

Univerza
v Ljubljani Akademija
za glasbo



ANNUAL REPORT 2021
Business report with quality report Accounting
report

University/member business card

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Identification number: 89735552

Transaction sub-account: 01100-6030706828, BIC: BSLJSI2X

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1. INTRODUCTION

This document presents the annual report and comprises the business report with the quality report and the financial report of the Academy of Music of the University of Ljubljana for the year 2021. The purpose of the document is to provide a comprehensive and transparent overview of the achievements in 2021 and the activities carried out in order to achieve the strategic goals of the Academy of Music of the University of Ljubljana.

In 2021, as in 2020, the activities of the UL Academy of Music have been largely affected by the impact of the epidemic of Covid-19. The experience gained in the past year has helped us to the extent that we have been able to carry out a large part of our activities in person, without the use of online tools. As most of our educational activities are conducted individually or in small groups, almost all of our educational content was delivered at the premises of the UL AG. From May 2021 onwards, we were also able to perform part of our artistic activities, initially via webcast, but soon also live in the Slovenian Philharmonic Hall and later outdoors in Ljubljana's Congress Square, where in June a concert of our symphony orchestra with guest conductor Catherine Larsen-Maguire took place. During the summer months, we successfully held masterclasses for organ, guitar, violin, viola, trumpet and chamber music as part of the Academia Musicae Labacensis summer school. The most notable was the visit to the summer viola masterclass given by the renowned Japanese violist Nabuko Imai.

The academic year 2021/22 started live, still following all the safety instructions of the UL COVID-19 Coordination Group. The first semester was thus fully implemented according to the curriculum at the premises of the UL AG.

In November, we successfully organised a symposium on Lucian Maria Škerjanc, one of Slovenia's most influential composers. In cooperation with the UP Publishing House, we also successfully published two issues of the Music Pedagogical Proceedings, which are openly available on the websites of the UL AG and the UP Publishing House.

Artistic activity in the second half of the year proceeded more or less as planned, with some concerts had to be postponed due to the illness of the performers.

The year 2021 was also devoted to the development of the UL AG Strategy 2021-2027. With the expert assistance of Prof. Dr. Adriana Rejc Buhovac, the process was successfully completed and the Strategy was adopted at the meeting of the UL AG Senate in November.

In 2021, UL AG was included in the team for the implementation of the APIS system - a business information system that will unify the computer software structure for the management of the business of the entire UL. In this project, all processes were carried out in accordance with the set objectives and expectations.

The renovation work at the Kazina Palace in 2021 is on schedule and in summer 2022 we expect to be able to relocate the UL AG from the Stich Mansion to the Kazina Palace, which will significantly improve our working conditions.

Despite the negative impacts and all the necessary adjustments caused by the epidemic of

covida-19, we can conclude that we have had a successful year in 2021 and have managed to achieve most of our objectives.

2. MISSION AND VISION

The mission of the UL Academy of Music

University of Ljubljana The Academy of Music (UL AG) is an institution of higher education of national importance for the development of Slovenian musical creativity, creativity, musicology and music education. Its activities ensure the development of the Slovenian music artistic, scientific and pedagogical discipline and its comparability in the European and world spheres.

The UL Academy of Music's vision

In 2027, the UL Academy of Music will be recognised as an excellent, internationally open and well-established university music institution with valid international accreditation. It will be one of the most prestigious institutions of its kind in Central Europe. It will be recognised as an excellent organiser of diverse musical events, offering students a comprehensive range of musical skills in a variety of fields.

3. OBJECTIVES TO BE REACHED IN 2021 by self-evaluation activities

3.1. EDUCATIONAL ACTIVITY

UL AG runs the study programmes as shown in the following table:

Level III - 4 years Interdisciplinary Doctoral Level III study programme - Humanities and social sciences Two fields	Music theory and composition			Music pedagogy
Level II - 120 ECTS Postgraduate studies Four programmes	GU Musical arts (26 courses)	IPP Instrumental and vocal pedagogy (22 directions)	GTP Music-theoretical pedagogy (3 directions)	GP Music Pedagogy (No specialisation)
1st cycle - 180 ECTS Bachelor's degree Two programmes	GU Musical arts (26 courses)			GP Music Pedagogy (No specialisation)

In addition to the three levels, the UL AG also runs a Teaching and Advancement Programme further training (hereafter PAI).

Although the structure of first and second cycle programmes in northern European countries is mostly based on a 4 + 2 year structure, the content and quality of first cycle programmes are internationally comparable. There is adequate interest and enrolment. There is a disparity between the different courses, with some courses having to turn away high quality applicants, while other courses have a shortage of applicants. This is due to a reduced population in the lower layers of the education vertical and a lack of interest in certain courses of study.

The delivery and absorption of knowledge in the GU programme is high, which is reflected in a good student pass rate. One of the reasons for this is the high entry requirements for the first level, where candidates must score at least 90/100 on the Music and Artistic Talent Test (PGUN) in the Musical Arts programme. As a result, between a quarter and a fifth of all applicants to the PGUN are admitted and enrolled each year. The excellence of the students is further reflected in concerts, prizes won in competitions and performances in top international orchestras. The pass rate of the GP programme is slightly lower.

The PAI (Pedagogical-Andragogical Education in Music) programme has an Instrumental-Singing and a Music-Theoretical module. It is intended for graduates of second cycle 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 pedagogical-andragogical set of

elective courses of the GU programme and by those who have graduated abroad and wish to acquire competences and the possibility of teaching at music schools in Slovenia.

UL AG students take elective courses at other UL AG member institutions with which UL AG has an agreement. Such interdisciplinary programmes are held with the Department of Musicology of the UL Faculty of Arts, as well as with the UL ALUO and the UL AGRFT. Students of these members, on the other hand, take elective courses at UL AG.

Active methods of learning and teaching are in themselves a specific feature of studying at UL AG. Identifying problems and formulating questions from a personal point of view, or using knowledge as a starting point for further steps, is the basis of individual teaching, as well as of work in chamber groups and orchestras. On the basis of auditions, the UL AG offers the most talented students top professional experience in the form of solo concerts with professional orchestras and concert collaborations with other established institutions.

The contact of UL AG students with potential employers during their studies is constant and intensive for an above-average percentage of the student population, mainly in the form of cooperation with all Slovenian professional orchestras and music schools.

The field of study, teaching content and teaching methods are constantly updated and aligned with international guidelines. Internationalisation and the monitoring of programmes of related institutions abroad add a major contribution in this area.

The study programmes at UL AG at first and second level are primarily aimed at educational activities. Scientific research activities are considered to support artistic, creative, recreational and music pedagogical contents, given the nature of the content of all programmes at both levels of study at UL AG. This is where the (incomprehensible) 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.

The study process was also affected by the epidemic of covid-19 in 2021. responded in accordance with the guidelines and recommendations of the NIJZ and the OJ.

In the first half of 2021, most of the lectures were delivered remotely. In May 2021, the study process started with individual and small-group live lectures in lecture theatres. Plastic walls are used during wind and singing lessons to prevent the spread of infection. Keeping a safe physical distance and using face masks, most of the lectures were given live in lecture theatres.

If the capacity of the room does not allow the whole group, the lecturers split it into two parts and deliver the lectures in a hybrid and rotating way. The lecturers coordinated so that the students could attend the group courses either in person or online.

Ensemble lessons (orchestras, choirs) were project-based, with daily rapid tests all participants.

THE OBJECTIVES OF THE PREVIOUS REPORTS	THE MEASURES REFERRED TO IN THE PREVIOUS REPORTS	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
A systematic approach to regulating international visibility in the field of curricula and setting clearer criteria when publishing on the Internet items that are the copyright of UL AG.	Transfer of curricula to the closed part and preparation and public online publication of course summaries only for all UL AG programmes.	remains at the level of the proposal	A wider Discussion.	Not related to covid-19 challenges
Review and possible changes to the compulsory components of the UL AG study programmes with a view to a more appropriate evaluation of the workload expressed in ECTS and the perception of possible programme imperfections.	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 teaching programmes UL AG plans.	remains at the level of the proposal	Not implemented.	Not related to covid-19 challenges
A more comprehensive systemic improvement of the UL AG to improve the quality of the study programme, in the organisational and artistic fields, and at the same time Continuous improvement of the external and international visibility of UL AG.	The web designers, in agreement with those responsible, monitor and improve the website. Trustees are tasked by management the Head of the Commission for Scientific Research and Doctoral Studies (CSR D AG), who, together with the Heads of Departments, prepare the summaries curricula for translation into in English and published online UL AG pages.	partly implemented in 2021	Staff shortages.	Not related to covid-19 challenges
Coordination of the timing of two placements in the same academic year on the GTP programme.	Align the timelines of teaching placements at Member level and with the individual lower and upper secondary schools on the ground at academic year level.	partly implemented in 2021	A protocol is proposed.	Not related to covid-19 challenges
Improvement of material and financial conditions for the work and, as a consequence, raising the quality of the UL AG.	Vigilant monitoring and resolution issues of financial malnutrition and the obstacles and ongoing problems of spatial planning in the Kazina site (including the design and construction of an extension).	other (specify in the explanatory memorandum)	The fraction of poor working conditions will be eliminated with the move to the Kazina Palace, scheduled for October 2022.	Partly linked to the challenges of covid-19
Increase in the number of foreign students from parts of Europe and the world outside the former Yugoslavia.	Improving the promotion of the UL AG abroad by improving the website and active participation in international networks	partly implemented in 2021	Improving promotion and international cooperation is an ongoing process.	Linked to the challenges of covid-19
Elimination of the systemic anomaly and establishment of equal conditions in the recruitment process of graduates of the UL AG in comparison with graduates of Austrian regional conservatories in the Slovene GŠ.	The composition of the working group that will cover stakeholders from across the music education vertical 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.	remains at the level of the proposal	These are external factors.	Not related to covid-19 challenges

Providing a quality offer to international students in the Erasmus programme.	Find a system solution that will provide funding for tutors and higher education teachers teaching Erasmus students. Explain the issues at UL, make it clear that international exchanges have many facets.	remains at the level of the proposal	These are external factors.	Not related to covid-19 challenges
Modernisation of the admissions and enrolment procedure.	Verifying the possibility of deployment the waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in 1st deadline, but were not accepted due to limited places. Start of the negotiation process with the UL and the MoEYS.	remains at the level of the proposal	These are external factors.	Not related to covid-19 challenges
To gain opportunities for Scholarships for foreign students.	Finding new opportunities scholarships for foreign students	partly implemented in 2021	These are external factors.	Partly linked to the challenges of covid-19
Extend the move to electronic documents to piano tuning orders and loan reversions instruments of the UL AG.	Introduce a web portal along the lines of the one already realised crossings.	partly implemented in 2021	The instrument loan control application is in its final stages of development.	Not related to covid-19 challenges
Achieving optimal quality of orchestral artistic projects at UL AG and professionalism.	Amendment of the Protocol on participation in orchestras, and notification of all students and educators.	Remains at proposal level	The grade for the orchestra course must be based on all projects, which the student has taken in the current academic year. Flight.	Not related to covid-19 challenges
Availability of updated curricula on the website UL AG.	Publication of updated curricula on the AG website	partly implemented in 2021	Correctness The published curricula have not yet been fully validated.	Not related to covid-19 challenges
Increase the number of students who take the pre- and post-examination surveys for GP courses. tailor the questions to the characteristics of the study.	Student animation by student organisations, liaising with the designers of student surveys and presenting the needs or areas of assessment relevant to the study of music pedagogy and music professional subjects.	Remains at proposal level	/	Not related to covid-19 challenges
Preparing the starting points for a more detailed analysis of students' input competences in individual subjects.	A more detailed analysis of students' entry competences is carried out before enrolment or at the start of the course.	Remains at proposal level	A wider Discussion.	Not related to covid-19 challenges

