised recruitments and replacements of teaching staff and unrealised recruitments of professional administrative staff foreseen in the FY 2020.
C. Expenditure on goods and services for the operation of the public service (454 to 463)	453	1.228.083	1.257.090	29.007 €		The index shows an increase in costs compared to those planned in the FY 2020, mainly additional regular maintenance of premises and equipment for the study process, computer equipment and computer programmes, and increased costs for royalties and contract work for regular study activities.
J. Capital expenditure (371 to 480)	470	75.152	82.516	7.364 €	110	The index shows an increase in expenditure on purchased fixed assets, mainly the renovation of the Fazioli piano and the purchase of essential computers for the Heads of Departments and for the study process, as well as fire-proof cabinets for storing instruments.
SURPLUS OF REVENUE OVER EXPENDITURE	485	2.944	99.349	96.405 €	3375	The operating result for 2020 shows a surplus of revenue over expenditure of an amount of EUR 99.348,79, mainly due to the additional funds received from the UL reserve fund, the additional RSF funds and the rent for Vega and Gosposka for the month of December 2020. The surplus is also due to
EXCESS OF EXPENDITURE OVER REVENUE	486	0	0	0 €	-	0

Place and date:

LJUBLJANA, 17.02.2021

Person responsible for assembly:

VIDA MIKLIČRED

Person responsible:

PROF.MARKO VATOVEC

1. FY2020 REALISATION (cash flow in EUR)

1.2. THE STATEMENT OF FINANCIAL CLAIMS AND INVESTMENTS OF DESIGNATED USERS

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for ACP	2019 REALISATION	FINANCIAL PLAN 2020	REALISATION 2020	Realisation 2020 / FN 2020	Realisation 2020 / Realisation 2019
1	2	3	4	5	6	7=6/5	8=6/4
750	IV. REPAYMENTS OF LOANS RECEIVED (501 to 511)	500	0	0	0	-	-
7500	Loan repayments received - from individuals and private individuals	501	0	0	0	-	-
7501	Repayments of loans received - from public funds	502	0	0	0	-	-
7502	Repayments received of loans granted - from public corporations and corporations owned by the State or municipalities	503	0	0	0	-	-
7503	Repayments of loans received - from financial institutions	504	0	0	0	-	-
7504	Repayments of loans received - from private companies	505	0	0	0	-	-
7505	Repayments received from municipalities of loans granted	506	0	0	0	-	-
7506	Repayments of loans received - from abroad	507	0	0	0	-	-
7507	Repayments of loans received - State budget	508	0	0	0	-	-
7508	Repayments received from public agencies of loans granted	509	0	0	0	-	-
7509	Repayments received of guarantees paid	510	0	0	0	-	-
751	Sale of equity interests	511	0	0	0	-	-
440	V. BORROWINGS GIVEN (513 to 523)	512	0	0	0	-	-
4400	Loans granted to individuals and private individuals	513	0	0	0	-	-
4401	Loans granted to public funds	514	0	0	0	-	-
4402	Loans granted to public corporations and corporations owned by the State or municipalities	515	0	0	0	-	-
4403	Loans granted to financial institutions	516	0	0	0	-	-
4404	Loans granted to private companies	517	0	0	0	-	-
4405	Loans granted to municipalities	518	0	0	0	-	-
4406	Loans granted abroad	519	0	0	0	-	-
4407	Loans granted to the state budget	520	0	0	0	-	-
4408	Loans granted to public agencies	521	0	0	0	-	-
4409	Payments of outstanding guarantees	522	0	0	0	-	-
441	Increase in capital holdings and investments	523	0	0	0	-	-
	VIZ1 LOANS RECEIVED LESS LOANS GRANTED (500-512)	524	0	0	0	-	-
	VIZ2 LOANS GRANTED MINUS LOANS RECEIVED (512-500)	525	0	0	0	-	-

1. FY2020 REALISATION (cash flow in EUR)

1.3. THE FINANCING ACCOUNT FOR SPECIFIC USERS

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	2019 REALISATION	FINANCIAL PLAN 2020	REALISATION 2020	Realisation 2020 / FN 2020	Realisation 2020 / Realisation 2019
1	2	3	4	5	6	7=6/5	8=6/4
50	VIII. BORROWING (551+559)	550	0	0	0	-	-
500	Domestic borrowing (552 to 568)	551	0	0	0	-	-
5001	Borrowings from commercial banks	552	0	0	0	-	-
5002	Borrowings from other financial institutions	553	0	0	0	-	-
Part 5003	Borrowings from the State budget	554	0	0	0	-	-
Part 5003	Borrowings from local government budgets	555	0	0	0	-	-
Part 5003	Borrowings from social security funds	556	0	0	0	-	-
Part 5003	Borrowings from other public funds	557	0	0	0	-	-
Part 5003	Borrowings from other domestic lenders	558	0	0	0	-	-
501	Borrowing abroad	559	0	0	0	-	-
55	VIII. DEBT REPAYMENTS (561+569)	560	0	0	0	-	-
550	Domestic debt repayments (562 to 568)	561	0	0	0	-	-
5501	Debt repayments to commercial banks	562	0	0	0	-	-
5502	Debt repayments to other financial institutions	563	0	0	0	-	-
Part 5503	Debt repayments to the state budget	564	0	0	0	-	-
Part 5503	Debt repayments to local government budgets	565	0	0	0	-	-
Part 5503	Debt repayments to social security funds	566	0	0	0	-	-
Part 5503	Debt repayments to other public funds	567	0	0	0	-	-
Part 5503	Debt repayments to other domestic lenders	568	0	0	0	-	-
551	Debt repayments abroad	569	0	0	0	-	-
	IX/1 NET BORROWING (550-560)	570	0	0	0	-	-
	IX/2 NET DEBT REPAYMENT (560-550)	571	0	0	0	-	-
	X/1 INCREASE IN FUNDS IN ACCOUNTS (485+524+570) (486+525+571)	572	0	2.944	99.349	3.374,6	-
	X/2 DECREASE IN ACCOUNT BALANCES (486+525+571) (485+524+570)	573	41.284	0	0	-	0,0

Place and date:

LJUBLJANA, 17.02.2021

Person responsible for assembly:

VIDA MIKLIČRED

Person responsible:

PROF. MARKO VATOVEC

3.11. PRESENTATION OF THE ACADEMY OF MUSIC

Organisation

The Academy of Music of the University of Ljubljana is Slovenia's only music and art higher education institution and is therefore an institution of special national importance. Many outstanding musicians have studied here, including the University of Ljubljana's honorary doctorate holders, musicians Irena Grafenauer and Igor Ozim.

In 1975, the Academy became a member of the University of Ljubljana, and the number of students gradually grew to around 500 today. Students are educated in artistic and pedagogical programmes. The quality of the symphony orchestra is reflected in its excellent performances, which have been well received on tours abroad, where critics and audiences have ranked it among the top young orchestras in Europe over the past decade. Students of the UL AG also participate in numerous international orchestras. The artistic performance of other major ensembles - choirs (chamber, girls', mixed and choral), string, wind, brass, guitar and accordion orchestras, and big bands - has also been very successful.

Student soloists perform on concert and opera stages, where they are particularly challenged by the opportunity to solo with professional orchestras in an academic concert subscription, which they have to win by audition. They also have many opportunities to perform in other concert series, and this is an advantage over similar foreign institutions. Students win numerous prizes in national and international competitions, are highly employable and comprise the bulk of the personnel in national professional ensembles and music education at all levels. Individuals are successful in breaking into the world's best orchestras, such as the Berlin Philharmonic and the Vienna Philharmonic. Since 2008, UL AG students have also won around 150 prizes in various international artistic competitions.

Study activity

The Academy of Music of the University of Ljubljana has:

- TWO UNIVERSITY STUDY PROGRAMMES OF FIRST DEGREE: Music Art and Music Pedagogy, within the Music Art programme there are 26 courses.
- FOUR SECOND-DEGREE MASTER'S DEGREE PROGRAMMES: Musical Arts (26 courses), Instrumental and Singing Pedagogy (22 courses), Music Theoretical Pedagogy (three courses), Music Pedagogy.
- THIRD-DEGREE STUDY PROGRAMME HUMANITIES AND SOCIAL SCIENCE: The field of study is defined by the main subject, which is taught individually and includes three hours of weekly tuition - two hours of the main subject and one hour of tutoring. The compulsory vocational subjects are usually group subjects and are more or less the same for all courses. The fields of study are: composition, orchestral conducting, choral conducting, singing, piano, organ, harpsichord, accordion, guitar, harp, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, trombone, tuba, percussion, sacred music and recorder.

The Bachelor's degree programme in Music Pedagogy trains teachers of music education, music teaching and solfeggio in pre-school programmes, primary and music schools and general grammar schools. The second cycle Master's degree in Music Arts is a continuation of the Music

arts at the first university level and has the same characteristics in the implementation of individual lessons of the main subject.

The second-level Master's degree programme in Instrumental and Singing Pedagogy has 22 courses and guides students of the first-level Bachelor's degree programme in Musical Arts into the field of pedagogical activity within the framework of the graduated course (main subject) at the first level, and trains students to be instrumental and singing teachers at the level of primary and secondary music education. The programme maintains the characteristics of individual tuition in the main subject (course of study).

The second cycle Master's degree programme in Music Theoretical Pedagogy is a continuation of the three first cycle courses of the Bachelor's degree in Musical Arts and guides the graduates of the three courses (composition, conducting and sacred music) into the teaching profession, more specifically, as future teachers. It provides training for independent teaching of music theory subjects in secondary and primary music education, as well as at the secondary level of general education. The programme maintains the characteristics of individual tuition in the main subject(s) of study.

The second cycle Master's degree in Music Pedagogy prepares students for the independent practice of music education and choral singing at the primary and secondary levels of general education, as well as pre-primary and primary level programmes in music education.

Artistic activity

Artistic activity is very much intertwined with academic activity and means the public presentation of artistic achievements and projects that students work on during their studies in various subjects (core subjects, chamber music, orchestras, choirs, etc.). The UL AG itself organises five concert series (Concert Subscription, Chamber Evenings, Solo Recitals, New Music and Early Music), and also a number of other concert and opera projects each year. There are more than 150 public art events organised or co-organised by the UL AG each year. Artistic cooperation with various other artistic institutions (Slovenian Philharmonic Orchestra, RTV Slovenia, Slovenian National Opera and Ballet Ljubljana and Maribor, Slovenian Armed Forces Orchestra, Police Orchestra, Slovenian Chamber Theatre, Ljubljana Music Matrix and others) is also very extensive, which enables numerous high-quality co-productions and, at the same time, is a very important way for UL AG students to gain professional experience. In recent years, the most notable achievements have been those of the Academy of Music Symphony Orchestra, which has been ranked among the top European orchestras of its kind by foreign and domestic critics, while the opera productions and tours of the Academy of Music Big Band in Austria, Germany, Croatia, Serbia, Hungary and Macedonia have also received an excellent response from audiences and critics alike. The solo instrumental and vocal achievements of the best students of the UL AG in opera performances and concert subscriptions of our professional artistic institutions are also highly acclaimed. In 2020, the Covid-19 pandemic has made most of the concert activities impossible, and they have been postponed indefinitely.

Research activity

The Academy of Music of the University of Ljubljana, together with the Faculty of Social Sciences, the Faculty of Arts, the Faculty of Mathematics and Physics, the Faculty of Computer Science and Informatics and the Faculty of Theology, runs an interdisciplinary PhD programme in Humanities and Social Sciences.

The UL AG Research Group brings together scientists and researchers working on research problems in the fields of special music didactics, musicology, music theory, composition and performance practices. All of the identified research areas lead to the creation of new knowledge and artistic works that can be directly translated into school practice, or enrich the general music cultural life at the national level, or represent national music pedagogical, musicological and music artistic contributions abroad. They also enable and promote opportunities for a wide range of interdisciplinary research links, the results of which enhance individual and general quality of life and contribute to national identity and competitiveness in the world. The research group is embedded in university undergraduate and postgraduate programmes in music. Members are involved in Slovenian and international projects, programme groups and research networks, and participate in international and national scientific conferences and symposia, as well as in music performance projects. The Department of the History of Music organises annual scientific symposia on prominent Slovene composers and performers, and these symposia result in the annual publication of thematic issues of the Proceedings of the Musicology and Pedagogy, which contain the international scientific contributions of each year's symposium.

Leadership

The Academy of Music of the University of Ljubljana is represented, managed and represented by the Dean, and in his/her absence by the Vice-Deans. On 7 June 2017, Prof. Marko Vatovec was elected Dean for a four-year term of office. On 25 October of the same year, Prof. Ivan Florjanc was confirmed as Vice-Dean for Academic Affairs, Prof. Matjaž Drevenšek as Vice-Dean for Artistic Activities and Prof. Dušan Bavdek as Vice-Dean for International Activities and Quality.

Presentation of the main bodies

In addition to the Dean and the Vice-Deans, the most important bodies are the Senate, the Governing Board, the Student Council and the Academic Assembly. The Senate is the highest professional body of the UL AG and has 25 members since the adoption of the Rules of the UL AG.

In addition to the Dean, who chairs the Senate, the Vice-Dean for Academic Affairs, the Vice-Dean for Artistic Affairs and the Vice-Dean for International Affairs and Quality are also present, as well as two representatives of the Department of Composition and Music Theory, one representative of the Department of Singing, and three representatives of the Department of Keyboard, three representatives of the Strings and Other Stringed Instruments Department, three representatives of the Wind, Brass and Percussion Instruments Department, two representatives of the Music Pedagogy Department, one representative of the Sacred Music Department, one representative of the Early Music Department and five student representatives.

The permanent working bodies of the Senate of the UL AG are:

- Commission for Student Affairs,

- Commission for artistic activities,
- Commission for scientific research and doctoral studies,
- Quality Commission,

- Commission for the Recognition of Education,
- Commission on librarianship, printing and publishing,
- Habilitation Committee,
- The Diplomas Committee commends.

The Management Board is composed of 11 members. The Chairperson is Prof. Dr Karolina Šantl Zupan.

The Academic Assembly is made up of higher education teachers, scientific and higher education staff, professional administrative and technical staff and student representatives. The Chairperson is Assoc. Prof. Dr Branka Rotar Pance.

The Student Council is the body of students of the UL AG, the president is student Urban Stanič.

The Secretariat of the UL AG performs professional-administrative, legal, human resources, financial, technical tasks for all activities of the UL AG. It consists of the Secretariat, the Human Resources Department with the main office, the Student Affairs Office, the Financial and Accounting Department, the Events and Concerts Department, the IT Department, the International Cooperation Department, the Career Centre and the Technical Services. In organisational terms, the Registrar's Office also includes the library.

3.12. STATISTICS (2020 OUTTURN)

⇒ Number of students enrolled (by study programme)

1. First cycle undergraduate degree programmes

Study programme	Musical arts (1000001)		
Sum of enrolments	Column labels		
Row labels	first stage	Total sum	
2019/20		224	224
2020/21		236	236
Total sum		1.578	1.578

Study programme	Music Pedagogy (1000000)		
Sum of enrolments	Column codes		
Tag	linesfirst stage	Total sum	
2019/20		38	38
2020/21		51	51
Total sum		291	291

2. Master's level 2 programmes

Study programme	Musical Art (1000949)		
Sum of enrolments	Column labels		
Row labels	second stage	Total sum	
2019/20		105	105
2020/21		113	113
Total sum		779	779

Study programme	Music Pedagogy (1000950)		
Sum of enrolments	Column labels		
Row labels	second stage	Total sum	
2019/20		26	26
2020/21		26	26
Total sum		208	208

Study programme	Music Theoretical Pedagogy (1000952)		
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Sum of enrolments	Column labels		
Row labels	second stage		Total sum
2019/20		6	6
2020/21		5	5
Total sum		44	44

Study programme Instrumental and Singing Pedagogy (1000951)

Sum of enrolments	Column codes		
Tags	rowssecond tier		Total sum
2019/20		47	47
2020/21		45	45
Total sum		302	302

⇒ Number of foreign students enrolled (by study programme)

1. First cycle undergraduate degree programmes

Study programme Musical art (1000001)

Sum of enrolments		STEP	
academic year	Citizenship	first stage	Total sum
2020/21	BOSNIA AND HERZEGOVINA	1	1
	CROATIA	24	24
	REPUBLIC OF SERBIA	14	14
	RUSSIAN FEDERATION	1	1
	SLOVENIA	196	196
2020/21 Total		236	236
2019/20	BOSNIA AND HERZEGOVINA	1	1
	CROATIA	23	23
	HUNGARY	1	1
	NORTHERN MACEDONIA	2	2
	REPUBLIC OF SERBIA	11	11
	SLOVENIA	186	186
2019/20 Total		224	224
Total sum		460	460

Study programme Music pedagogy Teaching (1000000)

Sum of enrolments		STEP	Total sum
academic year	Citizenship	first stage	
2020/21	BOSNIA AND HERZEGOVINA	1	1
	MACEDONIA, FORMER JUGOSL. REPUB.	1	1
	REPUBLIC OF SERBIA	2	2
	SLOVENIA	47	47
2020/21 Total		51	51
2019/20	BOSNIA AND HERZEGOVINA	1	1
	MACEDONIA, FORMER JUGOSL. REPUB.	1	1
	SLOVENIA	36	36
2019/20 Total		38	38
Total sum		89	89

2. 2nd cycle master's degree programmes

Study programme Musical art (1000949)

Sum of enrolments		STEP	Total sum
academic year	Citizenship	second stage	
2020/21	BOSNIA AND HERZEGOVINA	1	1
	CROATIA	16	16
	ITALY	3	3
	HUNGARY	1	1
	SEV. MACEDONIA	1	1
	GERMANY	1	1
	REPUBLIC OF SERBIA	6	6
	SLOVENIA	83	83
	UKRAINE	1	1
2020/21 Total		113	113
2019/20	BOSNIA AND HERZEGOVINA	1	1
	CROATIA	16	16
	ITALY	3	3
	JAPAN	1	1
	KAZAHSTAN	1	1
	HUNGARY	1	1
	GERMANY	1	1

	REPUBLIC OF MONTENEGRO	1	1
	REPUBLIC OF SERBIA	7	7
	SLOVENIA	71	71
	SPAIN	1	1
	UKRAINE	1	1
2019/20 Total		105	105
Total sum		218	218

Study programme Music pedagogy (1000950)

Sum of enrolments academic year	Citizenship	STEP	
		second stage	Total sum
2020/21	REPUBLIC OF SERBIA	1	1
	SLOVENIA	25	25
2020/21 Total		26	26
2019/20	REPUBLIC OF SERBIA	1	1
	SLOVENIA	25	25
2019/20 Total		26	26

Study programme Music Theory Pedagogy (1000952)

Sum of enrolments academic year	Citizenship	STEP	
		second stage	Total sum
2020/21	SLOVENIA	5	5
2020/21 Total		5	5
2019/20	ITALY	1	1
	SLOVENIA	5	5
2019/20 Total		6	6
Total sum		11	11

Study programme Instrumental and singing pedagogy (1000951)

Sum of enrolments academic year	Citizenship	STEP	
		second stage	Total sum
2020/21	BOSNIA AND HERCEGOVINA	1	1
	CROATIA	4	4
	LATVIA	1	1

	HUNGARY	1	1
	MACEDONIA, FORMER YUGOSLAVIA REPub.	2	2
	REPUBLIC OF SERBIA	2	2
	SLOVENIA	34	34
2020/21 Total		45	45
2019/20	BOSNIA AND HERCEGOVINA	1	1
	CROATIA	5	5
	LATVIA	1	1
	HUNGARY	1	1
	MACEDONIA, FORMER YUGOSLAVIA REPub.	1	1
	REPUBLIC OF SERBIA	2	2
	SLOVENIA	36	36
2019/20 Total		47	47
Total sum		92	92

⇒ Number of graduates (by study programme)

first stage	Bachelor of Music Education (1000000)		12	6
	Musical arts (1000001)		57	50
second stage	Master's degree	Music Pedagogy (1000950)	12	7
		Musical Art (1000949)	38	29
		Music Theoretical Pedagogy (1000952)	1	2
		Instrumental and Singing Pedagogy (1000951)	15	12
third level	PhD	Humanities and Social Sciences Interdisciplinary (1000276)	2	2