Clear procedures for dealing with students with disabilities.	Development of a protocol for the treatment of students with disabilities at UL AG.	Remains at proposal level	Determination timelines and responsible persons.	Not related to the challenges of covid-19.
All curricula are available in Slovene and English	Completion of missing English translations of individual curricula	partly implemented in 2021	A step-by-step approach is needed.	Not related to covid-19 challenges
Printing and binding of the Master's thesis only after the successful defence.	An unbound copy for the committee is sufficient for the defence of the thesis.	Realised in 2021	A pdf document is sufficient for the Master's thesis defence.	Not related to covid-19 challenges
System organisation of work and how students spend their time major ensemble projects.	Limiting student commitments ensemble projects at up to eight appointments per week for up to 3 hours. A 30-minute break is compulsory during the 3-hour period (which may be divided into two shorter breaks). In the event of two periods on the same day, at least two free periods are to be allowed. between two dates (not valid in case of an urgent short sound check before the concert).	partly implemented in 2021	It is proposed inclusion in the Orchestral Work Protocol.	Not related to covid-19 challenges
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 of training teachers on the relevant procedures and the role of the members of the Commission.	remains at the level of the proposal	A process of paradigm shift is needed.	Not related to covid-19 challenges
Improving the competitiveness of UL AG graduates in auditions for positions at the most prestigious art institutions in Slovenia.	Introduction of the course Orchestral Playing and preparation for orchestral auditions. Establishment of an orchestral academy (closer cooperation between the UL AG and the Slovenian Philharmonic Orchestra).	partly implemented in 2021	The courses Preparation for Orchestral Auditions for Strings (GU2) and Orchestral Playing and Preparation for Orchestral Auditions for Strings (GU1) have been accredited and have started implemented in 2021/2022.	Not related to covid-19 challenges
Learning key cognates non-verbal skills and preparing students for new and changing circumstances in labour market.	Introduction of the Career Development for Musicians course.	realised in 2021	The More than Talent - Career Development for Musicians course is accredited and started in No. I. 2021/2022.	Not related to covid-19 challenges
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.	remains at the level of the proposal	/	Not related to covid-19 challenges

Inclusion of Composition Techniques in the second cycle of the GTP.	A more appropriate arrangement of the syllabus for sacred music in the GTP.	remains at the level of the proposal	/	Not related to covid-19 challenges
Finding appropriate ICT solutions for teleworking to support appropriate management students in the performance of implementation practices.	Start of discussions between Heads of Department, higher education teachers and led by the UL AG.	remains at the level of the proposal	/	Not related to covid-19 challenges
Gradual increase in the number of teaching performances to 5 per academic year for IPP second cycle courses until 2023.	Discussion with invited teachers of participating music schools on the possibilities envisaged Increasing teaching performance.	remains at the level of the proposal	/	Linked to the challenges of covid-19
Presentation of the IPP programme 3rd year students in the first cycle of the GU programme.	Annual presentation of the IPP programme to 3rd year first year students of the GU programme (at the end of the 1st semester or at least at the beginning of the 2nd semester).	remains at the level of the proposal	Identification of the persons responsible and the method of implementation.	Partly linked to the challenges of covid-19
Harmonisation of evaluation teaching practice in the Criteria for the Evaluation of Teaching Practice	Discussion within the GP Chair on possible changes to the curricula of the teaching practice and the alignment of contact hours with the actual delivery of the course and adoption decisions to dismiss issues.	realised in 2021	Adoption of the Evaluation Criteria teaching work.	Not related to covid-19 challenges
Increasing the number of students at completing surveys.	Promotion and invitation to students to complete the surveys.	remains at the level of the proposal	A major overhaul of the survey system is needed, tailored to the specifics of studying at Ag.	Not related to covid-19 challenges
Improving survey scores the operating system student tutoring.	Establishing a unified governance and a clear presentation of student tutoring activities.	remains at the level of the proposal	The need for better promotion.	Partly linked to the challenges of covid-19
Better familiarisation of students with foreign institutions	Establishing an overview and showcasing international partner institutions and networks.	remains at the level of the proposal	Not implemented.	Not related to covid-19 challenges
Improving attitudes and manners library advice.	Situation analysis and establishment a roadmap for improvement.	realised in 2021	Ag has recruited a new person.	Not related to covid-19 challenges
Earlier acquisition results of student surveys.	Presentation of improvement needs to the Centre for Social Informatics.	partly implemented in 2021	External factor.	Not related to covid-19 challenges

MEMBER/UNIVERSITY OBJECTIVES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
		Assign primary responsibility for implementation to a specific person; write down the name and surname or function (Dean, Vice-Dean, etc.); if appropriate, specify in the same way the possible secondary liability of other persons.	If yes, please contact give a brief justification.	Please indicate any links with the activities of the Development Pillar of Funding (DfP).
Modernisation of the admissions and enrolment procedure.	Verifying the possibility of deployment the waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in 1st deadline, but not accepted due to limited enrolment places. Start of the negotiation process with the UL and the MoEYS.	Dean, Vice-Deans, Secretary	Not related to the challenges of covid-19.	/
Adaptation of student surveys to the specifics of study at UL AG.	Recording shortcomings and concretising proposals for change.	Associate Dean for study matters	Not related to the challenges of covid-19.	/
Curricula fully translated into English.	Gradual continuation translation of curricula for an undergraduate degree in English (translation of curricula for the main subject).	Associate Dean for study matters	Not related to the challenges of covid-19.	/
Continuing to align the employment conditions in the music teaching profession for graduates of the UL AG compared to graduates from elsewhere.	The composition of the working group that will cover stakeholders from across the music education vertical 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.	Dean, Vice-Deans, Secretary	Not related to the challenges of covid-19.	/
Launch of an application to control the loan of instrument inventory.	Complete the test period and overview, start the app.	Secretary	Not related to the challenges of covid-19.	/
In-depth cooperation with the Department of Musicology of the UL Faculty of Arts.	Overview of existing programmes and overlaps and opportunities for inter-institutional integration.	Dean, Vice-Deans, Secretary	Not related to the challenges of covid-19.	/
Modernisation of undergraduate and postgraduate study programmes.	Change the name of the course Piano A, B, C to Complementary Piano A, B, C.	Vice-Dean for study matters	Not related to the challenges of covid-19.	/

Call for Doctoral Degrees Arts programme.	Continuation of the accreditation process for the third-level doctoral programme study programme Art to NACVIS.	Vice-Dean for Academic Affairs, prof. dr. Karolina Šantl Zupan	Not related to the challenges of covid-19.	/
Update of programmes lifelong learning.	Introduction of amendments the Preparatory and Improvement Programmes, and	Vice-Dean for study matters	Not related to the challenges of covid-19.	/
	evaluation of the latter in accordance with the Staff Promotion Regulations training for titles.			
Upgrading promotion to foreign countries Students.	Publication of the new promotional brochures for Erasmus students.	Vice-Dean for International Activities, Head of International Office	Not related to the challenges of covid-19.	/
Caring for internationalisation study activities	Implementation of announced international student and teacher exchanges and seminars.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (possibility of reduced activity)	/
Partnership in international projects.	Participation in Erasmus+ projects Medinea-On-Air and In Media Stat Virtus.	Vice-Dean for International Activities, Head of International Office	Not related to the challenges of covid-19.	/
Strengthening international mobility and structuring student mobility.	Conduct internal calls and prepare applications for Erasmus calls + in CEEPUS.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (possibility of reduced activity)	Link to RSF
Developing and strengthening cooperation in transnational learning communities.	Participation in the CEEPUS Network for Wind Instruments, preparation of the CEEPUS Network for Percussion Instruments.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (possibility of reduced activity)	Link to RSF
Continuing existing and developing new ways of cooperation within the UL.	Based on a survey of existing offerings, develop new content in the field of music and culture within the UL (horizontal elective courses in music and music arts).	Vice-Dean for Academic Affairs, SA6 Administrator, Vice-Rector for Arts, UL	Not related to the challenges of covid-19.	Link to RSF

3.2. RESEARCH ACTIVITY

CARRYING OUT RESEARCH

The UL AG Research Group (0868-002 - from ARRS records) is involved in the university undergraduate and postgraduate music study 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 or remotely and on various sound and image media. The UL AG Research Group has ten members, seven of whom are active primarily in the publication of scientific works, and three 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.

SCIENCE POPULARISATION

In the academic year 2020/21, the popularisation of science was curtailed due to the epidemiological emergency, but some events were successfully carried out. In November 2021, a symposium dedicated to the composer and pedagogue Lucian Maria Škerjanc was held, and in December 2021, *Cajon Workshops* were held for students of the Department of Music Pedagogy at Levels 1 and 2, led by Professor Jaka Strajnar. One member of the AG Research Group was awarded a *Gold 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, as shown in the SICRIS information system.

CALCULATED INDICATORS AND STATISTICS TAKEN INTO ACCOUNT

- Researchers (number, exchanges): In 2021, there were 10 researchers actively working at UL AG who are registered in the ARRS. Due to the low number, UL AG aims to increase its membership by including PhD students to strengthen its scientific research activities.
- Exchanges: due to the epidemic emergency, other international exchanges were exchange-related activities are suspended.
- Projects: in 2021, members of the research team were involved in one research project programme and three projects, namely:

➤ *Research Programme ARRS P6-0376 z address Theatre and Inter-artistic Research (2009-2023), implemented at UL AGRFT, AG and*

ALUOU.

- *Developing communicative competence through cultural-artistic education (SKUM, 18 August 2017-30 June 2022). The project is funded by the Republic of Slovenia and the*
The project promoted models of good practice in the field of education, focusing on teamwork between teacher/educator and music artist. 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, culture and the arts.
- *Youth Music after 1945 and Musical Youth of Slovenia. Project code: J6-3135 (2021-2024) <http://muzikologijaff.si/gmgm/>. The project is co-funded by the Public Agency for Research.*
- *International project B-Air Art Infinity Radio - Creating sound art for babies, toddlers and vulnerable groups (promoter RTV Slovenia, 2020-2023).*
- **Bibliographic research performance:** the UL AG Research Group achieved a total of 271.99 points in 2021 (score 0.73), of which 26.41 (A') for high quality achievements (score 0.02) and 126.41 (A1/2) for significant achievements (score 0.08). The research performance of the A1 group was scored 0.83. The number of net citations of scientific papers in the last 10 years (2012-2021) is 11, the most cited paper in the last 10 years (2012-2021) is 2, and the h-index in the last 10 years (2012-2021) is 2. In the impact factor database, 2 net citations were cited in 2021, including 1 citation in WoS and 1 citation 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 to artistic activity, and it would be useful to consider involving them more in the preparation of papers in this 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's Music Pedagogical Proceedings has had its first online publication in co-publishing with the Scientific Publishing House of the 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 readership.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY WITHIN A MEMBER
Small number the possibility for higher education teachers and collaborators habilitated in the field of scientific research to successfully apply for ARRS project contracts is limited. Call requirements and conditions for applying to the ARRS that make it impossible to be a successful candidate, depending on the structure and operational possibilities of the UL AG research group.	Expanding research the group by involving new members with appropriate references, efforts to increase publications in highly-regarded journals.	Planned extraction new teachers working in the field of scientific research, the ARRS initiative for a systematic possibility to involve UL AG PhD students in the research team.	Head and members of the Scientific Research and Doctoral Committee studies at the UL AG, the Dean of the UL AG and the ARRS.

3.3. ARTISTIC ACTIVITY

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

In 2021, due to the 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 were blocked until May 2021 and most of the scheduled concerts were postponed indefinitely.

Achieving the strategic objectives of artistic activity

The strategic objectives have been implemented more slowly and later than we would have liked, due to the covidom situation. Nevertheless, we have had intensive artistic cooperation with international and national partners, which has contributed to raising the artistic level of the students, lecturers and alumni who participate in the artistic activities of the institution (as conductors, members of professional orchestras, substitutes in ensembles, etc.).

Interdisciplinarity, networking among members and with other universities, institutions

The concert cycle Tutti until the end of 2021 featured the Slovenian Philharmonic Orchestra, the RTV Slovenia Symphony Orchestra and the Symphony Orchestra of the Slovene National Theatre Maribor. However, the concert with the Orchestra of the SNG Opera and Ballet Ljubljana was postponed until 2022 due to measures against the spread of coronavirus.

In addition to cooperation with other institutions, we have also performed our own productions, including a concert by the Girls' Choir and Wind Orchestra in the Slovenian Philharmonic Hall, a Symphony Orchestra Concert (Congress Square and Cankarjev dom) and a major production of L. Bernstein's operetta Candide (Cankarjev dom).

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

In the second half of the year we managed to revive, at least partially, the touring of our ensembles around Slovenia. Our Chamber String Orchestra toured Zagorje and Velenje, our Girls' and Chamber Choirs toured Koper. Some of the tours have been postponed until 2022, when we would like to intensify the tours even further.

Integrating artistic work with teaching

Student involvement in artistic works/projects is an indispensable part of the study process in the first and even more so in the second cycle of studies. Students are informed about events and achievements on the UL AG website and FB, Instagram, LinkedIn and Twitter profiles, as well as about all other projects and opportunities for involvement. We managed to run the 7th Academia Musicae Labacensis Summer School very successfully despite the conditions, while similar events around the world were mostly cancelled. In the last weeks of August and the first week of September, the following seminars or courses were held under the guidance of our teachers and invited international artists: Viola Seminar, Violin Seminar, Organ Seminar, Guitar Festival, Chamber Music Seminar, Trumpet Seminar. Unfortunately, two of the scheduled seminars were cancelled. With 47 young musicians registered, most of them were able to attend the Summer School, but unfortunately some were prevented from coming to Ljubljana by the conditions in Ljubljana.

Integrating artistic and research activities

There is still a lot of room for improvement and intensification in this segment. Linking

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

Other international artistic activities

International activities have been reinvigorated after a long hiatus, and we as an institution have been involved in international projects in cooperation with the neighbouring countries of Italy and Austria, directly with the conservatories of Klagenfurt and Udine.

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. For this purpose, the Academia Musicæ Labacensis Association was founded.

Cooperation between Member and university services in this field

The UL AG regularly informs the university services about its artistic events, which are posted on the UL forums (Univerzitetnik, UL website, Facebook, Instagram, etc.). We very much welcome the good responsiveness and engagement of the Vice-Rector for Arts and his team, as the information reaches the students and the UL staff on a consistent and regular basis.

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 of 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 the necessary experience for professional life.

The concerts were solidly, one could say well attended, given the prevailing conditions. There is definitely a need for more encouragement of students to attend concert events by the UL AG pedagogues, who should set a good example by their own participation and encourage students' interest in their professional field. In addition, UL AG should continuously strive to arouse public interest and increase attendance. Cooperation with the Slovenian media is good, especially with RTV Slo, but there is room for improvement.

The cooperation with the environment, especially all Slovenian vocational 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 takes place at several levels. We regularly cooperate with

AGRFT, ALUO and NTF and the Musicology Department of the Faculty of Arts.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION REALISATIONS	RELEVANCE TO THE COVID-19 CHALLENGES
Graduate profile with broad knowledge Integrity the profession.	Confront employees verbally with the issues and give a clear position of the UL AG.	remains at the level of the proposal	We have introduced the courses Orchestral Playing and Preparation for Strings Audition and Career Development for Musicians.	Partly linked to the challenges of covid-19, in the case of distance learning.
Equal standing among peer institutions in Europe and worldwide.	Encourage students and teachers to take initiatives for international cooperation. Introduce an online form where such incentives can be entered, recorded and made available. Entrepreneurial spirit of the UL AG management in obtaining international agreements.	partly implemented in 2021	A Commission for International Action has been set up to further promote the finalisation of the action.	Not related to covid-19 challenges
High-quality and stress-free preparation for the concert season.	Drawing up a clear and well thought-out concert plan, covering all the specificities of time and space. Arranging and booking suitable premises with others in good time institutions.	realised in 2021	We have introduced more transparent preparation of the concert season and digitised the processes of organising events.	Linked to the challenges covid-19, as implementation depends on the epidemiological picture in the country.
Long term project planning	Ensure that the Commission for Artistic Activity plans long-term projects and ensures diversity of production and even workloads. teaching staff	partly implemented in 2021	Projects are planned 4 years in advance, with For both instrumental and vocal-instrumental projects, we look at a wide range of stylistically, historically and genre diverse works.	Not related to covid-19 challenges in planning.
Linking events with partners from abroad and bilateral cooperation with academies in the Central European region	Erasmus cooperation with partners abroad.	partly implemented in 2021	Erasmus+, Swing, Bip	Partly related to the challenges of covid-19 in terms of travel options and the global epidemiological picture.

Promote high quality and stylistically diverse projects	Quality of artistic creation takes precedence over quantity.	included in the 2022 Work Programme (Action Plan)	By reducing the number of projects, we have maintained quality, while taking into account the situation enable students to return to the stage and artistic recreation, after a break of more than a year.	Not related to the challenges of covid-19, except at the project implementation stage.
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MEMBER/UNIVERSITY OBJECTIVES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Update of concert cycles	Launch of new subscription cycles (vocal, alumni, etc.).	Vice-Dean for the Arts activity	Implementation depends on epidemiological situation, as it is conditional on possibility to visit public events.	/
New venues concert cycles	Production of concert events on new venues (Sugar Factory Museum of Architecture ...); finding new concert venues outside the Ljubljana region in order to decentralise UL AG concert events to regions of Slovenia (cultural hostels, music schools, other cultural centres).	Vice-Dean for Arts, PR department, Concert Service activity	Implementation depends on epidemiological situation, as it is conditional on possibility to visit public events.	/
Club opening with public music events in Kazina Palace	Preparation and planning events at Club Kazina.	Programme Council of the Kazina Club, Vice Dean for Artistic Activities	/	/
Digitisation and renewal of the organisation of concert activities	Redesign of forms, registration forms, concert schedule in digital format.	Vice-Dean for Artistic Activities, Concert Activities Service	/	/
Improving the efficiency of concert support services	Streamlining the processes and efficiency of the Concert Service.	Vice-Dean for Artistic Activities, College of Concert Activities	/	/
Performing the opera project Agrippina	Production of an opera project in collaboration with NTF.	Vice-Dean for Artistic Activities, Department of Singing, Department of Early Music,	Implementation depends on epidemiological situation, as it is conditional on possibility to visit public events.	/

Promotion of the UL AG relocation to Kazina Palace	Holding events on the occasion of Opening of the Casino Palace - a week of events (open day, press conference, exhibitions, concerts ...).	Vice-Dean for the Arts, Concert Service, PR, Heads of Departments	Implementation depends on epidemiological situation, as it is conditional on possibility to visit public events.	/
Setting up an audio and video repository	Transfer and editing of concert and other recordings from the RTV Slovenia archive; editing of a repository of audio and video recordings of all important public concerts and performances.	Vice-Dean for the Arts activity	/	/
Archiving of UL AG events	High-quality audio and video recording of UL AG events and comprehensive archiving of recordings.	Informaticist, Vice-Dean for artistic activity	Implementation depends on epidemiological situation, as it is conditional on possibility to visit public events.	/
Cooperation and management of international multilateral artistic projects	Erasmus+ projects Brass 'n Roll and AccMusLink 22.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (participation of participants and audience attendance at concerts).	/
Organisation of international bilateral artistic events	Conducting bilateral concerts with partner institutions (HAMU, Liszt Academy, KUG, MUZA, RUC, Zhejiang Conservatory, CSU).	Vice-Dean for International Activities, Head of International Office	Dependence on the epidemiological situation, additionally with non-European partners (participation of participants and audience attendance at concerts).	/
Participation in and organisation of international competitions	Participation in international competitions in various disciplines (Complementary piano, wind and brass instruments...).	Vice-Dean for International Activities, Head of International Office	/	/

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 in 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. But 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, choir, or in various 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. Within the framework of the Academy of Music, students have the opportunity to perform in concert series (Tutti and Solo e da camera) and in many other concert and opera projects. In the Solo e da camera concert series, students have the opportunity to co-create art with tutors/professors.

Many students perform in the concert series Musical Youth of Ljubljana and Musical Youth Slovenia, which support young artists.

The Academy of Music successfully cooperates with various professional institutions such as RTV Slovenia, the Slovenian Philharmonic, Cankarjev dom, Festival Ljubljana, SNG Opera and Ballet Ljubljana and Maribor, the Slovenian Armed Forces Orchestra, the Slovenian Police Orchestra, the Slovenian Chamber Theatre and the Musical Matrix. AG graduates 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 also teach at music schools during their studies, where they gain 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 Conservatorio di musica Giuseppe Tartini Trieste (Conservatorio di musica Giuseppe Tartini Trieste), and the University of the Arts, Graz (Kunstuniversität Graz), isa - International Summer Academy of the University of Music and Theatre Arts Vienna (isa - Internationale Sommerakademie der mdw - Universität für Musik und darstellende Kunst Wien) in the form of concert residencies, exchange concerts and pedagogical exchanges.