REVIEW OF THE IMPLEMENTATION OF THE ACTION PROPOSALS IN THE 2019 REPORT

1.1.3. Bachelor's degree programme Music Pedagogy	Inadequate material and financial conditions that lower employee motivation, affect the study process and (dis)satisfaction Students. Financial constraints, obstacles and problems in the spatial planning of the Kazina site.	Enhancement material and financial conditions for work.	Increasing funding and obtaining all the necessary resources for the spatial arrangement (relocation to the Casino and construction of an extension) and funding of the UL AG, which will enable, for example, the purchase of new instruments and equipment for the needs of the teaching process and, with the re-allocated IRD funds, support the scientific research and artistic work by university teachers.	Head of Department, Administrator study programme.	It remains at the level of a proposal.
1.1.4. Master's level 2 Study programme Music Pedagogy	High workload of higher education teachers and staff and understaffing in the area of assistants in charge of the promotion and multimedia image of UL AG. Constraints in recruiting new staff assistant professors.	Upgrading of websites and printed and multimedia material to improve presentation the curriculum and activities of the Department of Music Pedagogy.	Updating of the Slovenian and English websites, as well as printed and multimedia promotional material the study programme, and the department's activities.	Administrator of the study programme, Head of the Commission for Scientific Research and Doctoral studies (KZRD AG).	Partly implemented in 2020, included in the 2021 Work Programme.
1.1.5. Master's degree programme Instrumental and Singing Pedagogy (IPP)	The imperceptible need for continuity in the implementation of the higher quota of teaching performances in teaching practice over a longer period of time. Coordination of AG timelines and participating schools.	Gradually Increasing the number of teaching performances (up to 5 for each academic year) over five years (until 2023).	Discussion with invited mentor teachers of the participants music schools on the possibilities of increasing the number of teaching performances. The possibility of giving lessons over a longer period of time (e.g. five lessons in a month and a half) with the same pupil.	Head of the GP Chair objects, the IPP Programme Administrator, Head of the Department of Music Pedagogy, GP), Vice-Dean for study activity.	It remains at the level of a proposal.
	There is a perceived need for students to be introduced to the IPP programme. Lower quota of prospective teachers and deficit employability.	Presentation of the IPP programme to 3rd year students at first instance GU programme.	The IPP Programme Administrator or the Head of the GP Chair will make an annual presentation of the IPP Programme (at the end of 1. or the beginning of the 2nd	IPP Programme Administrator, Head of the GP Chair	It remains at the level of a proposal.

			semester).	subjects.	
1.1.6. Master's degree programme in Music	Insufficient feedback on the effectiveness of the GTP. Coherence of acquired competences while studying with	To verify the effectiveness of subject areas with their content.	Preparation of the survey a questionnaire to check the specificities of the implementation of the GTP by students.	Administrator of the GTP programmes and Head of the GP Chair subjects.	It remains at the level of a proposal.
theoretical pedagogy	There is a need to review the curriculum in the sacred music.				
	High load students at the time of teaching placements during the same period at two levels of music education - lower and upper secondary. Coordination of teaching timetables practices at Member State level and with individual schools in the field at of the academic year.	Adequately coordinate the timing of two placements in the same academic year.	Interview with senior teachers from both teaching practices and GTP students.	Heads of the Departments of Composition, Conducting and Sacred Music, administrator of the GTP programmes .	It remains at the level of a proposal.
02. RESEARCH ACTIVITIES	Low number of members (9) in the UL AG research team. High tender conditions (ARRS) make it impossible to apply for funding to implement projects at UL AG.	ARRS initiative for a systematic possibility to involve UL AG PhD students in the research team.	Meeting with members of ARRS and beginning of discussions on possible forms of applying for funding.	Head of the UL AG Research Committee, members of the UL AG Research Group, Vice-Dean for Academic Affairs, Vice-Dean for Quality and International activity.	Included in the 2021 Work Programme.

	<p>Small number the possibility for higher education teachers and collaborators with habilitation in scientific research to successfully apply for ARRS project calls is limited. As a consequence, this also has an impact on the research work related to the Master's theses. Call requirements and conditions for applying to the ARRS for projects that make it impossible to be a successful candidate, given the structure and potential of the Academy's research team music.</p>	<p>Expanding the research team by involving new members with relevant credentials, and working to increase publications in highly-regarded journals.</p>	<p>Planned recruitment of new teachers working in the field of scientific research.</p>	<p>Administrator of the study programme, Head of the Commission for Scientific Research and Doctoral studies (KZRD AG)</p>	<p>Included in the 2021 Work Programme.</p>
	<p>The low number of members of the UL AG Research Group does not result in high the performance of the research group according to SICRIS, which would allow it to successfully compete for calls for independent projects. Low visibility of the research group and evaluation results according to existing criteria reduce the chances of competitive cooperation in calls for tenders.</p>	<p>Raising the profile of the UL AG Research Group and the research achievements of its members.</p>	<p>Engage the members of the group to raise the profile of the UL AG Research Group by increasing the number of highly rated publications and by joining different project groups. ARRS initiative for system option involving UL PhD students AG in a research group.</p>	<p>Head of the UL AG Research Committee, members of the UL AG Research Group.</p>	<p>It remains at the level of a proposal.</p>
	<p>Artistic activities and projects are carried out on a self-initiated basis at the level of the AG UL member. There are currently no opportunities for applying for art projects on a Slovenian scale (also abroad), as there are no Indicators for specific the arts.</p>	<p>ARRS initiative for the possibility to apply for calls for art projects.</p>	<p>Meeting with ARRS members on possible forms of candidacy to obtain funding for art projects.</p>	<p>Programme administrator or GU.</p>	<p>It remains at the level of a proposal.</p>

03. ARTIST ACTIVITY	Some of the parameters of the concert season have been finalised too late. This results in overlapping events; conflicts with external factors (e.g. competitions); calls too short.	Sufficient amortisation time to avoid additional problems.	Determine the structure of the concert season; confirm dates and related hall bookings; confirm bookings; prepare calls for tenders; consult with Heads of Departments prior to publication and brief all staff on the draft season - all at the end of the preceding of the academic year.	Vice-Dean for Arts.	Realised in 2020.
	Some educators only take into account their own hierarchy of importance; complaints from students that assignment to certain projects or bands is treated as a punishment. Some sections in certain ensembles are qualitatively below average, which makes it impossible to raise the total quality level.	The whole team strives to improve the quality of the concert season.	Consultation of educators with project promoters before dividing students into batches; discussing problematic stakeholders with the dean.	Management, Heads of Departments of the UL AG.	Partly implemented in 2020.
	Despite the accepted protocol on student participation in orchestras, each one interprets it in his own way. The consequences are unavailability	Professionalism.	Imposing sanctions on those who do not comply with the rules adopted.	Management, Academic Assembly of the UL AG.	Partly realised in 2020.
	students for projects, students' absence from tutorials and uncertainty about implementation until the actual project implementation.				
	The large Kazina Hall is acoustically unsuitable for rehearsals of large ensembles and concerts. It is impossible to prepare a project that would show full capacity.	Working under normal conditions.	Provide suitable rehearsal space in cooperation with other institutions.	The Management of UL AG.	Realised in 2020.
	Existing instrumentarium in poor condition, some instruments have not been serviced for many years - the problem is not so much finance as Non-involvement of guardians instruments. Instruments are not available; orchestral performance is difficult.	Availability of instruments; increase in quality of performance; independence from the goodwill of other institutions.	The Trustees must inspect the instruments and submit a record of the state of the instruments so that repairs can be carried out, and to take the initiative. Record keeping and annual audit.	The Trustees of the instrument v.	Included in the 2021 Work Programme.

	projects.				
04. TRANSFER AND USE OF KNOWLEDGE	Lack of general preparation for orchestral or ensemble playing in all students, not only the best, who, by competing on a wide playing field music education, both within and outside the AG, acquire this practice on an ongoing basis. A graduate who leads by example complete your studies at higher education institution, is not sufficiently qualified to ensemble work.	Increase the proportion of orchestral excerpt study, audition preparation and general orchestral and ensemble playing	Setting up colloquia orchestral excerpts and simulated auditions on a class, inter-class and departmental basis.	Main course tutors, heads of departments and chairs ...	Realised in 2020.
05. CREATIVE CONDITIONS FOR WORK AND STUDY	Lack of professional staff in the library. Poor attitude and lack of library advice.	Recruiting a professional as soon as possible, improving attitudes towards users and the way advice is given in library.	Half-time employment continues one colleague in the library.	The Management of UL AG.	Realised in 2020.
05.01. LIBRARY AND PUBLISHING ACTIVITIES	Unsatisfactory growth library materials.	Filling gaps in the library stock faster.	Suggestions for purchase textbooks and specialist literature should be submitted by the UL AG departments. The proposals will be examined and coordinated by the selected committee procurement in relation to the guaranteed the library stock.	Heads of Department and Heads of Chairs.	Partly realised in 2020.
	Lack of specific textbooks.	Issue of in-house staff textbooks	Continue to encourage UL AG higher education teachers to develop didactic textbooks and provide	Heads of Department and Heads of Chairs.	Partly implemented in 2020,
		UL AG higher education teachers.	adequate transparency funding for Publishing.		remains an ongoing task.

05.02. CAREER AND PERSONAL DEVELOPMENT STUDENTS; EXTRA-CURRICULAR ACTIVITIES, STUDENTS WITH SPECIAL STATUS, TUTORING SYSTEM	Inadequate career guidance.	Improving career guidance.	Introduction of a career centre at UL AG.	Vice-Dean for Academic Affairs, Vice-Dean for Quality and International activity.	It remains at the level of a proposal.
	Despite a few successful seminars, cooperation with the UL Career Centre still needs to be improved. Lack of interest in seminars and projects offered by the organisation with the Career Centre.	Presence of representatives students at all departmental and chair meetings, which have an indirect impact on Students.	Involving students representatives to departmental and chair meetings, with invitations to attend.	Vice-Dean for Academic Affairs, Vice-Dean for Quality and International Activities, Chairs departments.	Partly realised in 2020.
	Insufficient level of organisation of the tutoring system.	Popularising and improving the tutoring system.	Appointment of a responsible teacher for the tutoring system, presentation tutoring to students, thereby increasing interest in participation.	International office, the Student Office, the Vice-Dean for Academic Activities, the Vice-Dean for International Activities, and Quality.	Realised in 2020.
	Insufficient overview of extra-curricular activities.	Better overview of possible extracurricular activities.	Creating a better overview and popularising extra-curricular activities.	Student paper, ŠS UL AG, the Vice-Dean for Academic Activities, the Vice-Dean for International Activities, and Quality.	Partly realised in 2020.
06. QUALITY MANAGEMENT AND DEVELOPMENT	Not effective enough keeping students informed.	Establishing effective communication.	Improvement of the announcements sub-page of the UL AG website, clear instructions to Heads of Departments.	Head of Events, Head of Information, Registry, Heads of Department , Vice-Dean for Academic Affairs activity.	Partly realised in 2020.
06.01. RESULTS OF THE STUDENT SURVEY - on at Member State level	Too low a number or too many refusals to answer and consequently not appreciating much professors.	Filling the gap caused by incomplete Student surveys.	Establishing open and confidential meetings between students and the Dean or Vice-Deans for Academic Affairs and Quality.	Vice-Dean for Academic Affairs, Vice-Dean for quality and	Realised in 2020.

				International activity.	
	Late retrieval of minutes of inventory and other commissions.	Acquisition of these records no later than beginning of December of the current year.	Earlier implementation of the work of the above commissions.	The Secretary.	Realised in 2020.
	Again this year, UL AG does not have the results of the student surveys, except for the general ones, due to a data entry error.	Getting results earlier student surveys.	Initiative or request for earlier availability of student survey results.	Students' Office, Vice-Dean for Quality and International Activities, Vice-Dean for Academic Affairs Matters.	It remains at the level of a proposal.
07.01. GOVERNANCE AND MANAGEMENT	Lack of careful documentation and archiving of documents and events.	Accurate documentation and archiving of documents and events.	Organisation of training on documenting and archiving office activities	Secretary, Dean.	Included in the 2021 Work Programme.
	Poor communication between offices.	Cooperation between different offices	Organisation of regular working hours meetings between individual offices	Secretary, Dean.	Remains at Proposal.
	Poor material conditions for work.	Relocation to the Kazina Palace and preparation of the urban and architectural design competition for an extension to the Kazina Palace.	Start of the renovation of the Kazina Palace, preparation for the publication of the urban planning and architectural competition for extension to the Kazina Palace.	Building Committee, Secretary, Dean.	Partly implemented in 2020.
	Unstable funding.	Analysis and control revenue and expenditure	Preparation of quarterly reports and accounting analysis.	Secretary, Head Accountant va.	It remains on the level of the proposal.
	Overburdening of temporary staff.	Timely planning of study activities.	Preparation of teaching load announcements in June for the next academic year.	Vice-Dean for Academic Activities, Secretary, Dean.	Partly realised in 2020.
	Protracted procedure at the UL regarding the adoption of the Regulations on working and teaching staff UL AG commitments.	Implement the Rules as soon as possible.	Improving communication with UL.	Secretary, Dean.	Realised in 2020

	Too many honoraria.	Reduction in the number of honoraria to 80.	Preparation of announcements of expected honoraria in June for the next academic year.	Vice-Dean for Academic Activities, Secretary, Dean.	Partly implemented in 2020.
07.02. HUMAN RESOURCES DEVELOPMENT	Training plan pedagogical and professional administrative and no technical staff yet ready.	Setting up a review education and training on the website, and regular refreshment this.	Preparation of a staff development plan for teaching and professional administrative and technical staff.	Head of IT, Human Resources Service, Leadership.	Included in the 2021 Work Programme.
	A large number of honoraria colleagues and too many the burden on them.	UL's new job classification AG.	Update of the systematisation of posts of the UL AG.	Leadership.	Realised in 2020.
	Old and outdated HR and attendance management software.	Update of the HR and record-keeping software presence.	Complementing existing programmes, introducing new ones.	Human Resources Service, Head of IT, Management.	Realised in 2020.
	Poor transparency of business information.	Integration of UL AG into the new APIS business information system and its integration with existing Programmatically equipment.	Appropriate purchase at APIS launch.	Head of Human Resources Services, Head of IT, Management.	Realised in 2020
07.03. INFORMATION SYSTEM	Restricted access to wireless network.	Update your wireless network.	Replacement and purchase access points, switches and a system to manage them.	Head of IT, Leadership.	Realised in 2020.
	Outdated hardware.	Higher quality of service delivery.	Supply and replacement of hardware.	Head of IT, Leadership.	Partly implemented in 2020, included in the programme Works 2021.
	Heating of the system space.	Higher quality of service delivery.	Replacement of the air conditioning unit in the system room.	Head of IT, Leadership.	
	Disconnected locations.	Providing the same service at all locations.	Optical fibre connection to the Vegova/Gosposka and Palača Kazina sites to the 'Butterfly' network.	Head of IT, Management in cooperation with UL.	Realised in 2020.

07.04. COMMUNICATION WITH THE PUBLIC	Chronic lack of feedback from within the faculty; some professional services are under-active. Unrealistic picture and misleading signals to students; graduates with a distorted real picture of the profession.	Good information, teamwork, awareness of the current situation, which should be the result of a clear allocation of tasks between the services that need to do their job. Internal control.	Respond to reports, decisions and questions, even if the reply is just an acknowledgement of receipt. At the current stage, it is too often necessary to go straight to the dean. Introduction of an AG Newsletter sent by e-mail once a month, following the example of the Concert Service; adopt sanctions for non-performance of basic the duties of the job.	The Secretary.	Realised in 2020.
	Due to the GDPR, limited possibility of additional invitations to individual students at the concert.	Obtaining a licence students so that UL AG can send them invitations and notices on	Preparation of permit forms.	Student Office, Vice-Dean for the Arts activity.	It remains at the level of a proposal.
		individual events on their private email addresses.			
	Insufficient interest of UL AG students in individual events, concerts of UL AG.	Motivate the UL AG professors to promote events and concerts.	Updating the mailing list and additional promotion on a wide range of channels.	Contracted external collaborators for public relations and concert activities, the UL AG Academic Choir, the Student paper.	It remains at the level of a proposal.
	Incomplete data on English language UL AG websites, concerts and events can only be published on the Slovenian website. UL AG is not visible internationally.	Updating the look and feel of the UL AG website in Slovenian and English	Agreeing with the web designer and gradually adding and updating content.	Contracted external staff for public relations and concert activities, management, Informatics Service of the UL AG, UL management AG.	Partially implemented, included in the 2021 Work Programme.

	Poor attendance at individual events, also due to the large number of concerts/events taking place on the same day.	Plan events more carefully.	Overview of music events outside the UL AG and accordingly planning to avoid too much duplication.	Contracted external collaborators for public relations and concert activities, Leadership.	It remains at the level of a proposal.
07.05. ASSET MANAGEMENT PLAN BY PROPERTY	Non-transparency of the state of obsolescence of instruments.	Inventory and assess instruments in poor condition and draw up a rehabilitation plan.	Inventory of instruments in a state of disrepair; assessment of instruments in a state of disrepair; implementation and preparation of relevant documents in accordance with public procurement law; Submission of a request for issuance order forms and service.		Included in the 2021 Work Programme.
	Inadequate storage of instruments.	Acquire storage space for instruments.	Obtain a room with adequate temperature and humidity to store the instruments.	Trustees of the instrument, Vice-Dean for artistic activity	Realised in 2020.
	Wear and tear on instruments.	Purchase of new instruments, availability instruments; improving the quality of implementation; independence from	Preparation of a proposal for the procurement of new instruments by 2021. Trustees should review the instruments and submit a record sheet regarding instrument balances in order to can carry out the repair; and	Trustees of the instrument, Vice-Dean for artistic activity.	Included in the 2021 Work Programme.
		the goodwill of others Institutions.	take the initiative. Guidance records and annual audit.		
	There is no visible inventory control in the UL AG premises.	Introduce inventory control in individual rooms.	Inventory sheets are placed on the walls of each room.	Inventory commissions, instrument custodians v, Secretary.	Realised in 2020.

	Non-transparency of instrument maintenance needs.	Introduction of an online enrolment system repair orders and Tuning.	Establishment of a programme to enable the entry of orders for tuning instruments; recruitment of a tuner to rotate through the instrumentarium of the UL AG and the UL AG on a permanent basis. engaging an outsider a tuner who will tune and repair all pianos on a regular basis, at least once a month.	Instrument administrators, heads of departments and chairs, Head of the IT Service, Secretary, Vice-Dean for Arts activity, dean.	Included in the 2021 Work Programme.
	There is no control over the use of the premises. What happens theft and damage property.	Establishing a system that allows transparency and traceability of users.	Setting up a computerised system and introducing barcodes or other identifiers for Students.	Head of IT, Security Service, The Secretary, Dean.	Partially implemented in 2020.
	Poor visibility of occupancy.	Implementation of a programme to publish occupancy rates and align it with the timetable.	Purchase the appropriate software.	Head of IT, Security Service, The Secretary, Dean.	Realised in 2020.
09. DEVELOPMENT OBJECTIVES	Most of the international students are from the former Yugoslavia.	Increase the number of international students from other parts of Europe and the world.	Improving the promotion of the UL AG abroad by improving the website and publishing presentation brochures in English.	Head of International Office, Concert Service, Vice-Dean for Quality and International activity.	Partly implemented in 2020, included in the 2021 Work Programme.
	The Action Plan has so far been framed in the academic year.	The new The Action Plan covers a calendar year.	Preparation of the Action Plan at the beginning of the calendar year.	Quality Commission, Vice-Dean for Quality and International activity.	Realised in 2020.
	Weak administrative Support	Improving administrative support	Additional recruitment of assistants.	Management in cooperation with UL.	Included in the 2021 Work Programme.
	Insufficient number (international) projects.	Applying and get more (international) projects.	Sign up for more (international) projects.	Vice-Dean for quality and	Realised in 2020,
		(international) projects.		International activity.	remains constant the task.

Too few scholarship opportunities for foreign stakeholders students.	To create opportunities for scholarships for international students.	Finding new scholarship opportunities for foreigners Students.	Head of International Office, Vice Dean for Quality and International activity.	Partly realised in 2020.
Systemically limited funding for artistic projects	Opportunities for systemic funding of artistic projects	Presentation of the problem to the Ministry of Foreign Affairs and the Ministry of Culture and establishing the possibilities for obtaining funding for artistic projects	Leadership in cooperation with UL and the Ministry of Culture.	Realised in 2020.
Financial malnutrition UL AG	Stable funding for UL AG.	Presentation of the problem to the UL, the Ministry of Education and Science and the Ministry of Finance and the establishment of stable funding artistic programmes	Management in cooperation with UL.	It remains at the level of a proposal.