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, Mediteranean Youth Orchestra, Nei suoni

del luoghi, Ceeman, Euphony ...).

In the area of knowledge transfer and application, a key improvement in 2021 is the introduction of new courses in Orchestral Playing and Preparation for Orchestral Auditions for Strings and Career Development for Musicians.

Also in the academic year 2020/21, the covid-19 pandemic has hampered concert activities, which has had a significant impact on the implementation of most of the knowledge transfer and application processes at UL AG. Many concert activities, lectures, seminars were held online or postponed to later dates. From May 2021 onwards, concerts at the AG have been held live again.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
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 orchestral academy (closer cooperation between UL AG and the Slovenian Philharmonic Orchestra).	realised in 2021	The course Orchestral Playing and Preparation for Orchestral Auditions for Strings has been accredited and started in 2021/22.	No impact.

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Tutti concert series	Cooperation with other musical and cultural institutions (SF, SNG Opera Maribor, SNG Opera Ljubljana, RTV SLO), coordination of concert programmes with soloists - students of the UL AG, preparation of concert programmes. booklets.	Vice-Dean for the Arts activity	Dependence on the epidemiological situation (participation of participants and visit concert audiences).	Cooperation with the environment
Performance of the concert cycle Solo e da camera	Arrangements for concerts in various locations in Ljubljana, preparation of the concert programme. booklets.	Vice-Dean for the Arts activity	Dependence on epidemiological situations (cooperation participants and visit concert audiences).	Cooperation with the environment
Student artistic practice conducting with SF ensembles	Signing an agreement with SF, organising hospitality and artistic practice in agreement with artistic directors.	Head of the Department of Conducting	Dependence on epidemiological situations (cooperation participants).	Engaging with the environment - inclusion in optional study placements
Lectures by UL AG alumni working abroad	/	International Office, Vice-Dean for International Activities	Dependence on epidemiological situations (cooperation participants).	Working with the environment - building competences for Society 5.0

3.5. CREATIVE CONDITIONS FOR WORK AND STUDY

3.5.1. Library and publishing 2020

Publishing

In the framework of publishing activities, two volumes of the 17th year (2021) of the *Music Pedagogical Proceedings of the Academy of Music in Ljubljana* were published in cooperation with the University of Primorska Press. There was a delay in the publication process, so Volume 35 was not published until early 2022. For the time being, both issues have been published only in electronic form, which is available on the homepage of the Proceedings: <https://zalozba.upr.si/issn/2712-3987/>.

Both issues are freely available both as individual contributions and as a whole in pdf format or as a Flip Book.

Volume 17 (2021), Issue 34: <https://www.hippocampus.si/ISSN/2712-3987/34-2021/>

Volume 17 (2021), Issue 35: <https://www.hippocampus.si/ISSN/2712-3987/35-2021/>

Library activity

The recruitment of an additional part-time librarian (from spring 2020 onwards) has indeed proved to be a key factor contributing to a noticeable step forward in the volume of cataloguing of donated bequests and retrospective entry (cataloguing, stock-keeping) of old material in 2021.

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 make a selection of the old material and to select the planned upgrades according to the individual departments and financial possibilities.

KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Half-time recruitment of an additional librarian.	More help for users, more openness libraries. Accelerated retrospective entry of material into the COBISS
Start of concrete preparations for the move to the Casino	Accelerating cataloguing and inventorying of the old collection

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Spatial issues.	Moving to suitably equipped new premises in the Kazina Palace.	In planning the new premises, it is necessary to work with the designers to ensure that the premises are adequately sized and equipped for the work of the librarians and users. (reading/listening room, free access, lending, workspace, storage)	Commission for the Press, Publishing and Librarianship UL AG, Head libraries, UL AG management.

A large part of the collection of sheet music material is not yet included in COBISS, is in old editions and is physically in poor condition	Organising and updating the sheet music collection	Systematic registration of old material, elimination of inappropriate and updating the material.	Librarians, Heads of Department
Potential consumers badly are familiar with the library, they also lack good user experience.	Library users are empowered to work independently in the library	Introduction of organised a presentation on the library and the use of electronic resources for students at the start of the of the academic year involved in the study process. Read more reference work librarians.	Head of library, study programme administrators
For material not included in COBISS, the inventory book and catalogue do not exist - no overview of library collection	A good overview of the overall library holdings	At least the most basic inventory to be completed in 2022 the entire library collection	Head of Library

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.	Overview of the Fund, rational selection of new material under the supervision of the TCK Commission.	Head of the library, UL AG management.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
Move to the new Casino premises.	Cataloguing of overdue records, system entry of old material, updating of material.	included in the 2022 Work Programme (Action Plan)	Poor spatial the situation in the library and the resulting lack of clarity in the arrangement of the material make it difficult to enrol.	No impact.
A permanent, transparent fund for the purchase of new materials.	Control of the Fund, rational selection of new material through the TCK Commission.	Partially included in the Work Programme (Action Plan) 2022	The move to APIS will allow more transparent cost tracking and therefore better control over the purchase of new material. The move to the Casino Palace will allow a better overview of the material.	No impact
Taking the successful UL AG concerts to the international stage.	Purchase quality microphones for improving the sound of concert broadcasts and archiving.	included in the 2022 Work Programme (Action Plan)	The move to the Kazina Palace will also provide more modern and better microphones.	No impact.

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Moving to Kazina Palace	Preparation of the relocation Plan	Dean, Secretary, Commission for the Construction of New Premises	/	/
Developing the library UL AG system	Moving the library to Kazina Palace, drawing up a plan of operations in the new premises	Head of Library, Secretary	/	/
Developing a tutoring system	Strengthening tutoring in music theory subjects	Dean, Vice-Deans	/	/
Cooperation with employers	Regular meetings with employers at the end of the academic year	Dean, Vice-Deans	/	/

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

In cooperation with the UL Career Centres, AG students are offered group and individual preparation for entering the labour market. We have a career counsellor who is familiar with the specificities of the AG labour market.

UL Career Centres have a POPR (Portal of Personal and Professional Development) event notification system. Students use their digital identity to sign up and subscribe to notifications. All extra-curricular and interest activities of the UL are presented here.

In 2021, a new course *More than Talent - Career Development for Musicians* was accredited by Assoc.

Prof. Galu Faganel, which has become available as an elective course for the academic year 2021/2022.

COD UL's extra-curricular activities are credit-bearing programmes covering the fields of sport, the environment and projects. The programmes are designed by UL members and are open to all students, regardless of their home member.

Students are regularly informed about additional training courses on music and other arts, career paths and broader topical issues via the UL AG website.

The Student Affairs Office at UL AG is available during office hours and by email. The Office is adequately responsive to students' needs and questions, but according to the results of the student surveys, the office hours need to be improved.

The activities are carried out on a fee-paying basis by the UL AG with the organisational support of the Public Relations and Marketing Department. Interested students gain experience in more commercial-type performances (adapting to the client's wishes) and in independent quality preparation and performance. It is also a way of promotion and an opportunity to make friends for the future. In 2021, 34 event performances were carried out. Compared to previous years, there were significantly fewer appearances (in previous years there were more than 100 such events per year), which was significantly affected by the coronavirus epidemic. The events are mostly hosted by the University of Ljubljana and its

members. Students are remunerated in accordance with a tariff set by the UL.

The UL AG VIS student information system offers students the opportunity to express their opinions on the quality of teaching and the school's performance through anonymous surveys. In 2021, the number of completed surveys was too low for the management to be able to gauge the overall opinion of the students. There is a need to ensure that more surveys are completed and to take their content into account in quality improvement measures.

The room reservation system is a computer programme in which students book a training room. The programme has undergone significant improvements in 2021, but it should be regularly optimised to make the best use of the space. It will act as the basis for the new room reservation system that will be created when the new Casino premises are moved in 2022.

A student with a special status is a student who has the status of student athlete, recognised artist or student with special needs. The procedures, rights and obligations of students with special status are defined in the UL Regulations on Students with Special Status.

The AG has several forms of tutoring: introductory tutoring, subject tutoring, tutoring for foreign students (*Buddy System*) and others. Student tutors sign up for a Tutoring course, which is credit-bearing and graded. The tutors have organised an online event at the beginning of the 2020/2021 academic year to welcome the students and answer frequently asked questions. During 2021, tutoring has been given a major boost under the leadership of Prof. Dušan Bavdek. The number of tutors has increased. As a consequence of the pandemic, a larger number of students needed the help of tutors, who were therefore very busy. With excellent organisation, they successfully helped everyone despite the demands.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Accreditation of the course <i>More than Talent - Career Development for Musicians</i> by Associate Prof. Gal Faganel.	Preparing students for the specific labour market of professional musicians, individual counselling.
Performing an honorary artistic activity AG UL.	Students are involved in artistic activities and receive a fee for this.
Significant improvement in the functioning of tutoring.	Students receive help and support with their studies from peer tutors.
Partial improvement of the room reservation system.	Better use of space.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Students do not use the services of the UL Career Centres.	With the help of a career counsellor, students choose a career path that suits them and acquire the necessary competences.	Presentation of UL Career Centres and careers counsellors for first-year students at the start of of the academic year.	AG UL Management, AG SB
Tutor workload.	Sufficient number of students tutors.	Encouragement to enrol in the optional course Tutoring.	Compulsory professors Subjects, CS AG

Opening hours of the Office for student affairs are not enough for students.	The Student Affairs Office has office hours that make it available to the largest proportion of Students.	Extend office hours or adjust them to the times when students most often visit the Office for Student Affairs.	Management of AG UL
Low number of completed student surveys in the VIS programme.	At least 60% completion rate.	Encourage students to complete surveys and ensure their anonymity.	AG Management, Professors, AG Student Council
Student dissatisfaction with the room reservation system.	A programme that makes the best use of space.	Working with students, frequent optimisation.	AG Management, AG SB

3.6. QUALITY SYSTEM MANAGEMENT AND DEVELOPMENT

3.6.1. Quality system operation

The Quality Committee of the UL AG, consisting of the programme administrators, a representative of the UL AG Student Council, a representative of the professional administrative and technical staff, the Vice-Dean for Academic Affairs, the Vice-Dean for Arts and the Vice-Dean for Quality and International Activities, is responsible for the quality system of the UL AG. 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, propose measures to the management and participate in the production of the management report.

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 UL AG and the UL. It follows the development of quality monitoring in Europe and the world and introduces the AEC or 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 institution's Annual Report. Proposals for action are included in the Annual Work Plan and the Action Plan for the following year. The proposals for action are discussed and adopted by the Senate and the Management Board of the UL AG, in a separate document submitted to AJPES and in the Annual Report submitted to the UL.

The Annual Report with the Business Report, the Quality Report and the Financial Report is published on the website of the UL AG.

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.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Successful adaptation of all processes to operate in a pandemic situation.	Delivering academic and other processes at the highest level the level possible under the circumstances, taking into account the measures related to pandemic.
Student surveys were available earlier than in previous years.	Timely access to the results of the student surveys allows all those involved in the preparation of the annual report to work normally and to formulate measures for improvement.

KEY WEAKNESSES	OBJECTIVE(I)	PROPOSALS FOR ACTION	ACCOUNTABILITY
Low number of completed student surveys in the programme VIS.	At least 60% participation - completion of surveys.	Encourage students to participate and complete the surveys and to ensure their anonymity.	AG management, course providers, ŠS AG

3.6.2. Quality monitoring and improvement mechanisms

In 2021, the UL AG Strategy 2021-2027 was developed and adopted, a document that will

guide activities that will contribute to quality improvement. The strategy contains guidelines and actions of different dimensions to be implemented over the next five years. The strategy designates those responsible for implementing the actions and for developing each area, which strengthens the quality loop. The objectives set will have a significant impact on the development and improvement of quality at UL AG.

The Quality Committee of the UL AG monitors developments at the UL AG, receives recommendations and complaints from all stakeholders, and formulates them into meaningful quality improvement measures to be proposed to the management. In 2021, there was a major turnover in the membership of the UL AG Quality Committee.

Student surveys are an essential element of quality monitoring at UL AG. A commentary on the results of the student survey follows in the next section (3.6.3.) of this chapter. This mechanism can be further improved, in particular by increasing the response rate. The results of the surveys are communicated to the UL AG Student Council. It takes them into account when formulating proposals for improvement and opinions on the promotion of teaching staff.

Another important mechanism for monitoring and improving quality are the Self-Evaluation Reports and the Quality Report, which form part of the UL AG Annual Report. The members of the Quality Commission present findings and initiatives in their areas of expertise to the management throughout the year, thereby increasing efficiency and speeding up the quality loop.

3.6.3. Comment on the results of the student survey

The biggest challenge in the area of student surveys is the very low participation rate. Fear of breaching anonymity, or in other words a lack of trust in the anonymity of surveys, is a major reason for low participation. With such a small sample, it is the extreme opinions that stand out, which is particularly problematic in the evaluation of the teaching process. The small sample size makes it difficult to make reliable judgements about the average student experience. Nevertheless, some useful data can be extracted from the surveys.

The results of the student survey for the academic year 20/21 do not differ significantly in most cases from the results of previous years. The surveys show overall satisfaction with the quality of the teaching process at the level of the teaching units. The results of the surveys are overwhelmingly positive, which, however, does not guarantee that the majority of students are satisfied with their studies due to the low participation rate. According to the surveys, online information on courses is generally improving. The most negative responses in the open-ended questions of the student surveys are in the area of the provision of adequate facilities and equipment for study. This will be largely resolved by the move to new premises. As in previous years, the lowest score is also given to the statement 'Sufficient suitable space for individual study' (score 2.1). The space problems will be largely solved by the foreseen move to new premises in the Casino in 2022.

The work of the International Office is also highly appreciated this year. There is also a significant increase in the scores for 'Student Office staff are responsive and efficient' and for 'Student Office staff have an appropriate attitude towards students' (score 4.0).

The results of the student surveys have informed many of the actions taken, which have been developed as part of the self-evaluation in specific areas, where individual actions are listed.

Throughout 2021, the study process was severely affected by the covid-19 pandemic. The overwhelmingly positive evaluations show that we have successfully adapted our learning processes in a difficult environment. At the same time, we are aware that the results of the student surveys are mostly not meaningful due to low participation.

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, which is planned for the period after the renovation and the move to the new Kazina premises.

3.7. BUSINESS

3.7.1. Governance and management of UL AG

The UL AG is working in line with its objectives: to increase the quality of its activities and to international visibility

In 2021, UL AG was preparing for the transition to the new APIS information system. The following steps have been taken
data transfers from systems and involvement in initial training.

All activities that could be covered were carried out remotely in the past year due to the covid-19 pandemic. Concert activities could be monitored online. All management tasks, meetings, sessions, colleges, were carried out in Zoom and MS Teams. For this purpose, new computer equipment was purchased, consequently identified with new, unplanned costs.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
Integrate different information programmes.	Review the possibility of implementing simple and affordable advantageous solutions before acquiring APIS.	partly implemented in 2021	Integration into APIS, the beginnings of training and module entry.	No impact.
Stricter requirements for all user accounts, regular review of user rights.	Password settings in accordance with the University's internal policies and good practices.	partly implemented in 2021	Remind users to change their passwords regularly.	No impact.
Cooperation between different offices.	Organisation of regular working meetings between individual offices, improving quality of work.	included in the 2022 Work Programme (Action Plan)	The epidemic meant that several people were banned from socialising for most of the year.	An epidemic is disabling Live meetings.
Adoption of e-storage guidelines, introduction of a document management system or a document management system. RMS.	Preparation of the Rules of Procedure in cooperation with the UL.	partly implemented in 2021	Due to the resignation of the assistant, the Rules have not been drawn up.	No impact.
As little disturbance as possible the operation of the study process.	Preparing different scenarios for action and delivery of lessons.	realised in 2021	We have successfully implemented individual tuition, practically all year round despite the tightened to the epidemiological situation in person. At the time when possible, we organise open-air concerts or live broadcasts from concert halls.	The impact of the epidemic prevented regular operations.
Operation intact.	Preparation of marketing programmes.	realised in 2021	We have prepared and implemented a preparatory and advanced training programme.	The epidemic is likely to have had an impact on the size of enrolment or interest in programmes.

Analysis and control of income and expenditure.	Preparation of quarterly accounting analysis reports.	partly implemented in 2021	Due to the workload of the accounting staff with the transition to SAP, we have limited our analysis to semi-annual reports and shorter interim reports	No impact.
Reduction in the number of honoraria.	Preparation of the announcements of the expected honoraria in June for the following academic year.	partly implemented in 2021	Announcements were made in June, but a large number of temporary staff is still needed due to staff shortages.	No impact.

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Monitoring implementation UL AG strategies	Regular (three-monthly) Trustees' meetings specific strategic areas	Dean	/	New learning content, Cooperation with FINEEC
Regular meetings of the Extended College of the Dean	Monthly management meetings with Heads of Departments and Heads of Chairs	Dean	/	/
Teacher training in the use of ICT tools in the learning process	Organisation training in the use of ICT tools in the learning process	Dean, Vice-Dean for study activity	/	/
Involvement in the project APIS	Activities to implement the new system	Dean, Registrar, professional-administrative staff	/	/
Better control over the use of funds	Producing quarterly financial reports and cost planning	Dean, President of the Executive Board, Head of the Financial and Accounting Service	/	/
Call for proposals for urban planning and architectural a competition for the construction of extension to the Kazina Palace	Preparation and launch of a call for architectural and urban design competition for the construction of an extension to the Kazina Palace	Dean, Secretary, President of the Executive Board	/	/

3.7.2. Staff development and staff establishment plan

In 2021, 59 higher education teachers were employed at the UL AG on a full-time, part-time and complementary basis. There were 15 senior staff members, 14 of whom were professional administrators and one part-time senior staff member. The study process was also carried out by 97 contractual staff, including 70 higher education teachers and 27 higher education assistants.

The Head of the Library and the Head of the Informatics Area at UL AG have left their positions due to retirement. Tenders were issued for the recruitment of a Head of Library, a Head of IT, a Head of Arts and an Assistant Secretary.

There was one higher education teacher on the Sabbatical Year. All the HR work in terms of contacting due to the epidemic of covid-19, is conducted online, remotely. Working from home was introduced.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
Establishing an overview of education and training on the website and on a regular basis refreshing it.	Preparation of a staff development plan for teaching and professional administrative and technical staff.	remains at the level of the proposal	Due to the lack of expertise and the decision to postpone the redesign of the website, the action remains at the level of a proposal.	No impact.
New job classification at UL AG.	Updating of the systematisation of posts at the UL AG.	realised in 2021	We have updated the establishment plan.	No impact.
As little disturbance as possible operation.	Flexible online operation.	realised in 2021	The additional equipment has enabled us to provide a fairly smooth operation study processes	No impact.

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Reinterpretation of the Habilitation Criteria of the UL AG	Preparation and adoption of a renewed Interpretation of the Habilitation Criteria of the UL AG	Habilitation Committee of the UL AG, Dean, Secretary	/	/
Improving the staffing structure of professional staff	New recruitments of professional staff; recruitments are defined in the CN	Dean, Secretary	/	/
Improving staffing VU structures	New employment of PSUs, employment defined in the CN	Dean, Secretary	/	/

3.7.3. Information system

UL AG has successfully implemented several desktop and laptop computers and other devices related to the improvement of the IT system.

The objective of the UL AG in 2021 was to ensure the stable and secure operation of the 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 continued with the pre-preparation for the implementation of the new APIS information system, which will combine the HR and financial accounting applications, and carried out updates of the notation programmes Sibelius, Coda and Finale. In order to ensure the quality of the study activities, it

is necessary to continue the upgrading of outdated workstations.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
Higher assurance Service.	Supply and replacement of hardware.	partly implemented in 2021	/	/
Providing the same service at all locations.	Optical fibre connection to Vegova / Gosposka.	remains at the level of the proposal	The fibre-optic connection is planned as part of the renovation of the Casino.	/
Higher assurance Service.	Replacement of the air conditioning unit in the system room.	remains at the level of the proposal	/	/

KEY IMPROVEMENTS
Continued preparations for the introduction of APIS,
Update of the notation programmes Sibelius, Coda, Finale.

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Contracting an external system contractor for the Kazina Palace	Participation in the preparation of systemic IT solutions for the Kazina Palace	Secretary, Dean	/	/
Providing IT support to UL AG staff	Recruitment of an application supervisor	Secretary, Dean	/	/
Redesign of the UL AG website	Call for tenders and redesign of the UL AG website in Slovenian and English	Dean, Vice-Deans, Secretary, Public Relations, Concert Activities,	/	/
Switching to APIS	Integration in UL activities, data transfer and preparation for the transition to APIS	Secretary, Dean	/	/

3.7.4. Communication with the public

The Public Relations Department was actively involved in the coordination, realisation and promotion of most of the events and projects of the UL AG. The activities of the Public Relations Department of the UL Academy of Music were adapted to the constraints of Covid-19, as most of the events in the first half of the year took place online.

Nevertheless, we have prepared promotions and publications for the International Week of the Department of Composition and Music Theory, the first UniWind Competition, information days, the International Days of the Department of Sacred Music of the UL AG, the University BrassCompetition, the Scientific Symposium on the occasion of the 120th anniversary of the birth of Lucian Maria Škerjanc, Summer Pavilion concerts in Zvezda Park and others. We successfully presented the concerts of the UL AG Summer Festival, which were held live and replaced the cancelled concerts from the Solo e da camera series. Since the end of 2020, the preparation and promotion of the Academia Musicae Labacensis summer school/academy took place in August and partly in early September 2021.

We continued to develop the online monthly newsletter, the UL AG Newsletter, to inform staff and students about current events, competitions, student and staff successes, calls for proposals, etc.