LEGAL AND OTHER BASES GOVERNING THE UNIVERSITY

- Constitution of the Republic of Slovenia (Official Gazette of the Republic of Slovenia, No. 331/1991-I, 42/1997, 66/2000, 24/2003, 69/2004, 68/2006, 47/2013, 47/2013, 75/16);
- Act on Higher Education (Official Gazette of the Republic of Slovenia, No. 32/12 - official consolidated text, 40/11 - ZUPJS-A, 40/12 - ZUJF, 57/12 - ZPCP-2D, 109/12, 85/14, 75/2016, 61/17 - ZUPŠ and 65/17);
- Regulation on public funding of higher education institutions and other institutions (Official Gazette of the RS, No 7/11, 34/11 - Dec. 64/12, 12/13, 38/16 and 35/17);
- Resolution on the National Programme of Higher Education of the Republic of Slovenia 2011-2020 (Official Gazette of the Republic of Slovenia, No 41/2011);
- Statute of the University of Ljubljana (Official Gazette of the Republic of Slovenia, No 4/17, 56/17);
- Decree on the Transformation of the University of Ljubljana (Official Gazette of the Republic of Slovenia, 28/2000, 33/2003, 79/2004, 36/2006, 18/2009, 83/2010);
- The Research and Development Act (Official Gazette of the Republic of Slovenia, No. 69/2002, 115/2005, 22/2006-UPB1, 61/2006-ZDru-1, 112/2007, 9/2011, 57/2012-ZPOP-1A) and other regulations in the field of research and development;
- Resolution on the Research and Innovation Strategy of Slovenia 2011-2020 (Official Gazette of the Republic of Slovenia, No 43/2011).

University of Ljubljana departments shall also apply all other laws and regulations of the respective areas such as human resources, finance, veterinary, culture, etc.

The University of Ljubljana publishes all regulations governing the University of Ljubljana as a whole on its website:

[http://www.uni-](http://www.uni-lj.si/o_university_in_politania/organisation)

[lj.si/o_university_in_politania/organisation_regulations_and_procedures/regulations_statutes_ul_and_rules/](http://www.uni-lj.si/o_university_in_politania/organisation_regulations_and_procedures/regulations_statutes_ul_and_rules/).

MEMBERS/DEPARTMENTS/DEPARTMENTS

The Department is the organisational unit of the teaching process carried out by the UL AG. The departments in which the Academy carries out educational activities are:

COMPOSITION AND THEORY OF MUSIC | Assoc. prof. dr. Andrej Misson, Head of Department
SINGING | prof. Matjaž Robavs, Head of Department
DIRECTION | Assoc. prof. Sebastjan Vrhovnik, Head
INSTRUMENTS WITH TIPPETS | prof. Tomaž Petrač, Head
STRINGS AND INSTRUMENTS WITH STRINGS | prof. Tomaž Rajterič, chair
PIANOS, TROBILLS AND TOLKINS | prof. dr. Karolina Šantl Zupan, chair
MUSIC PEDAGOGY | associate prof. dr. Branka Rotar Pance, chair
SACRAL MUSIC | prof. Mario Perestegi, chair
OLD MUSIC | prof. Egon Mihajlović, chairman

The Chair is the organisational unit for carrying out activities in the field of study. It brings together higher education teachers and associates who are habilitated in the fields of a particular chair, are employed at UL AG and carry out courses related to the content of the study programme in order to provide and develop them in a coordinated manner.

The UL AG Chairs are:

CHAMBER PLAY DEPARTMENT | prof. Borut Zagoranski, Head
DEPARTMENT OF MUSIC-THEORETICS | doc. Vito Žuraj, Head
DEPARTMENT OF HISTORY OF MUSIC | prof. dr. Darja Koter, Head
DEPARTMENT OF JAZZ | doc. Matej Hotko, Head
CHAIR FOR PIANO A, B, C AND ACCOMPANIMENT |
Stro. svet. Brigita Pavlinc, Head of the Chair for Piano A, B, C
Stro. svet. Ivan Jose Vombergar, Head of the Chair of Choreography
DEPARTMENT OF MUSIC AND PEDAGOGY | prof. Andrej Grafenauer, Head
DEPARTMENT OF CONTEMPORARY MUSIC | associ. prof. Luka Juhart, Head
DEPARTMENT OF TROUBLES | prof. Dušan Kranjc, Head

REPORT FROM THE PRESIDENCY OF THE STUDENT COUNCIL OF THE UNIVERSITY OF V LJUBLJANI

Student representatives cooperate with the UL AG management through the AG Student Council, as well as in all other bodies and committees as dictated by the UL rules and statutes (the UL Board of Management, Senate, Quality Committee, Student Affairs Committee, Press, Publishing and Library Committee and the Academic Assembly). The President and Vice President of the Student Council of the AG also attend regular meetings of the UL Student Council, where they participate with representatives of other UL members in various working groups.

The number of students in the AG Student Union has increased since the last academic year, which reflects the increased interest of students in the work and situation at UL AG and, among other things, the successful work of the AG Student Union in the past term. The visibility of the Student Council has also increased compared to last year, thanks to the two events organised or co-organised last year. One of these was the AG Charity Concert - "Jazz for you, you for me", which raised money for UL AG students in need. In addition, they also collaborated with representatives of the other two art academies (AGRFT and ALUO) and together again organised the event "A3" - Night of the Three Academies, which featured musical performances by students of UL AG, who received an honorarium for their performances from the CS of the AG.

In the academic year 2019/2020, the AG CS co-financed reductions of the orchestral scores of two saxophone concertos, following consideration and approval of the applications.

The AGS updates and uses its online networks (Facebook page, webmail) to keep students regularly informed about events, calls for proposals, seminars, etc. Representatives of the CSO AG also serve as members of the committees for the examination lectures of musicians and professors wishing to be habilitated to a higher degree.

The management listens to what the students have to say and works well with their representation. One of the results of the joint cooperation last year is a guide for students, and every year at least one representative of the Council addresses the new students at their reception at UL AG.

There is also a need to raise students' awareness that a body such as the Student Council has an important function and, with the support and trust of all, can influence the well-being of students, who can turn to its representatives for help in certain situations. This avoids solving problems on our own, which often do not benefit the students and teachers, nor the institution. There is also a lot of room for progress in the form of cooperation with the UL Career Centre, given that with their help we could organise and finance various training courses in our field, which are very welcome due to the specific nature of our faculty.

Despite some difficulties that arose during the year, the UL AG SB, according to the Bureau, is coping with them very well and assesses the academic year 2019/2020 as very active and successful.

STATEMENT ON THE ASSESSMENT OF INTERNAL CONTROL OVER PUBLIC FINANCES

SELF-EVALUATION OF STUDY PROGRAMMES

Musical Arts - Level 1

- a) Study programme name: Music Art
- b) Level of study programme: level 1
- c) Study programme type: bachelor
- d) Name of the member(s) involved in the implementation of the study programme: the Academy of Music UL
- e) Information about the study programme administrator Miha Rogina, Assoc. prof.
- f) Academic year: 2019/20

Enter the defined core objectives of the study programme and the expected competences of the graduates in as accredited.

The main aim of the first cycle programme Music Art (GU) is to educate students of the UL AG for the performance of artistic professions defined by the directions of the GU programme. Through elective pedagogical subjects, graduates acquire the basic competences for the application of the acquired knowledge in pedagogical activities in the fields defined by the directions of the programme.

If students successfully complete the first cycle programme, they are qualified to continue their studies at the same courses in the second cycle of the Master's degree programme in Musical Arts.

Assess the relevance of the content of the study programme and its teaching units to the most up-to-date research or artistic output in the field of the programme and in terms of job prospects.

The study programme is comparable in terms of content and quality to similar faculties abroad. It is relevant to all relevant job profiles in the field, both at home and abroad. Slovenian employers, for whom the profile of the study programme is relevant, employ AG graduates in the largest number. Performance indicators, feedback and good international employability of graduates demonstrate adequate international competence.

Please briefly summarise the key advantages and disadvantages arising from the results of the — student surveys^[1]. Student surveys generally show above-average student satisfaction with the teaching of the main subjects. The highest scores are given for satisfaction with the study process, the teaching staff and other parameters related to the teaching of the instrument. As regards the general conditions of study, the highest scores are given for overall satisfaction, parameters related to mobility, professional support, encouragement and extra-curricular activities.

Student dissatisfaction is reflected in space issues, information, the (in)timeliness of timetable publication and the poor attitude of some professional services towards students.

Unfortunately, student surveys are still very poorly tailored to the specificities of study at UL AG, so that for a very high percentage of activities, the results give a distorted picture or are not available at all. Another redesign will be needed.

Evaluate how the activities impact on the effectiveness and efficiency of the study. Monitor the student population at study programme level.

The following places are available for the 2020/21 academic year:

	REGULAR	EXTRAORDINARY
Slovenians and the EU	60	15
Foreigners/Slovenians without Slovenian Nationality	5	5
Parallel studies and graduates	3	10
Enrolment according to the entry criteria	2	5

72 students enrolled in the first year, 76 in the second year, of whom four with extended status, and 70 in the third year, of whom six with extended status.

The number of students who completed the GU Bachelor's degree programme in the last academic year is 58. The average number of examinations taken in 2019/20 at level 1 of the GU degree programme is 1.03 per capita, which is slightly lower than in the previous academic year. This includes all programme subjects in all three years of the GU Bachelor's degree programme.

A particular phenomenon of the last academic year is that no students repeated a year. This is attributable to the epidemic of covid-19, which has led to fewer CTs being required or to students extending their status, which does not count as repeating.

At UL AG, research work is only carried out at the doctoral level, so the extent of this work is not relevant here.

Monitoring and quality assurance of the teaching process.

Discrepancies in the quality of teaching processes are identified through the results of student surveys and interviews of teaching staff with the Dean. Monitoring of the quality of specific courses is also observed in the case of integrating courses such as orchestra and chamber music. In some theoretical subjects, it would be necessary to include a 'general knowledge review' in the assessment of knowledge. Some of the competences that students should have acquired during their secondary education are found to be deficient in practice in larger instrumental groups. The tutors of the subjects concerned should be encouraged to give a failing grade for insufficient knowledge.

The multidisciplinary offered by the UL AG is a prerequisite for a successful professional profile in the field of music, and therefore reciprocal monitoring of the quality of pedagogical processes between music theory courses and the teaching of the main subject is essential. It is proposed to introduce the provision of summarised feedback and to develop a short concise template for this purpose.

Chairs within departments participate in colloquia, examinations, diplomas and auditions, making suggestions for improvement. Unfortunately, the realisation of these remains at the level of the commitment of individual teachers. It would be useful to strengthen interdepartmental cooperation through meetings planned for this purpose and through categorised feedback.

The student workload is appropriate, the number of ECTS is in line with the established evaluation formula. In my subjective opinion, the number of ECTS is too generous, as it is easily reached by students. In particular, it is very difficult to include the individual work of students in the above-mentioned evaluation, as the specificity of the field is such that it is impossible to uniformise it into a

so-called general student profile.

Student engagement in studies and the acquisition of competences is nowadays largely no longer dependent on the quality of the curriculum, the professionalism of the teacher and the quality of the teaching process. Perhaps this is a topic for the field of sociology.

Support for internationalisation of studies.

Internationalisation at UL AG is working in an exemplary way. Students at UL AG do not need any special preparation, as they

They are usually already exposed to and work with international experts during their secondary education.

In the last academic year, 12 UL AG higher education teachers and one support worker were on exchange. One visiting foreign expert participated in the teaching process at UL AG for at least one subject for more than six months, 28 participated in the teaching process for up to one month. Three administrative staff came on exchange.

The number of UL AG students who have gone on exchange abroad is 14, and 16 foreign students have come on exchange to UL AG. In the past academic year, the entire curriculum was translated into English, which is a major step forward in the field of internationalisation.

One of the main problems is still the financial compensation of the tutors for teaching Erasmus students. The problem stems from the UL's balancing act, which treats all Erasmus students equally. However, an exchange student at UL AG, because of the individual teaching, means a completely different specificity than at other Member States. The problem is not with group courses, where an extra student in the group does not change anything, but with individual tuition, where an extra student means a significant additional teaching load. The current internal arrangement at UL AG is to balance incoming and outgoing students within the programme and does not provide for financial compensation.

If the teacher of the main course decides to teach an Erasmus student for free (one such student means two extra hours of NPO per week), the course tutor has no say in the matter. As a consequence, the tutor in question is forced to work for free. Most of them, of course, refuse to work in this way. The exchange student is thus deprived of the benefit of essential elements of the study process. This gives UL AG a bad press in international academic circles. Student exchange is always associated with financial costs for students and many foreign students are not prepared to accept such a severely curtailed course of study.

The UL AG should strive to present UL issues and propose concrete solutions that cover all aspects of international exchanges according to the field of expertise. A systemic solution must be found to provide funding for such cases.

The specific nature of the UL AG field and the structure of the market make it necessary for domestic students to operate in an international environment. It is established practice for students to attend seminars and masterclasses abroad or at home with foreign professors. A high percentage of domestic students participate in international competitions, festivals and guest lectures abroad.

It should be noted that at this point, internationalisation is stagnating in practice due to the epidemic of covid-19.

Providing support, encouraging students to study.

The UL AG website is clear, up-to-date and offers fast and clear access to information. Students are well informed and the study process, especially in courses with large numbers of students and orchestral projects, is therefore more efficient and concrete.

Student representatives actively participate in the meetings of the UL AG bodies, are involved in committees and executive bodies. This gives them insight into the specifics and problems of the Faculty's activities, which enables them to form and submit constructive proposals for improvement.

Students have access to student tutoring and student surveys, as well as easy access to professors and management. In particular, direct contact with professors provides practical professional experience and insight into the realities of the profession. In the light of the information obtained, some students are able to better and more quickly concretise their understanding and application of the knowledge they acquire in their studies.

Practical training for students, if part of the study programme.

Practical training within the programme takes the form of participation, both compulsory and optional, in the ULAG concert season. Outside the study programme, but essential to the profile of a successful graduate, practical training takes the form of participation in international orchestras, concerts and participation in competitions. UL AG students excel in these indicators. The Member monitors and records their achievements.

Promoting the professional development of staff (academic, professional staff) and collaborators who implement, support the study programme.

Both teaching and administrative staff have a wide range of training courses to choose from, especially from the UL.

Staff mobility is very intensive and continuously encouraged by the International Office, from where an exemplary up-to-date information, initiatives and reminders.

The ratio between the research and teaching load is regulated by the Protocol on Teaching Activities, and is verified through the Heads of Department or in annual interviews with the Heads of Department and the management. The specific nature of the field of study in many cases requires a large amount of unpaid contact teaching hours, as student concert activities, competitions, etc., which require this, are a dynamic process and cannot be fitted statically into the course of the study programme.

The organisational culture is improving year on year. As a result, employee satisfaction and commitment are also improving. There is still room for improvement in this area, particularly in terms of timeliness of information, supervision, encouragement for reciprocal interest and networking and, above all, setting an example. The staffing structure is largely linked to funding, and here UL AG has unfortunately always been at a loss. The shortage of staff in the administration is a serious problem.

Briefly assess the achievement of the core objectives of the study programme and the graduate's competences.

The study programme adequately educates and prepares students both for entry-level professional work and for further study at a higher level. The objectives and objectives of the study plans have been almost fully achieved and implemented.

We are witnessing rapid changes in society and in the market, and the competences envisaged for graduates should be taken into account. In particular, efforts should be made to place on the market graduates with a broader knowledge of related fields (for example, instrumentalists who also have a basic knowledge of composition, singing, jazz, early music, or who are able to work with computer notation software, etc.). The market is becoming saturated with the current profile of the expert in his or her field alone. In addition, the range of job responsibilities is becoming ever wider.

Students' knowledge of theoretical subjects should also be improved. The shortage is particularly evident in the practice of larger instrumental groups. It is proposed that a test of knowledge of music theory be introduced as part of the entrance examination. In the examination of knowledge, 'merciful' assessment of insufficient knowledge should be avoided.

Which stakeholders and how did you involve them in the discussions, action planning, follow-up and preparation of self-evaluation reports at the level of the study programme?

Higher education teachers and staff are involved in departmental, chair and expert council meetings, through by email and by personal contact.

Students submit their suggestions and observations through the Student Council or directly to the contact hours.

The opinions of the professional staff are expressed at meetings of the Chairs, the Senate and the Dean's Extended College, as well as by e-mail and direct contact.

External contributions are made at departmental and chair meetings, by email and by direct contact.

Employers are involved through the Strategic Council, the music schools where students do their internships, and orchestras and other professional institutions with which both students and UL AG employees work.

Reflection and involvement of other stakeholders and the wider environment takes place to the greatest extent in the public events and artistic projects organised by the UL AG. [Review of the](#)

implementation of measures and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Introduction of an online form for submitting repair orders.	Going online enables employees to simplification of the procedure, control and faster implementation.
The Regulations on working and teaching UL AG's commitments.	All procedures and administrative obligations are completed. Coordination with OJ.
The AG Newsletter is introduced.	Awareness of the current situation and better integration of all structures within ULAG.
KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
The curricula of the main subjects have been translated into English.	A major step forward in internationalisation.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
Good practice in the area of transition to electronic or online documents should be extended to orders piano tunings and loan reverses instruments of the UL AG.	Up-to-date, transparent, controlled, simplified.	Introduce an online portal, along the lines of the gateways already implemented.	Registrar, Head of Section for Informatics.
The assessment in the Orchestra course must be justified in all the projects the student has worked on in the current academic year. If one of the projects has a negative grade, the student cannot get the subject a positive final assessment.	Optimal quality of all artistic projects at UL AG, professionalism.	Amendment of the Protocol on participation in orchestras and notification of all students and teachers.	Vice-Dean for Studies Matters.

Music Pedagogy - 1st degree

- a) Study programme name: Music Pedagogy
- b) Level of study programme: level 1
- c) Study programme type: bachelor
- d) Name of the member(s) involved in the implementation of the study programme: UL Academy of Music
- e) Information about the study programme administrator: dr. Branka Rotar Pance, Assoc. prof.
- f) Academic year: 2019/20

Enter the defined core objectives of the study programme and the expected competences of the graduates in the form in which they are accredited.

The main aim of the first cycle Music Pedagogy programme is to train students to plan and implement music education and choral singing at primary and secondary level of general education and pre-school level programmes in music education under the supervision of a teacher. It also trains the student to plan and implement programmes for other target groups in the field of non-formal education and to work in a team with teachers, parents and other professionals. Upon successful completion of the programme, the graduate is qualified to continue his/her studies in the second-level Master's degree programme in Music Pedagogy, which provides him/her with the competences to independently pursue the profession of a music teacher in general education (primary school, secondary school) and in music education (pre-school level programmes, music education and solfeggio in music school). The acquired competences also enable him/her to work in professional cultural institutions (organisation and management of music and cultural events), in amateur music activities (choir conducting, music animation, management of music activities) and in the media (working in editorial and editorial offices of various media in connection with music and music education).

General competences:

- expertise acquired through the study of music production, production, musicology and music education disciplines,
- Synthetic, analytical, creative thinking and problem-solving, and flexible application of knowledge in practice,
- initiative/ambition, the value of continuous personal development and professional development,
- sensitivity (awareness) for the natural and social environment, national culture, heritage, identity, multiculturalism and non-discrimination,
- the ability to manage time, to plan independently, to self-monitor the implementation of plans and to use ICT in education,
- knowledge and understanding of social systems, especially processes in education,
- ability to work in a collaborative/team environment and sensitivity to people and social situations,
- knowledge and understanding of the developmental patterns, differences and needs of the individual,
- understanding individual values and value systems, mastering professional ethics

Questions.

Assess the relevance of the content of the study programme and its units of study to the most up-to-date research or artistic output in the field of the programme and in terms of job prospects.