In 2021, UL AG published 13 press releases on events in the life of UL AG via STA. We also conducted a series of interviews on various radio stations to announce events at UL AG.

UL AG has a comprehensive, GDPR-compliant mailing list of recipients of UL AG event notifications, which it has used to inform the general public about concerts and other UL AG events. The mailing list is growing each year and represents the most important direct contact with the interested public.

In mid-2021, UL AG started webcasting its concerts and some other events.

UL AG has also strengthened its social media outreach by engaging additional staff.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
Invite the public to online concerts or as soon as possible, to invite listeners to concerts and other live events.	UL The AG must take all necessary precautions and ensure the best possible quality online concerts.	realised in 2021	The move to the renovated Casino will be a good experience for improved conditions for work and concert activity, but it would also be worth considering the purchase of quality equipment for recording concerts or for performing concerts online (audio and video), as there are no indications that restrictions on concert attendance will be completely relaxed in the future. In addition, the quality of concert promotion requires excellent sound image.	As soon as it was possible, we have started to perform live concerts, unfortunately due to all the restrictions, access to the concerts is only possible under PCT conditions, and for a limited number of visitors (every other seat or at the beginning of the the limit on the number of visitors also looks at the square footage of the space).
Updating the look and feel of the UL AG website in Slovenian and in English.	Agreeing with the web designer and gradually adding and updating content. Design of the new website of the UL AG Summer School.	partly implemented in 2021	The redesign of the UL AG website and corporate identity will take place in 2022 and will be launched with the moving to the Kazina Palace. We have revamped the English content on the UL AG website and edited and publish a more modern online version of the Academia Musicæ Labacensis Summer Academy.	/

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Strengthening the image, reputation and visibility of UL AG	Designing and applying creative and effective publicity and communication strategies	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	/	/
Holistic renovation UL AG graphic design	Tendering and implementation of the integrated renovation of UL AG	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	/	/
Redesign of the UL AG website	Call for tenders and redesign of the UL AG website	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	/	/

Strengthening communication social media activities	Determination of internal the communication processes and the way in which the communication is carried out	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	/	/
	social media activities			
Organisation of promotional activities	Promotional activities to raise the profile of UL AG (roundtables, concert/event previews, press conferences) ...)	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	Restrictions on measures and the epidemiological situation in the country	/
Promotion of artistic and scientifically UL AG research achievements and events within UL	Establishing a closer relationship with the UL PR department, setting up a regular communication system	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	/	/
Rector's Award for Artistic Achievement	UL's initiative to introduce a new prize - the Rector's Award for Artistic achievements	Dean, Vice-Dean for artistic activity	/	/
Increase presence in the national media space and in professional critical circles	Strengthening relations with traditional media (print, radio and television) and new digital platforms	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	/	/
Club activities in Kazina Palace	Election of the Programme Council, preparation of the programme content, the launch of the club with regular music events open to the general public	Club Programme Council, Secretary, Dean	/	/
Promotion of the palace Casino	Presentation of the new building on social media; planning and preparation of opening events (press conference, concerts, roundtables, open day, exhibitions, etc.). promotional activities ...)	Dean, Vice-Deans, Registrar, Public Relations, Concert Activities	Restrictions on measures and the epidemiological situation in the country	/

3.7.5. Asset management plan

Throughout 2021, renovation work was carried out on the Kazina Palace.

THE OBJECTIVES OF THE PREVIOUS REPORTS	ACTIONS TAKEN IN THE PREVIOUS REPORT	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION OF IMPLEMENTATION	RELEVANCE TO THE COVID-19 CHALLENGES
Introduce inventory control in individual rooms.	Inventory sheets are placed on the walls of each room.	realised in 2021	Inventory sheets have been installed in all rooms to give a better overview room furnishings.	No impact.
Introduction of online the order entry system, corrections and fine-tuning.	Establishing a programme to enable enrolment tuning orders instruments; recruitment of a tuner to maintain the UL AG instrumentarium on a permanent basis, or engagement an external tuner to tune and repair all pianos on a regular basis, at least once a month.	remains at the level of the proposal	Due to a lack of professional staff, the departure of an IT specialist and a lack of funds, the measure was not implemented.	No impact.
Equip classrooms with camera-ICT equipment for modern distance learning teaching.	Purchase of appropriate equipment.	partly implemented in 2021	We bought new cameras and microphones, and added some music stands and instruments.	No impact.

KEY IMPROVEMENTS
Inventory sheets are installed in all rooms.
Purchase of new equipment (cameras, microphones, etc.)

OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	IS THE MEASURE LINKED TO THE COVID-19 CHALLENGES?	LINK TO RSF
Implementation of urban planning and architectural a competition for the construction of Annex	Obtaining funding for the competition, preparing the content Competition	Dean, Secretary, UL AG Building Committee, UL AG Board of Directors	/	/
Moving to Kazina Palace	Preparation of a relocation plan, distribution and loading of premises, preparation of new timetables, conclusion of a lease agreement for catering services in the club	Dean, Vice-Deans, Secretary, Management Board of UL AG	/	/
Letting of a club for catering purposes	Establishing a price list for renting out premises, launching a call for tenders, selecting a tenderer	Dean, Secretary, Management Board of UL AG	/	/

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. Internal supervision is carried out at several levels. The Dean interviews all staff, the Registrar supervises the work of non-teaching staff. Vice-Deans and Associate Deans manage and supervise colleagues working in their field. The members of the Quality Committee monitor the areas for which they are responsible and make suggestions for improvement to the management, which discusses them at the Dean's Colleges and ensures that they are implemented.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
An up-to-date review of how each area is working.	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 confirms its national importance through its commitment to the development of the profession and its top-quality 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 that the concern for nurturing terminology in the Slovene language is not diminished by internationalisation measures.

3.9. ASSESSMENT OF SUCCESS IN ACHIEVING THE OBJECTIVES SET

Of the 70 proposals for action from the previous year, 14 were implemented, representing 20 % (last year 31.88%), 25 actions were partially implemented, i.e. 35.71% (last year 24.64%), 6 actions were carried forward to the next year's work programme, i.e. 8.57% (last year 15.94%), 25 actions remained at the level of the proposal, i.e. 35.71% (last year 27.54%), and no actions were dropped. Eight of the actions (8.75%) carried over to the 2022 Work Programme or remaining at proposal level could not be implemented or implemented due to the covid-19 pandemic.

We can be clearer and more precise in setting targets and designing actions in the future. Some of the existing actions are not measurable, not specific enough, not time-bound and consequently difficult to implement. Some actions are strategic in nature and require a longer timeframe for implementation, while others address external factors and their implementation depends on external factors or relationships with external factors.

UL AG has been relatively successful in achieving its objectives in 2021. Despite the difficult situation during the pandemic, more than half of the targets were partially or fully met, including some challenging measures. The process of setting targets and designing quality improvement measures is continuously improving.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PREVIOUS PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Formulation and adoption of the UL AG Strategy 2021-2027	The adopted UL AG Strategy 2021-2027 will guide the development and Improving the quality of OJ AG by 2027
Successful adaptation of the study process to the challenging conditions of a pandemic	Continuity of the study process at a high level
Proposals for new measures are on average more specific and easier to measurable.	New measures that are specific and measurable will be easier to implement.

3.10. ACCOUNTING REPORT 2021

Person responsible for preparing the report Vida Miklič, oec.

3.10.1. Accounting information

3.10.1.1. 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, which take into account: the Public Finance Act, the Higher Education Act, the applicable accounting standards, the Instruction on the Preparation of the Accounts and the Methodology for the Preparation of the Report on Achievements 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 2021 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 100

% is written off.

In the field of education, we specifically monitor and manage publishing and artistic-concert activities. In 2021, two Music Pedagogical Proceedings - volumes 32 and 33 - were published in the framework of publishing, but will be available electronically via the Internet. Thus, we will no longer sell individual copies and will therefore not keep accounting records. The books and publications in the publishing activity belong to the study literature for UL AG students at undergraduate and postgraduate level. For 2021, we continue to record the stock of books from previous periods in Class 3 at cost, or 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 at least cost price and, if the publication is co-financed, the price per copy is reduced by the co-financing rate.

Other inventories of materials, supplies and small inventories are not recorded in Class 3.

The UL Academy of Music was not taxable in 2021 as it does not have a taxable turnover above EUR 50,000.00 in accordance with Article 94 of the VAT Act.

The UL Academy of Music became the owner of the Palais Kazina building with the transfer of the building by the UL on 1 October 2015, and in 2020 all contracts with users occupying certain premises were terminated, which also terminated the charging of running costs in shares.

The UL Academy acquired the premises to address the space constraints, but due to the renovation of the entire Kazina Palace building, which started last August 2020, we were forced to rent additional premises, which significantly increased the costs for 2021.

Part-time t u i t i o n fees are also an important source of funding, as are other fees charged

services 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 events of the University of Ljubljana, which, according to the applicable regulations, constitute a public service activity - other sources.

3.10.1.2. Notes to the financial statements

3.10.1.2.1. Balance sheet

The acquisition cost of intangible fixed assets - software - increased by EUR 1,125.00 and decreased by an inventory write-down of EUR 4,517.69 in 2021 and amounts to EUR 25,045.56 at 31.12.2021, the value adjustments (depreciation) amount to EUR 22,445.91 and the present value amounts to EUR 2,599.65.

The acquisition value of the immovable property amounts to EUR 8,652,302.11, the value adjusted amounts to EUR 2,513,302.73 and the present value of the immovable property - buildings and land amounts to EUR 6,138,999.38, which includes the value of the investment works for the construction of the new Academy building and the Casino Palace extension amounting to EUR 21,545.04. The acquisition value of the immovable property is represented by the building land of the Palais Kazina for EUR 182 400,00, the building land next to the Kazina building for EUR 1 710 000,00 and the land for the construction of the extension next to the Kazina building for EUR 14 800,00 and the land in the Krčevina pri Ptuj area, 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 58,577.59 and decreased by an inventory write-down of EUR 69,164.40 in 2021 and amounts to a total of EUR 2,550,939.47 at 31.12.2021. The increase in the acquisition value of equipment represents the purchase of classrooms from the surplus funds identified for 2020 and 2021 and allocated to investments for a total amount of EUR 28,550,939.47. EUR 199,00 (Audio video conferencing system for hybrid classes 4 units, Sony self-closing electronic screen camera 3 units, fireproof cabinet 8 units, laptop computer 2 units Finale computer software 15 licences). Other equipment and small inventory purchased from the study activity funds, amounting to EUR 24 386,54, consists of classrooms, furniture and other equipment (baritone saxophone equipment 3. The increase also includes professional literature for the library in the amount of EUR 7 117,05, purchased from the study activity funds and EUR 737,21 from the ARRS funds (EUR 737,21 from the ARRS funds).

The depreciated value of equipment and small inventories amounts to EUR 2,432,465.62, the present value of equipment, and EUR 118 473,85.

The depreciation of equipment has increased further each year, indicating that it is necessary to replace or modernise the equipment used in the teaching process - instruments, computer equipment and equipment in classrooms.

Current assets include cash on sub-account of EUR 192,964.55, 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 8,551.20. We have also made an allowance for doubtful, doubtful receivables overdue for more than 180 days, totalling EUR 31,567.63, which are still being collected. The receivables comprise student fees for part-time and PAI studies and other receivables according to the price list for examinations, recognition of examinations outside UL.

In 2021, the write-offs of PAI tuition fees, rent of premises - execution 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 2021 and are due in January 2022. The above mentioned receivables are fully recoverable and will be mostly settled in early 2022.

The receivables from UL amounting to EUR 479,541.38 are the receivable for the financing of the implementation of the study activities - the twelfth for December 2021, the ARRS project funds for December 2021, and the rent of Metropolitan Ltd. for December 2021.

The receivable from other indirect users of the EAA amounting to EUR 920.00 is the receivable from UL MF - CIPK project for December 2021.

Other short-term receivables amounting to EUR 5,035.42 represent a receivable from the Social Insurance Institution for reimbursement of sick leave over 30 days charged to salary for December 2021, an advance payment of overpaid corporation tax for 2021, and a receivable from employees for GSM phone and telegram overage for December 2021.

The accrued charges of EUR 10,095.02 represent short-term deferred costs: insurance premiums January-March 2022 of EUR 4,103.22, SF 1-6/2022 tickets of EUR 1,300.00 and Amebis, AEC-Music, Tonesavy licences for January-April 2022 of EUR 649.88.

The accrued income of EUR 4,041.92 represents the accrued income of an approved project, for costs already incurred in 2021 on the EU project Swing Lola.

Current liabilities by group of accounts in class 2 amounting to EUR 419,425.02 show the actual balance of payables to staff, suppliers and other indirect users of the ECN. Payables to staff represent salaries, salary allowances, WPSSJU premiums reimbursements to staff - payables for December 2021. Payables will be settled in accordance with the agreed payment terms to suppliers, salaries and salary allowances on 10.1.2022.

Current payables to government and other institutions amounting to EUR 54,101.41 represent taxes and contributions on salaries, royalties, PIZ and health contribution from AH for 12/21, contribution to promote the employment of persons with disabilities for December 2021 and VAT payable of EUR 29.00 for December 2021.

Other current liabilities amounting to EUR 14,859.69 represent payables under author and sub-contract agreements, payable to SKB - business card for 12/21 and payable to staff for payroll deductions for December 2021.

The reported accrued liabilities of EUR 144 581,70 represent earmarked funds to cover costs in the next accounting period, i.e. the academic year 2021/22. The funds are earmarked for the costs of the part-time Bachelor's degree, the PAI degree, the PhD degree 3. degree, co-financing from the Ministry of Culture (unsold copies of the Music Pedagogical Proceedings Pavel Šivic and Radovan Gobec), earmarked funds for the regular study activities of the RSF, and earmarked funds - contribution from the students' enrolment fees for the AG Student Council. Other earmarked funds are earmarked funds for the seminar, for advanced training programmes, funds for the concert activities of the AG Big Band, the solfeggio competition and funds from the ARRS research project, which will be used in the next accounting period, in 2022.

Under non-current accrued liabilities, we show the present value of donations for the purchase of instruments, amounting to EUR 42,754.42. In 2021, the value of grants for the purchase of instruments increased by EUR 130.00 and decreased by the accrued amortisation of EUR 100,000.00. The unspent balance of grants for the purchase of instruments at 31 December 2006 was EUR 130.00.

12. 2021, however, amounts to EUR 42.752,42.

The pool of assets held by public funds and other legal entities governed by public law for intangible fixed assets and property, plant and equipment was reduced by the depreciation charge for 2021 amounting to EUR 263,302.09.

The surplus of revenue over expenditure as at 31.12.2021 amounts to EUR 44,794.28. The value of the pool of assets transferred into ownership as at 31.12.2021 has decreased compared to 2020 and amounts to EUR 6,300,008.52 and is in line with the balance of receivables from the Founder.

3.10.1.2.2. Income and expenditure account

The total revenue generated in 2021 amounts to EUR 6,317,903.97, which is 7.04% higher than the revenue generated in 2020.

Operating revenue accounts for almost all, i.e. 99.99%, of public service revenue, with a smaller share of other revenue, i.e. 0.01% 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, 97.25%, with a smaller source of public service income, 0.28%, coming from the EU budget. The income generated by tuition fees, registration fees, examinations, and decisions according to the UL Price List accounts for 2.05% of the total income, while 0.42% of the income comes from project funds for co-financing concert activities, fees for participation in the activities of the Academy, publishing activities, donations, and rent of premises.

Financial and other income amounted to EUR 683.75 and represents 0.01% of total income and shows the income for the bonus of Sava Insurance Company for a favourable claims result for property insurance for 2021.

Total revenue per employee amounts to EUR 74,328.82.

Total expenditure amounts to EUR 6,272,975.47 and is entirely made up of operating expenditure. Compared to the expenditure achieved in the previous year, this represents an increase of 7.88%.

Personnel costs represent 78.41% of total operating costs.

The total expenditure per employee is EUR 73,799.71. The average salary per employee is EUR 47,209.72, of which EUR 51,408.30 for salary subgroup D01 and EUR 27,617.71 for salary group J.

The operating result for 2021 shows a surplus of revenue over expenditure of EUR 44,794.28, which is to be allocated to investments in the purchase of essential instruments for study activities. For 2021, 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 influenced by the increase of the twelfth by 5.28%, the allocation of the UL reserve fund for the academic year 2020/2021 in the amount of EUR 27,122.70, and, above all, by a significant reduction in the costs of services from concert activities and other costs due to the strict implementation of austerity measures in the implementation of both the pedagogical activities and the work of the AG's administrative and professional services.

The positive financial result was also affected to a lesser extent by the EU funding for the Erasmus+ participation of the staff of higher education teachers in the total amount of EUR 11,114.33, as well as by the funding from other public service sources for concert activities, the funding of tuition fees for part-time studies, PAI studies, the funding for enrolment in the preparatory and advanced studies and other funds for services charged according to the UL Price List.

In the 2021 financial year, the revenue generated from the budget will cover the full cost of delivering both the first and second cycle of full-time study. Labour costs have also increased for 2021, mainly due to the further relaxation of the measures under the ZUJF (promotions, regressions, salary grades, PIT premiums), and are 8.84% higher than in 2020. The relaxation of the measures under the ZUJF will lead to an increase in labour costs, so an increase of the twelfths would also be necessary for the labour costs for 2022.

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 2021 through strict austerity and rational management of the use of both budgetary and other public service resources.

We are reporting an income tax charge for 2021 of EUR 134.22 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.

3.10.1.3. 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 Decree amounted to EUR 5,503,989.25 for TSF and EUR 35,043.03 for RSF. Other funds received include the funds of the Arts Council of the UL for concert activities in the amount of EUR 9,224.32, the funds for classroom rent in the amount of EUR 392,446.11, the funds of the UL for the payment of the risk allowance in the amount of EUR 165.00, and the funds of the UL for the payment of the allowance for work in hazardous situations in the amount of EUR 5,503,989.25. For extra-curricular activities for 2021, we received funds of EUR 291.79. The MFA funds for the implementation of the study activities under the TSF and RSF Regulations increased by only 3.75% compared to 2020.

All funds were earmarked for the implementation of study activities in accordance with the publicly applicable

programme. The funds received for the RSF Development Fund were not used in 2021 and are therefore carried forward on an accrual basis, through accrued charges, to the next accounting period for the 2022 costs, in order to implement the foreseen development objectives. The funds received from the budget, together with the funds received from other sources of public service (price list, tuition fees, rents, donations), were only partially sufficient to cover all the operating costs in 2021.

This resulted in a surplus of expenditure of EUR 71,496.46 for the Ministry of Education and Science, partly resulting from the EUR 15,260.41 levy for rent to the Music Matrix in January 2021 and the UL funds received in December 2020. We will be able to cover the resulting deficit entirely from the funds of the previous accounting period, i.e. from the funds earmarked for the purchase of urgently needed equipment under the 2020 FR, from the UL reserve fund received in 2020 for the 2021 costs and other funds from other non-budgetary sources - part-time tuition fees, enrolment fees, the EU funds of the Swing Lola project and the funds for the concert activity received in 2020. The deficit will be covered by the funds of the previous accounting period, i.e. from the funds earmarked for the purchase of urgently needed equipment under the 2020 FR.

Report on the implementation of the existing austerity measures in 2021 on a cash-flow and accrual basis:

- The continued implementation of the austerity measures in the area of wages and salaries following the government's decision and the ZUJF has kept the cost of gross staff remuneration, reimbursements and allowances from rising in 2021 as well, employer contributions and PERS premiums,
 - We did not make any payments for IRD in 2021,
 - Replacing retired workers with regular jobs in 2021,
 - the use of freelance staff instead of full-time staff,
 - we did not pay out any cash Prešeren Prizes in 2021,
 - 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, due to a declared viral epidemic of covid
- 19.

3.10.1.4. Report on funds received from local government budgets

No funding was received from local budgets in 2021.

3.10.1.5. Structure of revenue and expenditure in 2021 by source of funds

	Revenue in EUR	Expenditure in EUR	Revenue in %	Expenditure in %
MFA - funding for educational activities - Regulation	6.152.621	6.277.027	97,34	98,20
MIZŠ or ARRS - funding for research activities	6.992	4.645	0,11	0,07

Other budgetary resources (other ministries and the budget local communities)	0	0		
European budget, calls for tenders outside the RS budget (utility programmes)*	12.005	23.344	0,19	0,37
Other means of implementation public service activities	149.062	87.161	2,36	1,36
Proceeds from the sale of goods and services on the market				
Total	6.320.680	6.392.176	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 2021, an excess of expenditure over revenue of EUR 71,496.46 is identified, partly due to an outflow of EUR 15,260.41 for rent to the Music Matrix in January 2021, while the inflow of funds was in December 2020. The remaining deficit is due to an increase in royalty expenses due to the change in the payment method to 4th instalments, as well as expenses from the Swing Lola project and other expenses for which funds have already been obtained in 2020.

The AG has partially covered the expenditure of the study activities in 2021 from other Non-budgetary resources (services according to the Price List, tuition fees, donations).

The result for 20201 shows that the AG ended the year relatively successfully, with no major liquidity problems.

Cleared flow:

	Revenue in EUR	Expenditure in EUR	Revenue in %	Expenditure in %
MFA - funding for educational activities - Regulation	6.137.989	6.151.749	97,15	98,07
MIZŠ or ARRS - research funding	6.431	6.431	0,10	0,10
Other budgetary sources (other ministries and local budgets) communities)	0	0		
European budget, calls for tenders outside the RS budget (utility programmes)*	28.817	27.358	0,46	0,44

Other means of implementation public service activities	144.667	87.438	2,29	1,39
Proceeds from the sale of goods and services on the market				0,00
Total	6.317.904	6.272.976	100	100

The accrual table shows that the use of the Ministry of Education's funds for educational activities for 2021 has resulted in an excess of expenditure over revenue of EUR 13,759.82, mainly due to a significant increase in the cost of additional rent for the adaptation of the entire Palais Kazina building, for which it will be necessary to obtain reimbursement of these costs.