The study programme is appropriately designed, drawing on the characteristics of the entire general education vertical from kindergarten to secondary and lower music education, taking into account the contemporary doctrine of music curriculum planning, and integrating with the curricula and syllabuses in the above-mentioned educational areas. The learning modules and courses ensure the development of students' competences, which they build on in the following areas

post-secondary studies, leading to the appropriate qualifications for work in primary, secondary and music education. International comparisons and research findings confirm the comparability of the curriculum and its appropriate design in relation to learning outcomes. The updating of content is linked to flexible learning environments and takes into account the need for greater integration of modern technologies for educational purposes.

The units of the study programme are continuously upgraded and updated according to the development of specific professional and scientific fields and artistic developments in the field of music. Most subjects are meaningfully integrated with new teaching content, the study literature is updated and upgraded, teaching methods are updated and assessment methods are modified. Course and modular content teachers and providers are updating their references. All changes are made in the context of minor changes to the curriculum.

Updates to the subject curricula are based on continuous assessment of the relevance of the curriculum delivery, teaching methods and forms, and student achievement. The process of updating is influenced by the involvement of individual higher education teachers and students in various projects, the close links and cooperation with various educational institutions and mentor teachers within the framework of the Pedagogical Practices, the discussions and guidelines developed within the framework of the activities of the Quality Commission of the UL AG, and the involvement of individual members of the Department of Music Pedagogy in the educational programmes and activities related to monitoring and raising quality at the level of the UL AG.

The study programme is well designed for later employment and career prospects. The learning units are related to the Slovenian educational context. At the same time, comparisons with related study programmes from abroad and the findings of partial reference research in the field of education of future music teachers allow us to constantly compare and reflect on the programme and provide impulses for further development in a rapidly changing knowledge society, in the field of art and in the broader social environment. Updates are being made in order to take into account and operate in flexible learning environments and to integrate modern technologies into educational processes in a meaningful didactic and professional way. Given the employment opportunities and needs in the Slovenian educational space and the informal forms of musical activity, the existence of the study programme is highly justified and necessary.

Please briefly summarise the key advantages and disadvantages arising from the results of the [student surveys^{\[1\]}](#). As in previous years, the analysis of the survey results in terms of the key strengths and weaknesses of the study programme is problematic due to the low number of completed surveys. In the 2019/20 academic year, between 11 and 1 students completed the pre-exam survey for each course. Out of 58 subjects, 40 subjects were included in the statistical treatment. The results show different trends in student satisfaction with the delivery of individual courses. The average calculation for all courses shows a high level of student satisfaction (average score 4.4).

Post-examination surveys were also completed by a small number of students in individual subjects, with a range of 12 to 1. Of the 59 subjects, 42 were included in the statistical treatment. The results show different trends in students' satisfaction with the performance of individual courses. The average calculation for all subjects shows a high level of student satisfaction (average score 4.6).

Evaluate how the activities impact on the performance and effectiveness of the study. Monitor the student population at the level of the study programme.

Each academic year, the same number of places is offered on the first cycle Bachelor's degree programme in Music Education. The number of students who take the admission test and subsequently enrol in the programme varies.

Data on enrolment, progression and completion of studies at the first cycle of a bachelor's degree programme Music Pedagogy for the last four academic years:

Academic year 2016/17

Number of students enrolled: 38. The pass rate from 1st to 2nd year was 91.67%. The pass rate from 2nd to 3rd year was 71.43%.

In 2017, eight graduates completed their first cycle of studies.

Academic year 2017/18

Number of students enrolled: 36. The pass rate from 1st to 2nd year was 76.92%. The pass rate from 2nd to 3rd year was 91.67%.

In 2018, eight graduates completed their first cycle of studies.

Academic year 2018/19

Number of students enrolled: 42. The pass rate from 1st to 2nd year was 60%. The pass rate from 2nd to 3rd year was 72.73%.

In 2019, 12 graduates completed their first cycle of studies.

Academic year 2019/20

Number of students enrolled: 51. 70.59% Transition from 1st to 2nd year Transition from 2nd to 3rd year (no data available).

We have not yet received data on 2020 graduates.

We note that the number of students enrolled in the first cycle Bachelor's degree programme in Music Pedagogy ranges from 36 to 51 students in the academic years under review. The first year of the study programme is mainly attended by graduates of general and classical grammar schools who have previously studied in primary music education or acquired musical knowledge and skills in other forms, after successfully passing the Music Talent and Knowledge Examination and fulfilling the other admission requirements specified in each year's call for applications. The proportion of music graduates enrolled at the Art Gymnasium is small in comparison. Due to differences in musical (pre-)knowledge and the development of musical skills, there is a fluctuation in the pass rate at the transition from the first to the second year, which ranges between 60% and 91.67% in the years under review. The statistics on the pass rate between

The number of graduates completing the Bachelor's degree programme in Music Pedagogy in each academic year ranged from 8 to 12 graduates. The small number of students in each year of study allows us to track the academic performance of each individual.

Monitoring and quality assurance of the teaching process

It is very important for a first cycle Bachelor's degree programme in Music Pedagogy to be taught at an arts academy. The structure of the curriculum and the activities of the university teachers and students in the study process offer rich opportunities for interdisciplinary links. The subject content of the music theory strand, the music production strand, the music pedagogy strand and the field of musicology also encourages the student to engage in ongoing independent interdisciplinary interaction. The competences developed in the individual subjects are applied in teaching practice in different types of schools. Music education requires authentic forms of musical learning at all levels of education. The study environment of a higher education institution, imbued with the arts, offers rich opportunities for the development of a professional profile as a teacher and a musician, or as a musician and a teacher. The activities of the higher education teachers in the field of scientific research and artistic research and the involvement of music education students in scientific research, professional and artistic projects promote the further professional development of all stakeholders, influence the updating of curricula and result in publications in the scientific and professional field by all stakeholders. In addition to the activities at the home institution, the higher education teachers and students are involved in international activities within the European Association for Music in Schools (EAS), other music academies running related study programmes and in Erasmus exchanges. The foreign professors and students who come to the UL AG contribute to the development and strengthening of the interdisciplinary links in the study programme by giving lectures, seminars, workshops and by being involved in the study process at the UL AG. Professional skills and musical knowledge are directly tested in pedagogical practice and provide a stimulus for lifelong learning and professional development for the mentor teachers, who enable students to carry out teaching practice in their classes. In the context of teaching placements, there is a rich cycle and integration of the expertise of experienced mentor teachers in schools and new pedagogical ideas, the presentation of new musical content, music literature, teaching methods and strategies by students. At UL AG there is a very strong choral activity. Music education students are involved in all choirs: Mixed Choir, Chamber Choir, Girls' Choir, Choral Choir, and in the case of the project work of the Department of Early Music, also in the Baroque Choir. Concert events, guest appearances, CD recordings, visits to music festivals and competitions enable students to learn through direct personal experience and to transfer their knowledge to their own choral practice.

The Bachelor's degree programme in Music Pedagogy is designed to provide level-based instruction in individual subjects according to students' prior knowledge and skills. These subjects are Counterpoint B1 (A1), Harmony C1 (B1, A1), Harmony C2 (B2, A2), Solfeggio B1 (A1), Solfeggio B1 (B2), Solfeggio B3 (A3). In the above-mentioned subjects, if students have better knowledge and more developed musical abilities than their colleagues in the year group, they have the possibility to take the above-mentioned subjects in groups of students of the Music Arts programme, whose curricula have a more demanding level of knowledge compared to the curricula of the Music Teacher courses. In the case of level piano lessons (Piano A1/Piano B1/Piano C1, Piano A2/Piano B2/Piano C2, Piano A3/Piano B3/Piano C3), the complexity of the learning objectives and content is adjusted to the individual's entry level of piano skills. Students who take Piano A level are often engaged as accompanists and co-composers in prominent concerts of the UL AG choirs and, according to their interests, participate in international competitions in complementary piano.

In other subjects, certain activities also allow personalised monitoring of the learning process and student performance. The aim remains to achieve and exceed the intended learning outcomes. Students have the possibility of individual consultations in the framework of Pedagogical Practices 1, 2, 3, where the course provider at the UL AG (practice coordinator) provides appropriate support for the student's study process in preparation for the implementation of individual learning

performances and activities in the framework of a condensed pedagogical practice.

As an integral part of the study programme, the teaching units include various forms of teaching, such as lectures, seminars and tutorials, as well as students' independent professional/research work. Individual units are taught individually (e.g. piano lessons) or in small groups (e.g. Vocal Technique 1, 2, 3; Playing Choral Scores 1, 2, 3). All units include active methods of learning and teaching (e.g. different methods of musical learning, experiential learning, cooperative learning/teaching, active (reflective) teaching, role-plays, workshops, flipped learning, illustrative-demonstration method, performances, working with text and audio materials, project work, case studies, portfolios, multimedia presentations, lectures with discussion, self-study, etc.).

The collection of information, reflection on the implementation of the study programme, analysis of the situation and development trends, as well as the collection of proposals for updating and changing the Bachelor's degree programme in Music Pedagogy are carried out at several levels, which are interlinked and complement each other. Continuous discussions take place at the meetings of the Department of Music Education, which are also attended by student representatives and occasionally by the Dean of the AG. Data are collected through annual student surveys and discussions held at the Student Council and the Student Organisation of the AG.

In addition to students and higher education teachers - the providers of the teaching units - the discussions of the Department of Music Pedagogy also include mentor teachers from the schools where the teaching practice is carried out, headmasters, other potential employers, alumni, and representatives of various associations and institutions that already partly include music pedagogy students in their programmes.

The opportunity for such discussions is also provided by meetings with foreign professors who come on Erasmus exchanges and work with students in the framework of the annual International Week at the Music Pedagogy Department. The work of higher education teachers in foreign institutions in the context of Erasmus exchanges and other forms of international cooperation also provides an opportunity to hold discussions on the structure and quality of the first cycle university degree programme in Music Education. Particular mention should be made of the long-standing involvement and active participation of the Department's representatives in the European Alliance for Music in Schools (EAS), which is dedicated to the discussion of music teacher education programmes and has in the past placed them at the forefront of the international MeNet project, always including the subject more or less directly in the annual international conference.

In the academic year 2020/21, the study programme has been selected by NAKVIS for a model self-evaluation. The preparation for this exercise and the production of the materials provided a new impetus for a more detailed analysis of the quality of the implementation of the study programme.

[Support for internationalisation of studies.](#)

Internationalisation takes various forms: through the involvement of visiting foreign professors and students, through the organisation of international weeks at the Music Pedagogy Department, through the participation of students in international student forums at foreign institutions, and through involvement in AG artistic projects related to internationalisation.

Individual students are involved in international exchanges through the Erasmus+ programme. The International Office of the UL AG plans and implements all procedures related to student mobility. It regularly informs students about other international calls and exchange opportunities. Within the Erasmus network, music pedagogy students mostly choose to exchange during an additional year (graduate internship). In the lower years, mobility is more difficult, as the study of music pedagogy with the pedagogical practice involved is linked to the Slovenian educational environment. The teaching

practice in each year of study takes place in the winter and summer semesters.

Providing support, encouraging students to study.

The Department of Music Pedagogy of the UL AG continuously pursues its objectives related to the integration of students in professional, research and artistic activities at institutional, national and at international level.

Students are provided with student tutoring. UL AG offers at least five career education and information workshops for students each year. They are delivered by national and international experts. The website and FB pages have sections dedicated to career counselling. Information on various seminars, auditions and other workshops is provided via the social networks of the AGS and UL AG, the AGS e-mail and the UL AG website. A column on the UL AG website is dedicated to the most frequently asked questions by students (especially useful for graduates). The flow of information and cooperation with the career centres, although good so far, still needs to be encouraged and improved.

Music education students receive a wide range of advice and career guidance from university teachers. The introduction of students to scientific research work begins with seminar work in individual courses in the Bachelor's degree programme in Music Pedagogy. Individual students are also involved in projects in which they collaborate in scientific research work with their mentor teachers. Part of the students' scientific research work is also related to participation in international student forums. The results of such student activities are published papers in journals, proceedings and handbooks. As members of various UL AG choirs, they are also involved in the institution's artistic projects. Individual students also participate in international competitions in complementary piano and solfeggio.

Practical training for students, if part of the study programme.

The first cycle Bachelor's degree programme in Music Pedagogy includes practical training as part of the compulsory curriculum in all three years of study. The number of hours of practical training in each year is indicated in the subject curricula and includes both direct teaching practice of students and communication with various stakeholders (students, the course provider - the head of teaching practice at UL AG, mentor teachers at schools, and partly also with potential future employers - headmasters of educational institutions), planning through consultations, written preparation, documentation of individual elements of teaching practice and complex evaluation procedures.

The pedagogical practices in each year are closely linked to the orientation of the special music didactics. In the first year, the students' teaching practice is oriented towards kindergartens (music activities and contents related to the realisation of the objectives defined in the kindergarten curriculum in the field of arts) and the first three grades of primary school (the subject of Musical Art), as well as to the pre-school programmes implemented in music schools (Pre-school Music Education, Music Apprenticeship). It is linked to the subject Special Music Didactics - Music Education for the Youngest.

In the second year, the teaching practice is focused on the second and third educational periods of primary school. Through hospitations, individual teaching performances and a two-week compressed practice in Music Art as a compulsory subject in primary school, as well as in music elective subjects and school choirs as an interest activity, students gain practical experience and develop competences for the implementation of music subjects in primary school.

Teaching Practice 3 focuses on the teaching of music as an integral part of the compulsory the curricula of general and classical grammar schools and of other secondary education establishments

The course is delivered in the form of hospitations, teaching performances and a two-week compressed placement, and is linked to the orientation of the Special Music Didactics 3 - Music in Secondary Education course.

In addition to the above courses, students gain further practical experience in the field of school choir conducting in the compulsory courses Choral Conducting 2 and Choral Conducting 3. In both courses, in accordance with the annual plans, they perform practical tasks in children's choirs and, within a certain framework, visit e.g. They also participate in and write reports on, within a specific timeframe, the National Festival of Children's and Youth Choirs in Zagorje ob Savi or the Travelling Music events or other events organised by the Slovenian Public Fund for Cultural Activities (Our Song Maribor, regional competitions, etc.) and other concerts of choral music. Practical training of students is also partly carried out through various workshops and music-educational events carried out within the framework of projects involving the AG and in cooperation with various cultural-artistic associations and educational institutions - all under the guidance and with the cooperation of AG teachers.

The teaching practice, which is continuously carried out in all semesters of the study programme, is designed in connection with a wide network of mentor schools and in good connection between the providers - the supervisors of the teaching practice and the special didacticians of the UL AG with the mentor teachers from the individual schools.

All the mentor teachers we work with in our teaching placements have a relevant title (mentor, advisor, counsellor). These titles require teachers to have relevant experience in education, a proven track record of teaching success, and activities in continuing professional education programmes. The UL AG Teaching Practice Coordinators meet with mentor teachers before, during and after the teaching practice. In their discussions, they reflect and evaluate together the work done, the competences acquired by the students and their areas of strength and weakness. They also evaluate the overall organisational and implementation process of the teaching practice.

The whole process of involving mentor teachers in teaching practice has a particular impact on and on their further professional development.

[Promoting the professional development of staff \(academic, professional staff\) and collaborators who implement, support the study programme.](#)

The professional development of employees is promoted through training courses, workshops and lectures provided by individual members of UL and other Slovenian universities. UL projects in the field of integration and use of new technologies in study processes (INOVUP project, Digital UL, etc.) are of great importance, offering a range of training courses for higher education teachers.

Teacher mobility is promoted through Erasmus+ programmes and notices on the possibility of including mobility calls offered by other institutions and bodies. The monitoring and consideration of the teaching/research ratio is insufficient. Research work by higher education teachers takes place both within individual projects and independently. Habilitated higher education teachers present papers at international scientific symposia, conferences and scientific meetings abroad and at home. In addition, they build on their knowledge in specific research topic areas and network with researchers from foreign institutions and develop proposals for joint research projects. Habilitated higher education teachers present their artistic work on concert stages and through various artistic projects.

With regard to the issue of adequate staffing and staff development, initiatives have been taken to integrate or strengthen new staff working in the field of scientific research. The staffing structure is also disproportionate in terms of the proportion of full-time and part-time teaching staff.

The Department of Music Pedagogy is staffed by higher education teachers who meet the conditions for mentoring at the doctoral level.

Briefly assess the achievement of the core objectives of the study programme and the graduate's competences.

The fundamental objectives of the programme and the graduate's competences have been adequately achieved, which can be seen in the successful continuation of the study of music pedagogy at the Master's level and subsequent employability at various levels and areas of education and training.

Which stakeholders and how did you involve them in the discussions, action planning, follow-up and preparation of self-evaluation reports at the level of the study programme?

The collection of information, reflection on the implementation of the study programme, analysis of the situation and development trends, as well as the collection of proposals for updating and changing the Bachelor's degree programme in Music Pedagogy are carried out at several levels, which are interlinked and complement each other. Continuous discussions take place at the meetings of the Department of Music Education, which are also attended by student representatives and occasionally by the Dean of the AG. Data are collected through annual student surveys and discussions held at the Student Council and the Student Organisation of the AG. During the preparation of the annual self-evaluation report, the Administrator interviews various stakeholders. Also important are the discussions within the Quality Committee of the UL AG during the preparation of the annual reports and at the UL Senate during the approval of the reports.

In addition to students and higher education teachers - the providers of the teaching units - the discussions of the Department of Music Pedagogy also include mentor teachers from the schools where the teaching practice is carried out, headmasters, other potential employers, alumni, and representatives of various associations and institutions that already partly include music pedagogy students in their programmes.

The opportunity for such discussions is also provided by meetings with foreign professors who come on Erasmus exchanges and work with students in the framework of the annual International Week at the Music Pedagogy Department. The work of higher education teachers in foreign institutions in the framework of Erasmus exchanges and other forms of international cooperation also provides an opportunity to hold discussions on the structure and quality of the first cycle university degree programme in Music Education. Particular mention should be made of the long-standing involvement and active participation of the Department's representatives in the European Alliance for Music in Schools (EAS), which focuses, among other things, on music teacher education programmes, learning outcomes and competences.

In 2019, representatives of the Department of Music Pedagogy participated in a meeting with foreign experts within the framework of the project "Identifying the specificities of self-evaluation of study programmes at UL academies" organised and implemented by the Quality Monitoring, Analysis and Reporting Service of the University of Ljubljana. This meeting is also an important contribution to reflecting, analysing and subsequently updating the study programme.

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Alignment with the ECTS criteria for the evaluation of studies GU and GP level 1 programmes.	The action has been fully implemented.
Increasing funding and obtaining all the necessary resources for the spatial arrangement (relocation to the Casino and construction of an extension) and funding of the UL AG, which will enable, for example, the purchase of new instruments and equipment for the needs of the teaching process and, with the re-allocated IRD funds, support scientific research and artistic work. higher education teachers.	Partial realisation.

KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Closer links with different stakeholders in the environment.	The feedback provided allows you to build on your learning, students get to know their future employers, and vice versa.
Analysis of past self-evaluation reports, encouraged by NAKVIS through the selection of a sample self-evaluation programme in academic year 2020/21.	Self-evaluation reports are given additional meaning, and the quality loop is even more closely linked to the university concept, opportunities to improve the programme proposed by the foreign external rapporteur.
The experience and knowledge gained during participation in UL projects related to the use of ICTs has a positive impact on the speed of adaptation in distance learning or studying in different learning environments.	Faster and easier transition to distance learning in the context of the covid-19 epidemic.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
The updated curricula are not published or are available in an un-updated form on the UL AG website. Consequently, inadequate information on quality development individual subjects areas.	Accessibility updated learning plans on the website UL AG.	Publication of updated curricula on the AG website.	Vice-Dean for Studies matters, paper.
Poor student response to student surveys, so the information obtained through surveys is not available due to the low number of participants are not credible.	Increase the number of students who complete pre- and post-examination surveys for courses. The survey questions should be adapted to the specificities of the music pedagogy studies.	Student animation through student organisations, linking with designers student surveys and presentations of needs or areas examinations relevant to the study of music pedagogy and to the field of music professional subjects.	Student representatives on UL AG committees and bodies, Chairperson the department responsible for student surveys at UL.

A more detailed analysis of input competences for no students so far was made.	Develop a baseline for a more detailed analysis of input competences for Students.	Carry out a more detailed analysis of input student competences	The head of the department, in cooperation with the members of the department and the professional UL AG services.
Ignorance of students' input competences prevents faster differentiation and individualisation in individual subjects.		before enrolment or at the start of the study.	
Lack of protocols for dealing with students with disabilities. Ignorance and slow provision of appropriate assistance for students with disabilities needs.	Developing the necessary protocols.	Development of a protocol for the treatment of students with disabilities at UL AG.	Vice-Dean for Studies Matters.

Musical Arts - Level 2

- a) Study programme name: Music Art
- b) Level of study programme: 2nd cycle/Master's degree
- c) Study programme type: bachelor
- d) Name of the member(s) involved in the implementation of the study programme: the Academy of Music UL
- e) Information about the study programme administrator (name, surname and habilitation title): Gal Faganel, Assoc. prof.
- f) Academic year: 2019/20

Enter the defined core objectives of the study programme and the expected competences of the graduates in as accredited.

The aim of the second cycle or Master's degree in Musical Arts is to train young musicians with a background in secondary and first cycle studies to become competent independent musicians. They can acquire competences for pedagogical work in their field by taking elective pedagogical subjects (pedagogy, andragogy, didactics, special didactics, psychology). After the Master's degree, students have the opportunity to work as solo, chamber and orchestral musicians. Some graduates continue their studies in postgraduate programmes abroad.

The impact of the covid-19 pandemic:

The covid-19 pandemic has not affected the core objectives of the study programme and the expected competences graduates.

Assess the relevance of the content of the study programme and its units of study to the most up-to-date research or artistic output in the field of the programme and in terms of job prospects.

The Level 2 Music Arts programme largely meets the expectations of the wider profession. Renowned Slovenian artistic institutions (Slovenian Philharmonic, RTV Slovenia Symphony Orchestra, Slovenian National Opera and Ballet Ljubljana and Maribor, etc.) frequently employ AG graduates. Individual students are successful in finding employment in Slovenia and abroad. In some fields of study, there is a decrease in the competitiveness of graduates in orchestral auditions. An increasing number of students are choosing to enrol in elective teaching courses to gain the knowledge and experience needed to become teachers in music schools. Graduates' job prospects are changing due to increased competition as a result of international tenders and an increasingly open labour market.

The career success of individual outstanding graduates is often seen as an indicator of the relevance of the content of the study programme and its teaching units. A more detailed insight and a better understanding of the level of relevance of the content of the study programme and its units of study for the majority of students requires more extensive research on graduate recruitment.

The impact of the covid-19 pandemic:

The impact of the pandemic on the relevance of the content of the curriculum and its learning units will be tracked in the coming years.

Please briefly summarise the key advantages and disadvantages arising from the results of the student surveys^[1]. Out of 115 students, only 36 students took part in the survey. Only 21 students answered the questions. In most subjects the response rate was so low that the data is not available due to anonymisation. With such

low student participation in surveys makes it difficult for the teacher trainer to help and for the management not to
 can rely on opinions from such a small, statistically insignificant sample.

There is a perception among students that student surveys cannot be anonymous. This may be one of the reasons for the low participation. Probably a lot of useful opinions remain unspoken for this reason. The results of the surveys are overwhelmingly positive, which does not guarantee that the majority of students are satisfied with their studies, due to the low participation.

The most pressing problem is again the inadequate space for lectures, tutorials and other forms of pedagogical work, as well as space for individual study (tutorials). The space problems will be largely solved by the new premises of the UL AG in the Casino.

In addition, students expect:

- More information on individual courses online.
- Better advice from library staff on literature searches.
- Better user-oriented attitude of library staff.
- Better information on career guidance.
- Better information on tutors.
- Better equipment for lectures, tutorials and other forms of teaching.

The impact of the covid-19 pandemic:

The covid-19 pandemic has had a significant impact on the teaching process since March 2020. The student surveys were not adapted to the situation created by the covid-19 pandemic. A survey of teaching staff on distance learning was carried out.

Evaluate how the activities impact on the effectiveness and efficiency of the study.

Monitor the student population at the level of the study programme.

Number of places available:

MUSICAL ART 2			
	Regular	Extraordinary	All
Citizens of the Republic Slovenia and the EU	40	10	50
Slovenians without Slovenian Nationalities and foreigners	6	2	8
Parallel	2	2	4
Enrolment according to the entry criteria	2	2	4
TOTAL			66

Enrolment trend:

	2016/17	2017/18	2018/19	2019/20	2020/21
regular	100	105	103	102	111
Associate	5	3	4	3	2
together	105	108	107	105	113

Almost a quarter of students in the programme are in their third year or have graduate status. Students choose graduate status to take advantage of Erasmus exchange opportunities abroad. For some, this gives them more time to work on their Master's thesis and to prepare their Master's concert.

The impact of the covid-19 pandemic:

We expect that the covid-19 pandemic will have a long-term impact on the student population of the study programme. We speculate that the pandemic has primarily affected transiency. From the data so far, we cannot conclude this yet.

Monitoring and quality assurance of the teaching process.

The quality of the teaching process is assessed through surveys and interviews with the Dean. The quality of certain courses can also be monitored in integration courses, such as orchestra and chamber music, where deficiencies in students' prior knowledge and experience occasionally surface. In practice, these shortcomings only become apparent after an artistic project has been submitted, which can be hindered as a result. This situation is largely avoided by the mentors' liaison and communication with the administrators of the orchestral and chamber projects. Despite the diversity of backgrounds, it is important that every student has the opportunity to be involved in as many areas of artistic pursuit as possible.

Chairs within departments participate in colloquia, examinations, auditions and diplomas, where proposals can be for improvements to be made and designed.

The student workload is adequate. In the questionnaire on the adequacy of credits, there is a downward deviation in some subjects (Stage Play M1, Orchestra M1, Orchestra M2). This may be related to the impossibility of carrying out some projects due to the Covid-19 pandemic.

The low response rate of students to surveys makes it difficult to take good action and make constructive changes.

The impact of the covid-19 pandemic:

The covid-19 pandemic has had a profound impact on teaching and learning, and has changed the way knowledge is tested and assessed in individual subjects. Students did not have the same opportunities to study at a distance from home. Students were generally flexible, understanding and committed to studying in a personalised way. The survey of teaching staff on distance learning showed the willingness and commitment of teachers to a tailored pedagogical approach.

Support for internationalisation of studies.

Internationalisation is on the rise at UL AG, and the effects of the International Office are being felt more and more. Support for exchanges of professors and students is good. In the last academic year, seven higher education teachers and 14 students from UL AG were on exchange abroad. 26 professors and 13 students participated in the teaching process at UL AG through exchanges.

The situation of non-financing of individual tuition for Erasmus visiting students is still problematic. The problem stems from the specific nature of individual tuition at the AG, which is not known to other UL members. The Erasmus exchange system is based on a balance between the number of home students abroad and the number of foreign students here, which is unrealistic at the level of individual professors for individual teaching. The imbalance leads to unpaid work. A further problem

is the funding of tutors in the Erasmus students' individual tuition process. As a result, some professors avoid

Erasmus exchange students. Funding uncertainties have a negative impact on the reputation of UL AG abroad.

Foreign students interested in studying in Slovenia most often make contact with their preferred professor in advance, most often through guest lectures or masterclasses at foreign universities or summer academies. This confirms the international mobility of the teaching staff of UL AG.

Students of UL AG participate in international competitions, symposia and festivals abroad. They also attend international seminars and masterclasses abroad or in Slovenia with visiting professors from abroad. English content is gradually being added to the website. Several curricula are still only available in Slovenian, which hinders internationalisation. The translation of the entire curriculum into English needs to be completed.

The impact of the covid-19 pandemic:

The Covid-19 pandemic has had a significant impact on some exchanges and on students' decisions on future exchanges.

Providing support, encouraging students to study.

The direct connection between students and tutors in one-to-one tuition and support in this form is invaluable. Students are invited to participate in various artistic projects, competitions, auditions and exchanges.

The tutoring system is improving. Students contribute to this through their experience.

Student representatives are invited to attend meetings of the UL AG bodies. They are responsive and involved, and their participation provides insight into the functioning of the institution or specific departments. This enables students to address various needs, to participate in improvements and to directly make constructive suggestions, ideas and actions.

The UL AG website provides an increasing amount of content to support and inform students on a daily basis.

The impact of the covid-19 pandemic:

With the restrictions on contacts due to the covid-19 pandemic, student support has been paralysed.

Practical training for students, if part of the study programme.

Much of the teaching process in the Music Arts programme is practical. Students have the opportunity to practice in the form of class performances, colloquia and the extensive concert season of the UL AG.

The level of practical training depends on the support of mentors in individual lessons. There is an increase in artistic collaboration between students and tutors. In the concert series Solo e da camera, students also gain practical performance experience in the form of artistic co-creation with experienced mentors.

A workshop for string students was also held in the past period, giving students additional practical experience through in-depth study of orchestral excerpts and the opportunity to internally test their performance skills at an orchestral audition, which is different from performing at a public concert.

The impact of the covid-19 pandemic:

Several planned practical trainings could not be carried out due to the covid-19 pandemic. activities were successfully carried out remotely.

Promoting the professional development of staff (academic, professional staff) and collaborators who implement, support the study programme.

The UL AG has a shortage of administrative staff compared to other UL members. This problem is indirectly felt by all employees. Due to lack of financial resources, further training is left to the individual staff members according to their own abilities and discretion.

The Member provides its workers with extensive information on training and training within the UL.

There is good support for the mobility of teaching staff. The specificity of the field offers a high transitivity of international professional staff in the Slovenian context, which allows staff to keep their expertise up-to-date.

The ratio between teaching and artistic (research) workload for academic staff is good. The nature of the work in the field of study requires a greater number of additional contact hours, as student concert activities, competitions, etc. are a dynamic process and cannot be statically fitted into the course of the study programme.

There has been an increase in organisational effectiveness and employee engagement.

The impact of the covid-19 pandemic:

The response to the covid-19 pandemic has been a challenge for all staff. The situation prompted innovative pedagogical approaches. There was a great deal of will and diligence to provide the best possible experience for students in the given circumstances.

Briefly assess the achievement of the core objectives of the study programme and the graduate's competences.

The study programme successfully educates and prepares students to enter the professional environment (solo, chamber and orchestral musician, opera or choral singer) or for further education abroad.

In some courses, graduates are not competitive in orchestral auditions. There is a need to increase the number of activities that raise the level of collaborative artistic activity and prepare students for performances at orchestral auditions and other job openings. The increased activity in chamber music and the implementation of the workshop Preparing for orchestral auditions show a positive move in this direction.

The impact of the covid-19 pandemic:

The covid-19 pandemic has prevented the implementation of some projects contributing to the achievement of fundamental the objectives of the study programme and the graduate's competences.

Which stakeholders and how did you involve them in the discussions, action planning, follow-up and preparation of self-evaluation reports at the level of the study programme?

Higher education teachers, staff and students are involved in departmental meetings, chair meetings and expert council meetings. Communication took place via email, telephone and online meetings

(Zoom).

Students' suggestions and observations are expressed through the AG Student Council, student surveys and directly in the classroom. The opinions of the professional staff are expressed at the meetings of the Chairs, the Senate and the Dean's Extended College, as well as by e-mail and direct contact.

Employers are involved through the Strategic Council, the music schools where students do their internships, and the orchestras, ensembles and other institutions with which both students and employees of the UL AG work. Reflection and involvement of other stakeholders and the wider environment is mainly through public events and artistic projects organised by the UL AG.

The impact of the covid-19 pandemic:

Most of the communication for the self-evaluation was done remotely or by correspondence.

[Review of the implementation of actions and suggestions for improvement](#)

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
To find out how similar systems work in related institutions and to arrange and adapt a similar system for the UL AG (action resulting from the problem of destroyed inventory and scattered classrooms).	Realised in 2020. *The first measure was vague, so it is not clear how the implementation affects quality.
Larger halls should only be allocated for rehearsals of ensembles, orchestral groups and in-house or public performances. From these halls (Hubadova, UNI, Viola) should be withdrawn all activities of individual instruction and small group lessons.	Implemented in 2020. Implementation not possible due to the covid-19 pandemic. *The first measure was vague, so it is not clear how the implementation affects quality.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Learning about and optimising the delivery of teaching remote process (due to the covid-19 pandemic).	Distance learning experiences in the past year contribute to innovation in the teaching process.
Separation of the presentation (defence) of the Master's thesis (essay) and the performance of orchestral excerpts from the performance of the Master's concert.	An improved student experience that can be delivered at any element of the master's degree focus individually and, as a result, present the master's the concert as a complete artistic whole.
Participation of students and professors/mentors in the Solo e da camera concert series on an increased scale (some programmes were disabled due to the covid-19 pandemic).	Practical performance experience for students, artistic co-creation for students with experienced mentors.
Workshop for string students - preparation for orchestral auditions.	Increased practical experience, in-depth study orchestral excerpts, the possibility of an in-house test the skills of performing in an orchestral audition, which is different from performing in a public concert.
Preparation of a preparatory and advanced training programme.	Additional forms of practical and lifelong learning education, including in the teaching process elements of knowledge transfer and use, will provide students with additional opportunities to further training.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
Several curricula are available in Slovenian only.	All lesson plans are available in Slovene and English.	Completion of missing English translations individual curricula.	Individual course leaders, heads of departments and chairs, Vice-Dean for Studies Matters.
Unclear and incomprehensible access to curricula (Intellectual property of UL AG).	Up-to-date online access to full curricula (closed area) and learning summaries subject-specific plans (open area).	Download the curricula to a closed area of the website. Preparation of UL AG course summaries and public posting of the summaries on the website. Each approved version of the curricula is available online only in PDF format and contains the date of entry into force.	Individual course leaders, heads of departments and chairs, management.
Printing (hardcover) of the master's thesis (essay) before successful defence. If the committee proposes a minor modification, the hardbinding process must be repeat it because it is wasteful.	Saving paper and leaving open the possibility that the Commission could improve the document with comments.	An unbound copy of the Master's thesis (essay) is available at the defence/presentation of the Master's thesis.	Mentors for Master's theses, heads of departments.
The organisation of some ensembles is at times overwhelming and unhealthy for students.	Sustainable organisation work and time spent by students on major ensemble projects.	Limitation of liabilities students at ensemble projects up to eight appointments per week for up to 3 hours. There must be a 30-minute break in a three-hour session (can be split into two sessions). In the case of two appointments on the same day, at least two free periods between the two appointments (not applicable in the case of an urgent short sound check before the concert).	Individual course promoters, leadership.
Unprofessionalism in the conduct of Master's thesis defences at some Directions. Sometimes panel members arrive unprepared for the defence, not paying attention or	Professional and conscientious conduct of the Master's thesis defence by all members of the committee.	Develop clear guidelines and examples of good practice for the conduct of Master's thesis defences. Organisation teacher training on relevant procedures and	Master's thesis mentors, heads of department, management.

professional.		on the role of the members of the Commission.	
Level of preparation of students for orchestral playing and auditions for a post in	Improving Competitiveness UL AG graduates audition for jobs	New course: orchestral playing and preparation for orchestral auditions. Establishing an orchestral	Individual course leaders, heads of departments and chairs, Leadership.
orchestras is different. As a compulsory part of the studies, it is only performed as part of the the curriculum of the main subject. Graduates of some courses are not competing for auditions for jobs in the most prestigious artistic institutions in Slovenia.	places in more prominent arts institutions in Slovenia.	academies (closer cooperation between the AG and the Slovenian Philharmonic).	

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
Rapidly changing labour market conditions in the music, arts and teaching sectors are leading to increased competition UL AG graduates.	Learning key related non-linguistic skills and preparing students for new circumstances and flexibility in the labour market.	New course: career development for musicians.	Individual course promoters, leadership.

Music Pedagogy - 2nd degree

a) Study programme name: Music Pedagogy

b) Level of study programme: level 2

c) Study programme type: master's

d) Name of the member(s) involved in the implementation of the study programme: UL Academy of Music

e) Information about the study programme administrator (name, surname and habilitation title): dr.

Branka Rotar Pance, Assoc. prof.

f) Academic year: 2019/20

Enter the defined core objectives of the study programme and the expected competences of the graduates in the form in which they are accredited.

The aims of the programme are to train graduates to work in the field of music education. The learning outcomes enable graduates to teach independently in primary and secondary general education, to lead school choirs, and to teach independently in music education at pre-primary and primary levels. The qualifications of the graduates also enable them to plan and implement music programmes independently for different target groups of participants in the field of non-formal education and to work in teamwork with teachers, parents and other professionals.

General competences of graduates:

- in-depth synthetic, analytical, creative thinking and problem-solving skills, flexible application knowledge in practice,
- autonomy, (self-)criticality, (self-)reflexivity, (self-)evaluation and the pursuit of quality,
- general knowledge, ability to communicate with experts from other professional and scientific disciplines areas,
- initiative/ambition, the value of continuous personal development and professional development,
- organisational and management skills,
- sensitivity (awareness) for the natural and social environment, national culture, heritage, identity, multiculturalism and non-discrimination,
- information literacy, the use of ICT in education,
- ability to manage time, plan independently, self-monitor plans,
- knowledge and understanding of social systems, especially processes in education,
- ability to work in a collaborative/team environment,
- Communicating in a foreign language,
- sensitivity/openness to people and social situations, knowledge and understanding of developmental patterns, differences and individual needs,
- knowledge of educational concepts, their philosophical and historical foundations,
- knowledge and understanding of institutional frameworks (requirements, legislation, documentation needs, legal aspects of educational work),
- understanding individual values and value systems, mastering professional ethical issues.

Graduates' subject-specific competences:

- in-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic concepts in general and music education,

- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and non-formal forms of music education,
- in-depth knowledge, understanding and application of the curricula for primary and secondary music education and for pre-school music education, music education and solfeggio in music schools,
- in-depth knowledge, understanding and application of the curriculum for school choirs,
- interdisciplinary integration of content,
- developing action research on the use of didactic materials and musical repertoire,
- pedagogical classroom management,
- organising active and independent learning,
- independent evaluation of pupils'/ students' musical achievements,
- independent evaluation of the creative activities of school choirs,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the development of a professional self-image of the future teacher as a dynamic and creative agent music.
- developing aesthetic sensitivity to a good sound environment,
- in-depth knowledge, understanding and application of music professional knowledge, skills and skills in school choir conducting,
- a deeper knowledge of the repertoire for school choirs,
- the ability to express oneself artistically in the choral field,
- Awareness of the phenomenon of music and its manifold manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative use of music theory, history and reproductive fields,
- knowledge, understanding and application of music theory and form,
- developing listening and listening skills and musical memory,
- knowledge and understanding of world and Slovenian music history,
- knowledge, understanding and appreciation of musical works from world and Slovenian music literature,
- developing a wide range of functional uses for reproductive objects in music activities in formal education and other forms of musical engagement,
- the ability to make music individually and as a group,
- developing musical independence
- raising awareness of the values of Slovenian and world music culture,
- knowing, understanding and using different methods of evaluating musical performance.

[Assess the relevance of the content of the study programme and its units of study to the most up-to-date research or artistic output in the field of the programme and in terms of job prospects.](#)

The content of the study programme and its teaching units is continuously updated in line with developments in individual subject areas (updating of study literature, integration of new content, teaching methods, working in flexible learning environments with greater integration of ICT). Higher education teachers participate in various training courses and influence the development of the study programme through independent research and project work. The updates are also related to the staffing structure of the UL AG and follow the needs of the Slovenian educational area to integrate innovations in the field of music pedagogy, music and art, and technology. The updates and changes are linked to the fundamental objectives of the programme and maintain the coherence of the subjects and contents. Comparison of study programmes

Music teacher education programmes show that the updates follow international trends and the needs of music teacher education. The programme maintains a balanced mix of skills in music pedagogy, music theory, music production and music production. The continuous development of pedagogical practices is based on the involvement of all stakeholders and ensures that the programme is well integrated with general and music education. The competences developed during the course of the studies enable the individual to have broader employment opportunities when entering the labour market. In addition to employment opportunities in schools, individuals can also work in artistic and cultural institutions, associations and the media. During postgraduate studies, the individual acquires the necessary knowledge and skills to work independently as a professional in the basic, developmental and applied fields of music education and training. They also develop responsibility for lifelong learning and continuous professional development.

Graduates have good job prospects and are quickly employable according to the needs in the Slovenian educational space and in various informal forms of music and cultural-artistic fields.

Please briefly summarise the key advantages and disadvantages arising from the results of the student surveys^[1]. As in previous years, the analysis of the survey results in terms of the key strengths and weaknesses of the study programme is problematic due to the low number of students completing the surveys in the VIS. In the 2019/20 academic year, the range is between one and six students answering the pre-exam questionnaire. Of the 17 subjects, 11 subjects were included in the analysis, given the statistical processing possibilities. The trend shown by the results indicates that students are on average satisfied with the delivery of the courses. However, there are variations in the level of satisfaction between the individual subjects (the highest average score of 5 was for Improvisation 1, Improvisation 2 and Arranging for small ensembles; the lowest average score (2.5) was for Multimedia 1).

Post-exam surveys were also completed by only a small number of students in individual subjects. The range of responses per subject also varied from one to six students. Out of 21 subjects, 13 subjects were included in the statistical treatment. The results again show, on average, a tendency towards satisfaction with the delivery of the programme (average 4.4). A slightly broader range of scores is reflected in the competences acquired by the students in each course (the highest scores were in Special Music Didactics - Music Teaching and Solfeggio - mean 4.8; the lowest in Multimedia 1 - mean 2.0).

Evaluate how the activities impact on the effectiveness and efficiency of the study. Monitor the student population at the level of the study programme.

The same number of places is offered each academic year for the second-cycle study programme Music Pedagogy. The number of students enrolled in each year varies according to the size of the generation that completes the first cycle of studies in Music Pedagogy and enrolls in the second cycle. Enrolment data for the last five academic years are as follows:

Academic year 2016/17 enrolled 35 students, academic year 2017/18 enrolled 27 students, academic year 2018/19 enrolled 25 students, academic year 2019/20 enrolled 26 students, academic year 2020/21 enrolled 26 students.

The pass rate from first to second year has been high in almost all of the last five academic years (100%). Exception the 2017/18 academic year, which had a 76.92% pass rate.

Research work is already included in individual courses in the first year of the Master's programme, and all students carry out research work in the second year of the Master's programme in the orientation professional elective courses, which are weighted at 9 ECTS. These courses are linked to the student's Master's thesis at a later stage. Under the guidance of senior lecturers-mentors, they research various topics in the fields of music didactics, music psychology, Slovenian music history, music literature, musical creativity and creativity. After graduation, the most prominent research achievements are published in scientific and professional journals. The Master's thesis can be either a three-part or a four-part thesis - related to choral conducting. The latter involves research in the field of music and art. A four-part master's thesis involves the preparation and performance of a public concert event, fully programmed and performed by the student with various choirs, both within and outside the AG.

Completion data for recent years:

12 students graduated in 2016,

15 students graduated in 2017,

10 students graduated in 2018,

12 students graduated in 2019.

Fluctuations in the number of graduates are linked both to the number of each generation enrolled in the second year and in the additional year of study, and to individual circumstances and decisions regarding the completion of studies and employment.

[Monitoring and quality assurance of the teaching process.](#)

The second cycle Master's degree programme in Music Pedagogy continuously collects information, reflects on the implementation of the study programme, analyses the situation and development trends, and gathers proposals for its updating and modification. The process covers several levels and involves different stakeholders. Student representatives and occasionally the AG Dean also participate in the Music Pedagogy Department meetings. Information is exchanged with other AG teachers, with music students from other years of study, with mentor teachers from the schools where we have teaching placements, with principals, alumni and representatives of the various institutions and societies in which music students are active in their free time or in connection with artistic and other projects of the AG. On the basis of the information obtained, the Music Education Department decides on further development and updating of the study programme.

Information and informal evaluations of programme implementation are also gathered through international networking: exchanges of higher education teachers and students through Erasmus provide an opportunity to talk, reflect on the curriculum and seek guidance for further development. The Department of Music Education is actively involved in the European Alliance for Music in Schools (EAS), which through its projects and conferences provides important impulses for the comparison and evaluation of music teacher education programmes. From time to time, such topics are also discussed at the international conferences of the European Music Schools' Union (EMU), in which UL AG teachers also participate. Discussions at international congresses and other meetings abroad provide an opportunity and an opportunity to discuss the curriculum. The information obtained is then presented at a meeting of the Music Pedagogy Department, which then creates further guidelines for the development of the study programme.

In the academic year 2020/21, the study programme has been selected by NAKVIS for a model self-evaluation. The preparation for this exercise and the production of the materials provided a new impetus for a more detailed analysis of the quality of the implementation of the study programme.

Support for internationalisation of studies.

Internationalisation is linked to the involvement of students in mobility through the Erasmus programme. The International Office of the UL AG plans and implements all procedures related to student mobility. It regularly informs students about other international calls and exchange opportunities. Within the Erasmus network, music pedagogy students mostly choose to exchange during an additional year (graduate internship). In the lower years, it is more difficult for them to choose mobility, as the study of music pedagogy, with the pedagogical practice involved, is linked to the Slovenian educational environment. The teaching practice in each year of study takes place in the winter and summer semesters.

Internationalisation is also achieved through the involvement and participation of students in international student forums at foreign institutions and through the organisation and organisation of international weeks at the Department of Music Education.

Another important contribution to internationalisation is the annual hosting of numerous foreign professors at the Department of Music Pedagogy, the involvement of UL AG students in projects with international participation both in the artistic field (choral projects) and in the field of scientific research. Students together with their mentors - higher education teachers from UL AG present their research results at international conferences, symposia and international student forums and publish them in relevant periodicals in the field of music pedagogy and related sciences. Individual students also participate in international competitions (complementary piano, solfeggio).

Providing support, encouraging students to study.

The Department of Music Pedagogy of the UL AG continuously pursues its goals related to the involvement of students in professional, research and artistic activities at the institutional, national and international level. It also promotes student mobility, which is implemented mainly through Erasmus+ student mobility. The International Office of the UL AG is of great help to students in organising and implementing mobility.

Students are provided with student tutoring. UL AG offers at least five career education and information workshops for students each year. They are delivered by national and international experts. The website and FB pages have sections dedicated to career counselling. Information on various seminars, auditions and other workshops is also provided via the social networks of the AGS and UL AG, the AGS e-mail and the UL AG website. A column on the UL AG website is dedicated to the most frequently asked questions by students (especially useful for graduates). The flow of information and cooperation with the career centres, although good so far, still needs to be encouraged and improved.

Music education students receive a wide range of advice and career guidance from university teachers. As part of their teaching practice, they also develop closer contacts with mentor teachers, who later turn to them when they need to cover for longer periods of sickness. Principals of trainee schools also approach the senior teachers of the Department of Music Pedagogy for help in providing the music pedagogical staff they need at their school. Master's students are thus kept informed of recruitment needs and recommended to the Principals in case they cover different staffing needs. We also advise them to join the various activities of the music societies and to take over the running of workshops, choirs, music holidays, etc.

Practical training for students, if part of the study programme.

The practical training is included in the 1st year of the Master's degree programme in Music Pedagogy and is a continuation of the previous Pedagogical Practices 1-3 at the first cycle university degree programme in Music Pedagogy, which is conducted by the UL AG. It takes place in the framework of the compulsory course Pedagogical Practice MA and is competency-oriented in the field of lower music education: the teaching of music and solfeggio in music schools.

The number of hours of practical training in the MA Teaching Practice course includes both direct teaching practice of students and communication with various stakeholders (students, the course provider - the head of teaching practice at UL AG, mentor teachers at schools, and partly also with potential future employers - music school principals), planning through consultations, written preparation, documentation of individual elements of teaching practice (e.g. a diary), and complex evaluation procedures. The MA Teaching Practice course is also a part of the MA Teaching Practice course.

The MA teaching practice takes the form of hospitalizations and teaching performances at music schools in Ljubljana, which are monitored and evaluated by the course instructor at the UL AG, and a two-week concise practice, which the student usually completes at a music school in his/her home town. The student's work in the concise practice is directly supervised, guided and evaluated by the teacher-mentor who teaches musicology and solfeggio at the music school. The concise placement diary, which documents all the student's work, is reviewed and evaluated by the course tutor at UL AG.

All the mentor teachers we work with in our teaching placements have a relevant title (mentor, advisor, counsellor). To obtain these titles, teachers need relevant experience in education, a proven track record of teaching success, and activities in continuing professional education programmes. Exceptionally, a teacher who has not yet been formally awarded the title of mentor, but who has demonstrated above-average performance in education after passing a professional examination and several years of successful work in education, is included as a mentor teacher.

The documentation and guidance related to the implementation of the teaching practice is prepared by the higher education teacher - the head of the teaching practice at UL AG. He/she informs the mentor in due time about the course of the teaching practice, introduces the ways of monitoring and documenting the hospitalizations and teaching performances, introduces the system of reflection and evaluation, and provides him/her with the necessary documentation. The mentor shall provide the higher education teacher-mentor with the titles of the thematic units and teaching units and the accompanying information within an agreed timeframe. The student will be given this information to prepare for the learning performance and will produce a written preparation to be shown to the HEI and/or the mentor at the school a few days before the independent learning performance is due to take place. The presentation of the written preparation is followed by a consultation, on the basis of which the student makes final adjustments to his/her written preparation. After the independent learning performance, the tutor gives feedback to the student. The student mentor also receives feedback from his/her fellow student assessors and from the teacher in attendance. All documentation is collected in the online classroom of the course. In the case of a one-week cumulative placement, the student uploads the cumulative placement diary to the online classroom. At the end of the diary there is also a short questionnaire listing the competences from the curriculum for the teaching practice and the student's own assessment of the extent to which he/she has developed them.

The higher education teacher-mentors meet with the UL AG supervisors before, during and after the

teaching practice. During the discussions, they reflect and evaluate together the work done, the acquired competences of the students and their strengths and weaknesses.

The whole process of mentor teachers' involvement in their teaching practice in some way influences their further professional development. We meet mentor teachers working with musically talented pupils participating in the school and national Music Olympiads in the framework of the seminars we run within the framework of the call for proposals and approved Continuing Education and Training Programmes for Education Professionals.

Students are very satisfied with the organisation and delivery of their teaching practice, giving it the highest marks. In the academic year 2019/20, the individual components of the MA Teaching Practice were rated highest in the student survey (5.0), with an overall average of 4.7.

Promoting the professional development of staff (academic, professional staff) and collaborators who implement, support the study programme.

The professional development of staff is promoted through training courses, workshops and lectures offered by individual UL members and other Slovenian universities to higher education teachers and staff. UL projects in the field of integration and use of new technologies in study processes (INOVUP project, Digital UL, etc.) are of great importance, as are the numerous training courses offered to higher education teachers.

Teacher mobility is promoted through Erasmus+ programmes and notices on the possibility of including mobility calls offered by other institutions. The monitoring and consideration of the teaching/research ratio is insufficient. Research work by higher education teachers takes place both within individual projects and independently. Habilitated higher education teachers present papers at international scientific symposia, conferences and scientific meetings abroad and at home. In addition, they build on their knowledge in specific research subject areas and network with researchers from foreign institutions and develop proposals for joint research projects. Habilitated higher education teachers present their artistic work on concert stages and through various artistic projects.

With regard to the issue of adequate staffing and staff development, initiatives have been taken to integrate or strengthen new staff working in the field of scientific research. The staffing structure is also disproportionate in terms of the proportion of full-time and part-time teaching staff.

The Department of Music Pedagogy is staffed by higher education teachers who meet the conditions for mentoring at the doctoral level.

Briefly assess the achievement of the core objectives of the study programme and the graduate's competences.

The programme's core objectives and graduate competences are adequately met, as demonstrated by the employability of graduates, most of whom are employed within a relatively short period of time. Educational administrators often turn to higher education teachers to help them fill staffing needs by providing advice and recommendations for individual graduates.

Which stakeholders and how did you involve them in discussions, action planning, monitoring and follow-up?

the implementation, the preparation of self-evaluation reports at the level of the study programme?

The second cycle Master's degree programme in Music Pedagogy continuously collects information, reflects on the implementation of the study programme, analyses the situation and development trends, and gathers proposals for its updating and modification. The process covers several levels and involves different stakeholders. The Music Pedagogy Department holds meetings in which representatives of the following groups participate

students and occasionally also the Dean of the AG, the information obtained in conversations with other higher education teachers at the AG, with students of music pedagogy, with teachers-mentors from schools where we carry out teaching practice, with principals, alumni and representatives of various institutions and associations in which students of music pedagogy are active in their free time, or in connection with artistic and other projects of the AG is presented. On the basis of the information obtained, the Music Pedagogy Department decides on further development and updating of the study programme. The results of the situation analyses are included by the administrator in the annual self-evaluation report. The Quality Committee of the UL AG also discusses and encourages the further development of the study programme, especially in connection with the preparation of the annual report. The latter is discussed and approved at the AG Senate, where discussions on study programmes and their upgrading are also held.

Information and informal evaluations of programme implementation are also gathered through international networking: exchanges of higher education teachers and students through Erasmus provide an opportunity to talk, reflect on the curriculum and seek guidance. The Department of Music Education is actively involved in the European Alliance for Music in Schools (EAS), which through its projects and conferences provides important impulses for the comparison and evaluation of music teacher education programmes. From time to time, such topics are also discussed at the international conferences of the European Music Schools' Union (EMU), in which UL AG teachers also participate. Discussions at international congresses and other meetings abroad provide an opportunity and an opportunity to discuss the curriculum. The information obtained is then presented at a meeting of the Music Pedagogy Department, which then creates further guidelines for the development of the study programme.

At the level of the University of Ljubljana, the Quality Monitoring, Analysis and Reporting Service (UL USKAP) promotes the discussion on the evaluation of the quality of the study programme and its further development. UL AG higher education teachers participate in various training courses organised by the Service, which also provides impulses for the modernisation of the study programme and the implementation of study processes. In 2019, the UL USKAP project organised for the three art academies "Identifying the specificities of the implementation of self-evaluation of study programmes at the UL academies", which also included higher education teachers from the Department of Music Pedagogy, made an important contribution to this.

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Update of the Slovenian and English, and printed and multimedia material in the purpose of promoting the study programme and its activities Department.	Partly implemented in the academic year 2019/20.
Planned recruitment of new teachers working in scientific research	Partly implemented in the academic year 2019/20.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY

<p>The updated curricula are not published or are available in an un-updated form on the UL AG website. Inadequate information on the qualitative development of individual subjects areas.</p>	<p>Accessibility updated learning plans on the website UL AG.</p>	<p>Publication of the updated curricula on the UL AG website.</p>	<p>Vice-Dean for Studies matters, paper.</p>
<p>Poor student response to student surveys. Information obtained through surveys, due to the low number of participants are not credible.</p>	<p>Increase the number of students who complete pre- and post-examination surveys for courses. The survey questions should be adapted to the specificities of the music pedagogy studies.</p>	<p>Student animation through student organisations, linking with designers student surveys and presentations of needs or areas examinations relevant to the study of music pedagogy and to the field of music professional subjects.</p>	<p>Student representatives on UL AG committees and bodies, Chairperson the department responsible for student surveys at UL.</p>

Music-Theoretical Pedagogy - 2nd cycle

- a) Study programme name: Music Theoretical Pedagogy
- b) Level of study programme: level 2
- c) Study programme type: master's
- d) Name of the member(s) involved in the implementation of the study programme: the Academy of Music UL
- e) Information about the study programme administrator: dr. Katarina Zadnik, doc.
- f) Academic year: 2019/20

Enter the defined core objectives of the study programme and the expected competences of the graduates in as accredited.

The Music Theory Pedagogy study programme supports and shapes the development of competences in the fields of music theory, music pedagogy, music production and reproduction, and music history. The study programme comprises three fields of study: Composition and Music Theory, Conducting (Choral Conducting) and Sacred Music. The main objectives of the study programme are for students to acquire and develop the competences for artistic and concert performance as well as the pedagogical and didactic competences for independent teaching of music theory subjects in secondary and primary music education and at the secondary level of general education. Horizontal cross-curricular links are also established with other AG Master programmes, in particular with the Music Art and Music Pedagogy programmes. In terms of vertical inter-subject links, the programme is linked to the first cycle programmes in Music Arts - Composition and Music Theory, Orchestral Conducting, Choral Conducting and Sacred Music, and the third cycle doctoral programme in Humanities and Social Sciences, Composition and Music Theory.

The curricula of the individual courses of the broadly based study programme include subjects related to creative activity, artistic expression and concert performance, as well as a set of pedagogical-psychological subjects, special didactics with pedagogical practices. The curriculum of the study programme, designed in this way, supports the acquisition and development of fundamental competences in various musical fields for further professional pursuits. The acquired competences open up a wide range of employment opportunities, from artistic creation to concert recreation, as well as work in the field of education and training, while the programme also supports opportunities for direct collaboration with the environment. Direct cooperation with the environment already takes place during the study process, in close connection with nationally important Slovenian cultural and musical centres, in the direction of artistic creative and concert recreational activities, at the same time also in the context of general and music education. The employment opportunities and needs in the Slovenian environment, as demonstrated by the presence of a supply of jobs, justify the existence and necessity of the study programme, especially from the point of view of music creative activity as a fundamental activity in the development of the Slovenian musical heritage.

Collaboration with the environment, which takes place in conjunction with the study process, supports the mutual transfer of experience, needs and knowledge between partner institutions. The interaction thus allows for a qualitative loop of possible necessary additions, changes and improvements to individual courses within the curriculum, as well as to the already established practices of future employers. The factor of cooperation with the environment plays a key role in qualitatively supporting the development of specific professional competences in the fields of artistic creative expression, concert performance and process

teaching and learning at lower and middle levels in music education and at general secondary level. In constant interaction with the labour market, the individual courses of study are continuously updated, improved and adapted to changes and needs in the field of employment, resulting in continuous adjustments to the learning and teaching processes during education. All the courses of the study programme thus support to a large extent the development of specific and generic competences that enable successful entry into the labour market and employment.

[Assess the relevance of the content of the study programme and its units of study to the most up-to-date research or artistic output in the field of the programme and in terms of job prospects.](#)

The Music Theory Pedagogy study programme is a relatively young programme, having been implemented since 2012/13. No in-depth research has been conducted to examine the impact of the study content included in the programme on subsequent professional performance. There is also no research that indirectly demonstrates the results and effectiveness of the study activities and contents of this programme. This finding points to a gap and the possibility of studying the courses in question from the point of view of their effectiveness in subsequent careers. As the course outlines of the individual courses demonstrate a broad range of learning content, the study programme is adequately designed and supports the acquisition of the core competences for further professional pursuits.

[Please briefly summarise the key advantages and disadvantages arising from the results of the student surveys^{\[1\]}.](#) Analysis of the results shows that on average four students participated. The average of the aggregated scores of the seven components of the individual courses shows slightly lower pre-examination scores for Pedagogy and Andragogy (3.4) and post-examination scores for Special Music Didactics - Music in Secondary Education (3.3). It should be noted that students' grades in the latter section are only visible for some subjects.

In terms of the number of hours used (scheduled CTs), students rated that the hours used deviated significantly upwards from the scheduled hours in Choir M1 (4.4), Composition PED-M1 (3.9), Special Music Didactics - The Science of Music and Solfeggio (3.8). The Choir and Composition subjects involve activities and tasks that require a lot of practice and drills, just as Special Music Didactics - The Doctrine of Music and Solfeggio involve the practice of certain skills over a long period of time, which are crucial for quality teaching practice and subsequent professional work. Students certainly experience a heavy workload due to other study commitments running concurrently during the academic year.

The averages of the aggregated component scores at the level of the compulsory study practices show student satisfaction in Pedagogical Practice - Music in Secondary Education (4.2) and Pedagogical Practice - Music Teaching and Solfeggio (4.7).

The results of the questionnaires show an extremely low number of participating student units. Thus, it is difficult to objectively judge the advantages/disadvantages of the study programme from the results in the light of student feedback.

[Evaluate how the activities impact on the effectiveness and efficiency of the study. Monitor the student population at study programme level.](#)

In the current academic year 2020/21, the Academy of Music of the UL has offered 13 places in the study programme Music Theoretical Pedagogy.

Table 1: Number of places available for GTP

MUSIC-THEORETICAL PEDAGOGY		
	Regular	Extraordinary
Citizens of the Republic of Slovenia and the EU	8	2
Slovenians without Slovenian Nationalities and foreigners	1	1
Parallel	2	2
Enrolment according to the entry criteria	2	2

In the past academic year 2019/20, six students (one less than in 2018/19 and five less than in 2017/18) were enrolled on a full-time basis in the GTP programme, three of them male and three female. Two students were in Year 1, three students were in Year 2 and one student was repeating a year. Although the number of students on the programme is low, consideration should be given to the declining enrolment and to measures to gradually increase enrolment.

In the last academic year, one foreign student - from Italy - attended the study programme, out of a total of six students. The pass rate from 1st to 2nd year was 75%, which was significantly higher than in 2019/20 (33.3%), although it should be noted that the number of students enrolled is low.

Table 2: Average student grades by year

PROGRAMME	YEARBOOK	AVERAGE SCORE	NUMBER OF SCORES
Master's degree programme in Music Theory Pedagogy	1.	9,42	12
Master's degree programme in Music Theory Pedagogy	2.	8,79	19

Table 2 shows that first year students passed exams in 12 subjects, with an average grade of 9.42. Students 2nd year students passed exams in 19 subjects, with an average grade of 8.79. The average grade is high, which shows that students are highly motivated and committed to their field of study.

As the content of the study programme is related to creative activity and artistic expression, the number of research assignments, which only take place in some subjects, is low. 66 students completed their studies at the second cycle of the AG programme, including one student on the GTP programme.

Monitoring and quality assurance of the teaching process

The inter-subject integration takes place both intradisciplinarily, as the topics covered are linked within individual subjects, and interdisciplinarily, as GTP students take courses in other fields of study, namely Music Pedagogy and Music Art. The subject teachers adapt the active learning and teaching methods to the individual's needs, thus respecting the principle of personalisation and differentiation. It should be pointed out that ensuring that the latter principles are observed results from the low number of students in each course of study. Transdisciplinary links are made in the phase of cooperation with the environment, when students acquire competences in artistic and concert activities and in teaching practice. Learning and teaching processes have been particularly supported in the last year by the use of digital technology, especially in monitoring the development of specific student competences in the area of creative and artistic competence development.

In terms of the number of hours used (scheduled KT), students rated (results of the questionnaire) that the hours used deviated significantly upwards from the scheduled hours for M1 (4.4), PED-M1

Composition

(3,9), Special Music Didactics - The Doctrine of Music and Solfeggio (3,8). The Choir and Composition subjects include activities and tasks that require a lot of practice and drilling, and Special Music Didactics - The Doctrine of Music and Solfeggio involve the practice of certain skills over a long period of time, which are crucial for good teaching practice and subsequent professional work. Students certainly experience a heavy workload due to other study commitments running concurrently.

The averages of the students' ratings of the competences acquired per field of study show that students rated the competences acquired as good (3.6). There is a slight decrease compared to the previous academic year, when students rated the competences acquired at 3.7, which can certainly be attributed to the state of emergency and distance working.

The monitoring and quality assurance of the teaching process in terms of the achievement of the expected competences of the students shows that the described ways of implementing the study process are adequate for the quality achievement of the competences. In the case of perceived shortcomings, teachers are working independently and in a timely manner to remedy them, and there are no perceived needs for major changes at the level of teaching content and course syllabuses, nor have there been any external initiatives for major changes.

The study process of the GTP programme in 2019/20 was continuous and uninterrupted, despite the epidemic situation in the country. The delivery of the courses has been fully migrated to virtual environments, following the recommendations of the UL and the Member itself. Intensive discussions took place across departments on qualitative solutions to the situation, which triggered the creation of new and innovative didactic approaches using ICT.

In the Department of Composition and Music Theory, the teaching and learning formats have moved entirely (100%) to virtual distance learning environments. In the field of composition, work proceeded smoothly and without major obstacles. In the area of music theory and sacred music, teachers reported that they were able to carry out between 50% and 100% of the learning process at a distance in some segments (Covid-19 survey). They expressed that they were successful in adjusting the amount of material, more individual work was involved, and more emphasis was placed on analyses. Compared to these two areas, teachers in the conducting department reported that 25 to 50% of the study process was carried out smoothly. A significant difference stems from the fact that the training is closely linked to the students' activities, which take place in the context of contact individual lessons, which was limited in the latter situation, even if the students were preparing their own videos. Both in this field and in the field of sacred music, students have been deprived of concert activities and training in performance skills.

The Department of Conducting has identified a need for better quality conducting practice. In the context of study abroad courses, students have the opportunity to practice in instrumental and vocal ensembles that are specially formed for conducting lessons, whereas here we currently solve this practice problem with our regular ensembles, where it is extremely difficult to ensure the level of performance of the course, and students are very limited in terms of practice time.

In the Department of Sacred Music, it has been noticed that students have not been enrolled in the second cycle of the Master's degree for several years. Students have expressed a desire for a change in the curriculum. At present, the syllabus includes courses in choral conducting, choir and vocal technique, while music theory courses have been omitted. As the latter subjects are crucial in this course, the professors of the Sacred Music Department have made a proposal for a slight modification of the syllabus. They propose that the vocal technique course, which students take for three years as part of their first cycle of studies, be replaced by a composition technique course. This would maintain

the thread of the course of study throughout the entire education vertical, which would certainly attract students to continue their studies in the Department of Sacred Music.

Continuous formative assessment of the student's development is ensured in courses related to the acquisition of competences in the creative artistic field, in the field of concert performance, as well as in courses in special didactics and pedagogical practices. Due to the low number of students and the types of assignments designed for each course, teachers have a good insight into the learning styles of individuals and possible deficits. The open communication between students and teachers gives students the opportunity to express their own deficits and difficulties in the learning process.

In this way, formative monitoring and feedback is provided by the subject teachers to individuals during the learning process, and the student also receives feedback from the teacher after the performance of musical creations or recreational performances. With the outbreak of the current situation, the process of formative monitoring and assessment has been further deepened, while at the same time it has introduced new innovative didactic approaches with ICT, as well as flexible forms of learning and teaching in different online environments.

In particular, formative monitoring and verification was supported by recording, reviewing and storing audio and video recordings. The information obtained supports the student's self-reflection, insight into his/her own work, progress and development. This kind of formative monitoring promotes the development of generic competence, which is essential for every musician and music educator. With the teacher's guidance, the student gains insight into the current state of his/her own development through self-reflection, identifies areas of weakness and sets his/her own goals in the path of music education. The biggest deficit in 2019/20 in the acquisition of the student's competences stems from the non-performance of concert activities and thus a reduction in the training of performance skills in the context of contact lessons and collaboration with the environment.

In the pedagogical-psychological courses, the course instructors monitor, check and assess the development of the student's competences in paired or group work in the form of prepared assignments, alongside individual assessments. These active forms of learning have also moved into virtual environments since the outbreak of the epidemic. The verification and assessment of student work has thus been ongoing throughout the academic year and is not limited to colloquia, final examinations and diplomas. This ensures the continuous stimulation of individual development, which is closely linked to the nature of music education.

This year, the situation has completely stopped the possibility of cooperation with the environment, both in the field of artistic and concert activities as well as in the field of pedagogical practices. Thus, the International Week at the Department of Conducting, which will be realised later, has been cancelled, as well as the 2nd Matej Hubad National Competition for Slovene Choir Conductors The Sound of My Hands, which the Academy of Music of the UL participates in the preparation and implementation of. In May, with the release of the measures, the contact individual lessons started again. Examinations in individual subjects were conducted remotely, in adapted formats, all the June Master's concerts were realised in the autumn, and some students were given the opportunity to extend their studies.

It was not possible to evaluate the adequacy of the student burden of CT from the questionnaires due to the unavailability of the results of the student questionnaires. The quality of the delivery of the study process is also reflected in the high motivation and commitment of students to their studies. The latter has triggered an increase in the number of credits (by 10), which will allow students to be more selective and thus to further deepen and upgrade their generic and specific competences. In the

elective courses provided by other UL members, three of our students obtained 9 KT. In the elective courses provided by UL AG, six students from other members obtained 26 KT.

Support for internationalisation of studies.

During the study period, GTP students acquire the relevant generic, artistic and pedagogical competences, as well as competences in the field of creative activity, artistic expression and concert performance. The quality and content of the study programme is comparable in terms of performance to other European higher education programmes and thus supports successful internationalisation. AG students are successfully prepared to perform internationally by participating in international competitions, international festivals and guest appearances abroad, by attending seminars and masterclasses abroad or at home with foreign professors. Incentives to engage in foreign study programmes are provided through the International Service and the Vice-Dean for International Activities. In 2018/19, 21 of our students under the Erasmus+ programme took part in exchanges at Member State level, 13 of them for periods of between 3 and 6 months, and eight for periods of more than 6 months. In 2017/18, one student undertook a placement abroad, representing 0.11% of all students enrolled in that period. There are no data for the placement abroad of our students for 2018/19 and 2019/20. Feedback on the effectiveness of the study programme takes place already during the student's education, especially in cases where students go on Erasmus exchange abroad. Informal interviews with students who have participated in Erasmus exchanges show that the Erasmus programme is not only comparable to other similar European programmes, but also in some cases positively outperforms them. The effectiveness of the programme is also demonstrated by the employment of our graduates abroad.

In 2019/20, one foreign student was enrolled on a GTP programme. In 2018/19, 17 Erasmus+ foreign students were exchanged at Member State level, 11 of whom attended for a period of 3 to 6 months and six for more than 6 months. The exchanges took place at the level of inter-university agreements. One foreign student was involved in a study process of more than 6 months under the CEEPUS programme. Two foreign students were Erasmus+ students on placement during their studies for a period of 3 to 6 months. In the cases where foreign students are involved, the learning process takes place in individual lessons in English or another foreign language. In the case of group courses, some courses are taught only partly in the foreign language, while some individual courses have started to show some adaptations in terms of delivery, so that one segment of the lectures is taught separately to the foreign students. Proposals to remedy this situation are aimed at finding solutions for the reassignment of students to include only foreign students in the timetable.

AG UL offers study programmes for international students. The existing curricula for the second cycle Master's programmes have been translated into English and a promotional booklet in a foreign language has been published. The promotion of studies in English is also already underway in the framework of all international activities of the UL AG.

The internationalisation of the study programme is monitored through discussions with domestic and international students and the International Service as Vice-Dean for International Activities.

It should be pointed out that internationalisation is also taking place in the context of concert and artistic activities. Our students, led by our assistant Alenka Podpečan, took part in the online project *We in* a very professional way, invited by the Central Beijing Conservatory and in the company of participants from a number of leading European music institutions. In this extraordinary situation, online concerts were also held as one of the opportunities for creative engagement.

In the questionnaire survey, students expressed slightly lower satisfaction with mobility abroad compared to other UL AG study programmes, especially in the area of recognition of KT (3.0) and taking compulsory courses abroad (3.0).

Providing support, encouraging students to study.

In 2019/20, the UL AG held induction and subject tutoring sessions for students. Introductory tutoring is particularly useful for students who are entering the doors of a member institution for the first time, while subject tutoring supports students in the case of specific study assistance. Both of these areas were guided by four coordinators (two for induction and two for subject tutoring) and 22 tutors (11 for each area) provided concrete support to students. For international students, an additional form of tutoring, *the Buddy Programme*, was implemented, with four tutors providing guidance. Responsibility for this part was taken over by the Vice-Dean for International Activities in cooperation with the International Service. Although the emphasis is on individual work with students, which in turn enables the higher education teacher to provide support to the student in his/her studies, the tutoring described above is an additional support to students in their studies, both from a logistical and a subject-specific point of view. Any problems that arise are thus resolved in a timely manner. GTP students expressed low satisfaction with tutoring in the questionnaires (2.0), and consideration should be given to how tutoring can meet their needs in the study process.

Incentives for student mobility to other European countries are provided through Erasmus calls and other bilateral, inter-university and inter-country agreements. An important step in the development of internationalisation has been ensured by the introduction of a Vice-Dean for International Activities and a long-established and high quality International Service, which encourage students and staff to engage in international exchanges and cooperation with foreign countries. Students can follow the information on the AG UL website for possible mobility abroad, and students are guided through further procedural procedures with the support of the AG International Service.

The range of elective courses at UL AG is varied and continues to be expanded. They offer the opportunity to develop and upgrade competences in depth and in line with students' orientations and interests. Students can review the basic orientation and objectives of the courses in the presentation books published on the Member State's website. At the same time, they can contact the course leaders directly for more specific questions. Some teachers give course presentations. The most common practice is for students to interact with each other and ask senior colleagues for their opinions on the elective course they have taken, which is a decisive factor in course selection.

The GTP course of study includes teaching practice in the first year at secondary school level and in the second year at lower and upper secondary music schools, which lasts for the entire academic year and is a compulsory part of the programme. In the academic year 2019/20, artistic and concert activities were suspended due to emergency situations, teaching practice was partially carried out in authentic learning environments, while the remainder was carried out in some virtual environments (GP Didactic Lab) or the practice was delayed. The development of competences in the field of scientific research is only present in some psychology-pedagogy courses, as the focus of this study is on the acquisition of artistic and performance skills.

Students participate in departmental and chair meetings, where they are encouraged and given the opportunity to express their opinions and suggestions for improvement, and are thus directly involved in the quality loop. Concluding observations

and opinions on the implementation side of the curriculum are also expressed in the context of the updated and upgraded student surveys.

Practical training for students, if part of the study programme.

The GTP study programme includes practical training of students in junior (in the student's home town) and secondary music schools (in Ljubljana) in the wider Slovenian area, while the teaching practice in general secondary education (gymnasiums) took place in Ljubljana (the Secondary Educational School, Gymnasium and Artistic Gymnasium in Ljubljana, Gimnazija Bežigrad, Gimnazija Ledina, Zavod sv. The organisation of teaching practice in the above-mentioned institutions corresponds to the planned pedagogical and didactic competences in the curricula of the study programme. The participating mentors in the environment have appropriate professional titles, many years of teaching experience and thus support the quality implementation of the activities and tasks of the pedagogical practices. The participating mentors demonstrate high pedagogical and didactic competences, provide students with all-round support in the implementation of the pedagogical practices (exemplary performance of hospitalizations, advising students on classroom management, guidance in the appropriate selection of musical content and didactic approaches, administrative work, etc.).

During the academic year, the implementation of teaching placements was hampered by the epidemic situation. Students managed to carry out part of the placements in authentic settings, but with the transition to distance learning, the implementation varied. The situation has been met with mixed reactions from mentors and school principals. In the case of positive reactions, students were integrated into the distance learning process and thus carried out their obligations. Otherwise, the UL AG organised adapted forms of teaching practice within the Didactic Laboratory to promote the development of digital and distance teaching and learning competences. In this way, students prepared i-learning materials in line with the curricular content of the subject areas. The work of the students was monitored by senior teachers and colleagues in the implementation of the teaching practice. For the first time, students had the opportunity to integrate flexible and innovative didactic approaches using digital technologies and to reflect on strategies oriented towards active forms with students (DigCompEdu, 2018). A SWOT analysis conducted before and after the implementation of DidlabGP showed that students were mostly in favour of implementing teaching practice in the described format, given the given situation. Students saw the importance of Didlab GP especially in terms of acquiring and developing didactic and digital competences in distance teaching. They pointed out the absence of musical activities and group music-making in the classroom as fundamental factors in the musical development of the individual, as a danger of carrying out pedagogical practices in this way. The time overload of students' daily commitments and the large amount of tasks involved in distance learning were most frequently highlighted as disadvantages of implementing Didlab GP.

The averages of the aggregated component scores at the level of the compulsory study practices show student satisfaction in the Pedagogical Practice - Music in Secondary Education (4.2) and the Pedagogical Practice - Music Teaching and Solfeggio (4.7).

Promoting the professional development of staff (academic, professional staff) and collaborators who implement, support the study programme.

Pedagogical training is ensured through the constant dissemination of planned lectures and workshops on various topics at the University of Ljubljana. The results of the questionnaire on the implementation of distance learning, which was carried out among the staff, show that teachers mainly expressed the need for training in this area, which will certainly be one of the priorities of the

Member State. The new AG Newsletter, which provides information on the various mobility opportunities for students and teachers, is also very welcome.

Mobility of professors is encouraged by keeping the AG International Service informed. In 2019/20, five foreign HEIs/colleagues participated in the teaching process for at least one course, five foreign HEIs/colleagues participated in the partial delivery of individual courses, and seven foreign HEIs/colleagues participated in the teaching process, seven foreign HEIs/collaborators participated in artistic exchanges, only one national HEI/collaborator participated in an exchange, training or teaching or research process abroad. Although there has been a clear upward trend in international exchanges per Member since 2011/12, the decline has been due to the exceptional circumstances of the previous year. It should be stressed here that the mobility of higher education teachers/colleagues is also ensured through concert activities abroad, which is essential for the development of this field.

The balance between teaching load and artistic activity is balanced, with the creative and artistic activity of the professors mainly stemming from their own commitment and the needs of the environment. The experience gained by teachers in authentic environments is crucial in guiding the study process and in training students to acquire the appropriate professional competences. Higher education teachers demonstrate a high degree of motivation and commitment to the quality of the learning process.

GTP professors can only be partly involved in the doctoral research process, as the doctoral study programme for the arts is not yet in place. At present, this third-level study is only carried out in the fields of composition and music theory. The staffing structure of the staff and participants in the study programme is adequate, as the staff members are duly habilitated and have a wealth of experience and high level of competence in the delivery of the courses and the programme.

[Briefly assess the achievement of the core objectives of the study programme and the graduate's competences.](#)

The curriculum and its contents of the GTP study programme ensure the achievement of the fundamental objectives related to the acquisition of competences in the field of music theory, pedagogical competences, artistic competences and competences in the field of musical creativity. Cooperation with the environment adds value to the regular study process. Cooperation with cultural institutions of the general and musical arts and with educational institutions promotes a mutual transfer in quality enhancement, while at the same time exposing students to the labour market and observing its needs already during their studies. Graduates are properly trained for further professional work.

[Which stakeholders and how did you involve them in the discussions, action planning, follow-up and preparation of self-evaluation reports at the level of the study programme?](#)

- The preparation of the report is based on a review of the minutes of departmental meetings and the GP Subject Chair.
- AG Newsletter.
- Analysis of student surveys.
- Informal discussions were held with mentors of teaching practices in the setting.
- Informal discussions were held with heads of department, some senior teachers and the Head of Chairs of GP courses as well as some students.

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Update of the UL AG Master's Thesis Protocol in accordance with the new UL AG Master's Thesis Regulations.	Coordination of the announcement of the Master's thesis and the Master's concert.
AG UL offers study programmes at the second cycle of the Master's degree programme for foreign students Students.	Existing curricula are translated into English, a promotional booklet is published in a foreign language, which encourages higher enrolment of international students.

KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
A change to the rules allowing the 10-credit limit for the Master's degree to be raised.	The possibility to choose several different elective courses according to students' interests and to acquire and deepen competences for later professional work.
Amendment of the rules to raise the limit by 10 credits.	The possibility to choose several different elective courses according to students' interests and to acquire and deepen competences for later professional work.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
In the Conducting Department, there was a perceived need for a higher quality of conducting practice.	To create ensembles at UL AG that will be purpose-built for conducting lessons.	Initiation of discussions between the Head of Department, senior teachers and led by the UL AG.	Head of the Conducting Department.
Students of the Sacred Music Department are not enrolled in the two-level GTP course of study because of absences in two key subjects from level 1.	Need to change the curriculum. Inclusion of a course in composition techniques, which will be included in the entire vertical of study ensure the development of professional competences.	Incorporation of the proposal for a more appropriate curriculum for sacred music in the GTP in AG Action Work Plan.	Head of the Sacred Music Department, Vice-Dean for Academic Affairs, Administrator of the GTP programme.
Lower rate of implementation of learning content related to practice, with ICT support.	Finding appropriate ICT solutions for teleworking that will support appropriate guiding students.	Launch of discussions between Heads of Department, university teachers and led by the UL AG.	Leadership.

KEY RISKS	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
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Abroad, students have the opportunity to rehearse in instrumental and vocal ensembles, which are purpose-built for conducting lessons	To create ensembles at the UL AG, which will be purpose-built for conducting lessons.	Discussions between the Head of the Department, senior lecturers and the management of the UL AG start.	Head of the Conducting Department.
Less appropriate structure of the curriculum for the second cycle of the Master's degree in GTP, which does not meet the needs of the professional profile.	Need to change the curriculum. Inclusion of a course in composition techniques to ensure design throughout the study vertical. professional competences.	Inclusion of a proposal for more appropriate regulation the syllabus for sacred music at the GTP in AG Action Work Plan.	Head of the Sacred Music Department, Vice-Dean for Academic Affairs, Administrator of the GTP programme.
Effects of covid-19: The risk of underdevelopment professional competences for professional work.	Finding appropriate solutions working remotely with ICT, which will support an appropriate student guidance.	Start of talks between Heads of Department, higher education teachers and led by the UL AG.	Leadership.

Instrumental and Singing Pedagogy - 2nd cycle

- a) Study programme name: Instrumental and Singing Pedagogy
- b) Level of study programme: second cycle
- c) Study programme type: master's
- d) Name of the member(s) involved in the implementation of the study programme: Academy of Music
- e) Information about the study programme administrator (name, surname and academic title): Katja Porovne Silič, Assoc.
- f) Academic year: 2019/2020

Enter the defined core objectives of the study programme and the expected competences of the graduates in as accredited.

The study programme is both pedagogical and artistic. Graduates are qualified for the teaching profession in their field of study in primary and secondary music education. They are also qualified for creative artistic expression in their field. The programme consists of 22 courses, each of which has the characteristics of an independent programme due to its clear competences, objectives, content and vocational orientation.

Instrumental or vocal pedagogy and the art of music are common to all of them. For the sake of clarity, the specialisations have professional titles. The main weight of the programme (one quarter of the credits) is on the core subjects, after which the programme is named.

Fundamental objectives

The aims of the programme are to train graduates to work in the field of music education in their field of study and to work in the field of creative arts, mainly as chamber musicians, choral singers, leaders of school ensembles, etc. The learning outcome will be the graduates' qualification for high-quality independent pedagogical work in the field of their field of study.

General competences of the graduate

Ability to gather, analyse and synthesise information, develop new ideas and arguments critically (creativity), plan and work independently, think creatively, apply knowledge in practice, use imagination and intuition effectively, think flexibly in different contexts, understand emotionally, be sensitive in distinguishing between emotional and rational intelligence, self-awareness and self-determination, understanding of individual values and value systems, critical self-awareness, responding to social, artistic or ethical problems related to one's work, self-criticism, critique, group communication and communication, written and oral communication, expression, organisational skills, ability to work in a group and to lead group work, ability to explore artistically ...

Subject-specific competences

Ability to express oneself artistically in depth in the field of music of one's own discipline, deep articulation of musical imagination, understanding of musical content and forms, mastery of artistic interpretation in the field of one's own discipline, understanding of cause and effect processes in the field of technique of one's own discipline, knowledge and application of stylistic interpretation from all periods from the Renaissance onwards, in-depth knowledge and independent application of the processes of study of various works of art, knowledge and application of preparation of artistic performances, orientation in Slovene and world music history and literature, evaluation of musical and artistic expression, understanding and application of music theoretical and formative knowledge, knowledge, understanding and evaluation of musical works from world and Slovene music literature, ability to perform individually and in groups, development of musical independence, awareness of the values of Slovene and world music culture, and knowledge, understanding and application of various methods of evaluation of musical achievements.....

Assess the relevance of the content of the study programme and its units of study to the most up-to-date research or artistic output in the field of the programme and in terms of job prospects.

No surveys on the relevance of the content of the curriculum were conducted in the 2019/20 academic year. However, the high performance of AG graduates in the teaching field suggests that the content of the study programme is relevant and that it provides them with all the appropriate competences for their subsequent professional work.

Graduates of the UL AG are employed in public and private music schools, music grammar schools and conservatoires. Their employment prospects are adequate, mostly good, but fluctuate according to the needs of music schools, which are higher for certain instruments and lower for others.

Many students encounter teaching during their studies. The knowledge acquired in this field of study (theoretical and practical) is certainly a great help in gaining their first experience. The success of AG graduates in their teaching work is clearly demonstrated, among other things, by the success of their students in public performances and other important music school events and competitions at both national and international level.

Please briefly summarise the key advantages and disadvantages arising from the results of the — student surveys^[1]. In the 2019/20 academic year, in the AG's general survey, students from all courses together gave the highest average rating to the factor "Recognition of the ECTS is adequate." (4.3) and "Overall, I am satisfied with my studies." (4,3). The factor "There is sufficient and appropriate space for individual study (reading rooms, classrooms, seminars, etc.)" (2.4) was rated the lowest.

On the IPP programme, students rated the same factors slightly higher on average: "Recognition of the ECTS is adequate." (4.7) "Overall, I am satisfied with my studies." (4.4) "There is enough adequate space for individual study (reading rooms, classrooms, seminars, etc.)" (2.8).

On average, the highest rating among IPP students was for International Mobility - Faculty/Acad. encourages exchange (5.0). IPP students also gave high ratings to International Mobility as a whole (4.7-5.0).

In the 2019/20 academic year, IPP students rated the programme on average 4.8 in the pre-exam surveys on satisfaction, coherence, independence, literature, information, online information and revision. For most subjects, the results of the survey are not available due to the low response rate.

On average, according to the post-examination surveys, the programme received a score of 4.8 - 4.8 for content, 4.7 for clarity and 4.8 for assessment. It was rated 4.3 for competences acquired and 3.0 for relevance of the CTs. For most subjects, the results of the survey are not available due to the low response rate. Six subjects were assessed.

Evaluate how the activities impact on the performance and effectiveness of the study. Monitor the student population at study programme level.

*Schedule:

Number of places available for the academic year 2020/21 for the study programme Instrumental and Singing Pedagogy:

INSTRUMENTAL AND VOCAL PEDAGOGY	Regular	Extraordinary
Citizens Republic of Slovenia and EU	30	10
Slovenians without Slovenian Nationalities and foreigners	2	2
Parallel	2	2
Enrolment according to the entry criteria	3	2

*entry:

Enrolment has remained similar in recent years, with no major variations. It varies between 43 and 47 students. In 2019/20, 47 students were enrolled (19 men and 28 women, 11 foreigners - 23.40%). In the academic year 17/18, 46 students were enrolled (3 foreigners - 6.52%), in 2018/19 43 students were enrolled (7 foreigners - 16.28%), and in the current academic year 2020/21, 45 students are enrolled (11 foreigners - 24.44%). In terms of the mode of study, there are 45 full-time students and two part-time students.

* Advantage:

In the 2019/20 academic year, 20 students were enrolled in the first year and the same number in the second year. The pass rate in 2019/20 was higher than in previous years - 95.24%. In previous years, the pass rate ranged between 80% and 86%. In 2018/19 it was 85.71%, in 2017/18 - 80% and in 2016/17 - 82.61%.

In the current 2020/2021 academic year, the pass rate is as high as 100%, which is mainly attributable to the more lenient conditions for the transition to the upper year due to the Candidid-19 pandemic. 2nd year, but repeat the year, much higher than usual - 14.

INSTRUMENTAL AND VOCAL PEDAGOGY											
Number of students enrolled	Total	Depending on how you study		By gender		Foreigners		By year			Preference
		Regular	Extraordinary	M	Ž	No.	% of all enrolled	1	2	0A repetition	
2017/18	46	44	2	23	23	3	6,52 %	21	16	9	80 %
2018/19	43	41	2	18	25	7	16,28 %	21	18	4	85,71 %

2019/20	47	45	2	19	28	11	23,40 %	20	20	7	95,24 %
2020/21	45	43	2	20	25	11	24,44 %	11	20	14	100 %

*Research output by year:

Most of the research work is carried out in the Music Pedagogy programme, but every graduate of the IPP programme has written a master's thesis on a topic related to the pedagogical field.

*Completion of studies:

In 2019, 15 students graduated, five fewer than the previous year's 20 graduates. One foreign national graduated in 2019, representing 6.67% of all graduates. In 2018, two foreigners graduated, accounting for 10%.

Monitoring and quality assurance of the teaching process.

The monitoring of the teaching process and quality assurance is carried out through student surveys, discussions of the higher education teachers and staff with the Dean, and discussions of the professors at departmental and Chair of Music and Pedagogy meetings on the implementation of individual courses and their inter-subject integration.

Due to the specific nature of music studies at the Academy, a large part of the lessons are conducted individually or in small groups. This allows for continuous monitoring of the student's development, his/her needs, commitment to studies, the acquisition of his/her competences and the verification of their relevance to the expected competences of the students. The assessment and evaluation of the student's work is based on colloquia, final examinations and the diploma. Particularly in the main subject (instrument, singing), the student's artistic development is also monitored throughout the year through internal and public performances, concerts and competitions, which enable the student to self-reflect.

Last academic year, from mid-March 2020, was marked by the pandemic of covid-19. The government took many measures to contain the epidemic. These have focused mainly on reducing the chances of infection by observing safety distances and restricting large gatherings of people. This made it very difficult to hold classes. Distance learning was introduced throughout the College. When the measures were relaxed in mid-May in view of the improved epidemiological picture, some classes could again be held in person (individual classes, small chamber groups, small group lectures, etc.), while others were still held remotely (group classes), subject to safety precautions.

The teaching practice, which is an integral part of the Instrumental and Singing Pedagogy courses, also involves external collaborators, mentor teachers and students in music schools, where lessons were also held remotely last year due to the measures taken. This has made it difficult to deliver the programme. Part of the practice was carried out remotely and part of it was postponed to the next school year, but this did not hinder the enrolment of students in the senior year.

In the last academic year, the Department of Music and Pedagogy planned an international cooperation (at the suggestion of Dr Ana Kavčič Pucihar) - a seminar by Professor Paul Harris from Great Britain. The visit had already been organised in detail, but due to the Covid-19 pandemic, it was unfortunately postponed to a later date, when circumstances would allow it. Such collaborations enhance the quality of the teaching process.

Support for internationalisation of studies.

The study programme is comparable in quality and content to other European higher education programmes, but it also has certain advantages. While instrumental studies abroad are often separated into pedagogical and artistic at the outset, this happens here only at the second level, which can contribute to the higher initial artistic competences of students of Instrumental and Vocal Pedagogy. During their studies, students participate in international competitions, international festivals, seminars and masterclasses abroad, masterclasses at home with visiting professors, concerts abroad

solo, chamber, as part of various guest projects with orchestras or choirs. In this way, our studies successfully prepare students for international work, as demonstrated by the employment of our graduates abroad.

The International Office of the UL AG offers very good support to students regarding international mobility. It regularly informs them about calls for international exchanges via the Academy of Music website. It describes the procedures required for an exchange, offers advice, notices, presentations, etc. A lecture is organised for students on Erasmus+ exchanges for the purpose of study or placement, and they receive all the information they need in person at the international office from the coordinator, who guides, advises and assists them.

In the 2019/20 academic year, 12 foreign students took part in Erasmus+ exchanges in Slovenia. One foreign student took part in a bilateral exchange through the CEEPUS programme. There were 16 exchanges in calendar year 2019 and six in calendar year 2020. The decline in the current calendar year is due to the covid-19 pandemic.

In the 2019/20 academic year, 14 of our students took part in Erasmus+ exchanges abroad. One of them did a traineeship abroad. Interestingly, the same number of exchanges took place in the 2019 calendar year, so the number did not decrease in 2020, despite Covid-19.

There has been a steady increase in interest in the programme from international students year on year. In 2017/18, three international students were enrolled, representing 6.52% of the total enrolment, while in 2018/19, seven international students were enrolled (16.28%), with a further increase in 2019/20. 11 international students were enrolled, representing 23.40% of the total enrolment. They came from Bosnia and Herzegovina, Latvia, Hungary, Macedonia, the former Yugoslav Republic of Macedonia (1 student each), the Republic of Serbia (2 students) and Croatia (5 students).

The internationalisation of studies is linked to international student exchanges and the involvement of visiting professors in seminars, festivals, summer schools and other artistic projects and events that help students gain additional knowledge.

[Providing support, encouraging students to study](#)

Students of the Instrumental and Vocal Pedagogy programme have individual tuition in the main subject, so that they have constant contact with their professor, who can help them with various questions and problems and can guide them further if necessary. They can also be supported in the choice of elective subjects, and in their involvement in practical, research, artistic work and projects by other higher education teachers and colleagues with whom they have contact during their studies. They are also supported by student tutors and elected student representatives of the AG Student Council. They can address various needs to them as they solve student problems related to the study process.

Students can express their views through student surveys. The elected student representatives of the AG Student Council actively participate in the College's bodies, monitor and interpret the surveys, and give their opinions, suggestions and comments on specific issues.

Students receive constant encouragement for mobility, which can come from professors, other students, websites and the International Cooperation Service, where they can get all the information they need.

The AG website offers a lot of useful information for students. In the 2019/20 school year, students can also find a lot of information to help them with covid-19: guidelines, instructions, forms, various links for psychosocial support and more.

[Practical training for students, if part of the study programme](#)

An integral part of the Instrumental and Singing Pedagogy courses is also practical instruction or teaching practice, where external collaborators, mentor teachers and students in music schools and conservatoires work alongside IPP professors and students.

In the 2019/20 school year, the practice took place at 11 music institutions (9 state and 2 private): the KGB Ljubljana, the Vič Rudnik GŠ, the Velenje GŠ, the Postojna GŠ, the Moste Polje GŠ, the Litija GŠ, the Kranj GŠ, the Koper GŠ, the Celje GŠ, the St Stanislav Institute GŠ, the Arsem GŠ.

Last academic year, the Covid-19 pandemic made it very difficult or impossible to implement the planned programme, as distance learning was introduced at the Academy of Music and in music schools.

Some professors did their teaching practice remotely, while others wanted to wait for normal circumstances. Despite the lack of teaching practice, students did not have any difficulties in enrolling in a higher year, as objective circumstances were taken into account. The students will be able to carry out their practice during this academic year. Despite the exceptional circumstances, all the students who were completing their studies completed their teaching practice, if necessary remotely, and thus graduated without hindrance.

The content and organisation of the internship are, in the opinion of the Chair, appropriate to the expected competences of the graduate. The Chair also considers the scope (at least 2 teaching performances and 20 hours of hospitality) to be appropriate. Increasing it would lead to an excessive workload for external mentors, teachers at music schools. The prescribed amount of compulsory practice is a minimum. Should individual students wish to do more, they may, in agreement with their mentors and teacher-mentors, do so if this would be feasible. The quality of mentoring is measured through student surveys.

At the beginning of the current academic year 2020/21, there was an inconsistency in the newly adopted Criteria for the Evaluation of Teaching Work, concerning the evaluation of teaching practice, due to a misinterpretation of the proposal made by the Chair of Music and Pedagogy. At the November 2020 meeting of the Chair of Pedagogy, a proposal was therefore made that the Chair should in future discuss amending and supplementing the curricula for teaching practice and aligning the contact hours with the actual implementation of the course.

[Promoting the professional development of staff \(academic, professional staff\) and collaborators who implement, support the study programme](#)

The Academy of Music is well placed to provide information and assistance regarding training and mobilities. Incentives come from AG management and other AG departments.

A lot of information about training, both at University level and external, is regularly disseminated to the staff via webmail and the Academy of Music's website.

The International Office of the UL AG offers very good support to employees regarding international mobility. It keeps them fully informed about calls for international exchanges through regular mailings and the Academy of Music's website. It describes the procedures required for an exchange, offers advice, notices, presentations, etc. They receive all the necessary information and assistance from the coordinator in person at the international office.

In the calendar year 2019, 12 of our professors will be on mobility. 29 came to exchange with us foreign professors. One outgoing and three incoming mobility of professional staff were carried out.

Five of our professors will be on mobility in the calendar year 2020. And 12 foreign professors came to exchange with us. There was no mobility of professional staff. Mobility took place in the framework of the Erasmus+ exchange, the bilateral exchange between UL AG and the Academy of Music of the University of Zagreb and the bilateral exchange of the *Swiss-European mobility programme* (SEMP). The lower volume of exchanges in 2020 is attributable to the covid-19 pandemic.

The staffing structure of staff and participants for the study programme is adequate. The providers are highly qualified and appropriately habilitated. The balance between teaching load and artistic activity is balanced. The commitment of each individual is important for the artistic and scientific research activities of the professors. In the past academic year, artistic activity, as we are accustomed to it, was severely curtailed, as the vast majority of concert events were cancelled due to Covid-19. Those that were held live could only be performed with strict security measures in place and consequently had a much smaller audience than usual. Much of the artistic activity was therefore transferred online.

Staff satisfaction and commitment, as well as satisfaction with the organisational structure, have a positive impact on the delivery of the study programme. It is monitored through surveys, annual interviews ...

Due to the pandemic caused by covid-19, classes have been held mainly remotely since March 2020, and partly in person, with strict adherence to the measures. Professors have been confronted with completely new circumstances and teaching methods. The teaching situation was really very difficult, especially because of the specific nature of our work. The professors carried out their teaching with great commitment, even under such circumstances, in order to enable the students to progress as smoothly as possible.

[Briefly assess the achievement of the core objectives of the study programme and the graduate's competences.](#)

The study programme Instrumental and Vocal Pedagogy enables its students to achieve their fundamental goals, such as training graduates for quality performance in the field of music pedagogy in their field of study and performance in the field of performing arts. The acquired general and subject-specific competences guarantee the graduates' autonomy in their professional pedagogical and artistic career. AG graduates are highly successful in their performance, which reflects the success of our music education.

[Which stakeholders and how did you involve them in the discussions, action planning, follow-up and preparation of self-evaluation reports at the level of the study programme?](#)

The preparation of the report includes a review of the minutes of departmental and GP Chair meetings and informal discussions with some of the senior lecturers and the GP Chair, as well as some of the students on the programme.

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Discussion with invited teacher-mentors of participating music schools on the envisaged possibilities for increases teaching performances. Opportunities to deliver lessons over a longer period of time (e.g. 5 teaching performances per month) and a half) with the same student.	It remains at the level of a proposal. Implementation was not possible due to the covid pandemic-19.
The IPP Programme Administrator or the Head of the GP Chair will make an annual presentation of the IPP Programme (at the end of the 1st or beginning of the 2nd semester).	It remains at the level of a proposal. Implementation was not possible due to the covid pandemic-19.
Preparation of a survey questionnaire for verification specifics of the implementation of the IPP programme by students.	It remains at the level of a proposal.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Adaptation of lecture delivery in the face of the covid-19 pandemic through the successful introduction of distance learning.	Continuous implementation and maintenance of the study quality despite the covid-19 pandemic.
Adjustments in the transition of students to higher years due to difficult and partially impossible implementation teaching practice due to the introduction of distance learning at UL AG and music schools due to covid-19.	The possibility of continuing your studies unhindered for students who have not been able to complete their teaching practice.
Planning international cooperation - organisation of a seminar by Professor Paul Harris from Great Britain at the Chair of Music Education, which was delayed due to the pandemic. covid-19 postponed.	International cooperation improves the quality of teaching.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY
Some members of the Master's thesis defence committees do not read the written Master's theses. They do not pay attention to the presentations, the questions asked are only about formal matters and not about substantive matters, thus showing indifference to student effort.	Increasing professional commitment, the lack of which is severely compromises the quality of the Master's thesis, in particular the written segment and the oral defence.	Confront employees verbally with the issues and organise a compulsory lecture for employees. Clear guidelines and examples of good practice. Reflection at departmental level and the Dean's extended College on the possible appropriateness of certain sanctions for offenders.	The President with members departments, management.
Failure to recognise the need for continuity in the implementation of the higher teaching quota performances over a long period of time in teaching practice (2. STEP, IPP).	Gradual increase the number of teaching performances (up to 5 per academic year) over a period of 5 years (until 2023).		Head of the Department of GP Courses, Administrator of the IPP programme, Head of the Department of GP Music Pedagogy, Vice-Dean for Academic Affairs.

Coordination of AG timelines and participating schools.			
There is a perceived need for students to be introduced to the IPP programme. Lower quota of prospective teachers and deficit employability.	Presentation of the IPP programme to third-year students of the GU first cycle programme.	The IPP Programme Administrator or the Head of the GP Chair will make an annual presentation of the IPP Programme (at the end of the 1st or at least the following year). at the beginning of the 2nd semester).	Administrator of the IPP programme, Head of the Chair for GP Subjects.
Mismatch evaluation of teaching practices.	Alignment of the evaluation of teaching practice in the Criteria for the Evaluation of Teaching Practice.	Discussion within the GP Chair on possible changes to the curricula the teaching practice plans and the alignment of contact hours with the actual delivery of the course and the adoption of decisions to resolving the issue.	Chair for Music Pedagogy, Chair.

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