The operating result for 2021, after the corporate income tax charge for 2021, shows a surplus of revenue over expenditure of EUR 44,794.28, which is mainly derived from the JS non-budget and is earmarked for investments - purchase of instruments as decided by the Senate of the UL AG.

3.10.1.6. Other

In 2021, the Academy did not make any disbursements of funds paid on the basis of court and other decisions, and out-of-court settlements.

3.10.2. Financial statements

3.10.2.1. Balance sheet with statutory annexes

3.10.2.2. Income and expenditure account with compulsory annexes

2.10.2.3. Special section of the financial report

2.10.2.4. Other annexes

Ljubljana, 23 February 2022

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, 17.02.2022

MAJOR DEVIATIONS BS 2021 TO 2020 WITH EXPLANATION

For data where percentages of larger deviations have been calculated, please EXPLAIN BRIEFLY the reasons why.

Title	AOP	2021	2020	RESIGNATIONS 2021/2020 NOMINAL IN EUR	RESIGNATIONS IN % for Explanatory memorandum	REASONS FOR MAJOR DEVIATIONS
RESOURCES						
INTANGIBLE ASSETS; AND LONG-TERM ASSET PROVISIONS	002	25.046	28.438	-3.392		
VALUATION ALLOWANCE FOR INTANGIBLE ASSETS	003	22.446	26.037	-3.591		
REAL ESTATE	004	8.652.302	8.637.502	14.800		
VALUE ADJUSTMENTS TO IMMOVABLE PROPERTY	005	2.513.303	2.313.854	199.449	8,62%	The index shows the increase in the valuation allowance for the accrued depreciation of buildings for 2021.
EQUIPMENT AND OTHER TANGIBLE FIXED ASSETS	006	2.550.939	2.561.526	-10.587		
WRITE-DOWN OF EQUIPMENT AND OTHER PROPERTY, PLANT AND EQUIPMENT	007	2.432.465	2.307.199	125.266	5,43%	The index shows an increase in the valuation allowance for depreciation charged on equipment for 2021.
LONG-TERM FINANCIAL INVESTMENTS	008			0		
LOANS GRANTED ON A LONG-TERM BASIS; AND DEPOSE	009			0		
LONG-TERM RECEIVABLES FROM BUSINESS	010			0		
RECEIVABLES FOR ASSETS PLACED UNDER MANAGEMENT	011			0		
CASH IN HAND, AND IMMEDIATELY UNREADABLE SECURITIES	013			0		
BALANCES WITH BANKS AND OTHERS FINANCIAL INSTITUTIONS	014	192.965	263.411	-70.446	-26,74%	The index shows the decrease in the sub-account with the IMF compared to 2020 mainly due to the receipt of UL funds from the reserve fund in December 2020, a reduction in the receipt of funds from part-time and PAI tuition fees, which will be
SHORT-TERM TRADE RECEIVABLES	015	8.551	10.019	-1.468		
ADVANCES AND SECURITIES GIVEN	016			0		
SHORT-TERM RECEIVABLES FROM USERS OF THE SINGLE CHART OF ACCOUNTS	017	480.461	478.517	1.944		
SHORT-TERM INVESTMENTS	018			0		

MAJOR DEVIATIONS BS 2021 TO 2020 WITH EXPLANATION

For data where percentages of larger deviations have been calculated, please EXPLAIN BRIEFLY the reasons why.

Title	AOP	2021	2020	RESIGNATIONS 2021/2020 NOMINAL IN EUR	RESIGNATIONS IN % for Explanatory memorandum	REASONS FOR MAJOR DEVIATIONS
SHORT-TERM RECEIVABLES FROM FINANCING	019			0		
OTHER SHORT-TERM RECEIVABLES	020	5.036	3.955	1.081		
UNPAID EXPENDITURE	021			0		
ACTIVE ACCRUALS	022	10.095	2.487	7.608		
ACCOUNTING FOR THE PURCHASE OF MATERIALS	024			0		
STOCKS OF MATERIALS	025			0		
STOCKS OF SMALL INVENTORIES; AND EMBALAGES	026			0		
WORK IN PROGRESS AND SERVICES	027			0		
PRODUCTS	028	18.579	18.645	-66		
ACCOUNTING FOR THE PURCHASE OF GOODS	029			0		
BAG STORAGE	030			0		
OTHER LOANS	031			0		
OFF-BALANCE SHEET ACTIVE ACCOUNTS EVIDENCE	033			0		
OBLIGATIONS. TO SOURCES OF RESOURCES						
CURRENT LIABILITIES FOR ADVANCES AND SECURITIES RECEIVED	035			0		
SHORT-TERM PAYABLES TO EMPLOYEES	036	331.435	348.434	-16.999		
SHORT-TERM PAYABLES TO SUPPLIERS	037	74.527	80.661	-6.134		

MAJOR DEVIATIONS BS 2021 TO 2020 WITH EXPLANATION

For data where percentages of larger deviations have been calculated, please EXPLAIN BRIEFLY the reasons why.

Title	AOP	2021	2020	RESIGNATIONS 2021/2020 NOMINAL IN EUR	RESIGNATIONS IN % for Explanatory memorandum	REASONS FOR MAJOR DEVIATIONS
OTHER CURRENT LIABILITIES BUSINESS	038	68.990	139.210	-70.220	-50,44%	The index shows the decrease in current payables compared to the year 2020 due to a significant reduction in contractual work and r o y a l t y obligations, due to the change in the method of payment of AH from 12 instalments to 4 instalments
SHORT-TERM PAYABLES TO USERS OF THE SINGLE CHART OF ACCOUNTS	039	13.463	6.190	7.273		
SHORT-TERM PAYABLES TO FUNDERS	040			0		
SHORT-TERM LIABILITIES FROM FINANCING	041			0		
UNPAID REVENUE	042			0		
ACCRUED LIABILITIES	043	144.582	136.574	8.008		
GENERAL FUND	045			0		
RESERVE FUND	046			0		
LONG-TERM PASSIVE ACCRUED LIABILITIES DISTRIBUTIONS	047	42.755	142.624	-99.869	-70,02%	The index shows a decrease in long-term accrued liabilities due to depreciation accrued on equipment for 2021, from earmarked donations received for the purchase of instruments for the concert subscription.
LONG-TERM PROVISIONS	048			0		
A SPECIAL-PURPOSE ASSETS FUND IN PUBLIC FUNDS	049			0		
THE POOL OF ASSETS HELD B Y OTHER LEGAL ENTITIES GOVERNED BY PUBLIC LAW FOR NON-CURRENT ASSETS AND TANGIBLE ASSETS	050	6.255.214	6.416.316	-161.102		
A POOL OF ASSETS IN OTHER LEGAL PERSONS GOVERNED BY PUBLIC LAW, HELD BY THEM, FOR FINANCIAL INVESTMENTS	051			0		
SURPLUS OF REVENUE OVER EXPENDITURE	052	44.794	87.401	-42.607	-48,75%	The index shows a decrease in the 2021 outturn compared to 2020, mainly due to the increase caused by the space issue, as adaptation work on the entire building has already started at the beginning of the academic year 2020/2021.
EXCESS OF EXPENDITURE OVER REVENUE	053			0		

MAJOR DEVIATIONS BS 2021 TO 2020 WITH EXPLANATION

For data where percentages of larger deviations have been calculated, please EXPLAIN BRIEFLY the reasons why.

Title	AOP	2021	2020	RESIGNATIONS 2021/2020 NOMINAL IN EUR	RESIGNATIONS IN % for Explanatory memorandum	REASONS FOR MAJOR DEVIATIONS
LONG-TERM FINANCIAL LIABILITIES	054			0		
OTHER LONG-TERM LIABILITIES	055			0		
LIABILITIES FOR INTANGIBLE FIXED A S S E T S AND PROPERTY, PLANT AND EQUIPMENT	056			0		
LIABILITIES FOR LONG-TERM INVESTMENTS	057			0		
SURPLUS OF REVENUE OVER EXPENDITURE	058			0		
EXCESS OF EXPENDITURE OVER REVENUE	059			0		
OFF-BALANCE SHEET PASSIVE ACCOUNTS EVIDENCE	061			0		

MAJOR DEVIATIONS FROM IPO 2021 TO REAL 2020 AND FN 2021 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)	VARIANCES 2019/2018 NOMINAL IN EURO	MAJOR DROPOUTS 2019/2018 for Explanatory memorandum	REASONS FOR MAJOR DEVIATIONS	DEVIATIONS 2019 / FY 2019 NOMINAL IN EUR	PERCENTAGES OF LARGER RESIGNATION 2019 / FN 2019 for an explanation
A) OPERATING REVENUE (661+662-663+664)	60	416.125	7,05%	The index shows an increase in operating income of 2021, mainly due to the receipt of additional funds from the Ministry of Education and Science for the payment of the hazardous work allowance for the period January-June 2021 in the amount of EUR 165 272,58 , the receipt of the Ministry of Education and Science's allowance for protective equipment, and	-10.488	
B) FINANCIAL REVENUE	65	0			0	
C) OTHER REVENUE	66	-489			-516	
(Q) REVALUATION OPERATING INCOME (668+669)	67	-200			-250	
D) TOTAL REVENUE (660+665+666+666+667)	70	415.436	7,04%	The index shows an increase in operating income of 2021, mainly due to the receipt of additional funds from the Ministry of Education and Science for the payment of the hazardous work allowance for the period January-June 2021 in the amount of EUR 165 272,58 , the receipt of the Ministry of Education and Science's allowance for protective equipment, and	-11.254	
E) COST OF GOODS, MATERIALS AND SERVICES (672+673+674)	71	48.616			32.611	
F) PERSONNEL COSTS (676+677+678)	75	399.477	8,84%	The index shows the increase in labour costs for 2021 mainly for the payment of the Covid 19 risk allowance, reimbursements, allowances for the cost of using own resources to work from home, regular promotions and promotions to the teaching grade	-25.635	
G) DEPRECIATION	79	6.059			4.912	
H) RESERVATIONS	80	0			0	
J) OTHER COSTS	81	-76			1.649	
K) FINANCIAL EXPENDITURE	82	3.149			3.149	

L) OTHER EXPENDITURE	83	-10				0
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MAJOR DEVIATIONS FROM IPO 2021 TO REAL 2020 AND FN 2021 WITH EXPLANATORY MEMORANDUM

For data where percentages of larger deviations have been calculated, EXPLAIN BRIEFLY the reasons!

Explain in each c a s e the excess of revenue or expenditure!

NAME	AOP (last two numbers)	VARIANCES 2019/2018 NOMINAL IN EURO	MAJOR DROPOUTS 2019/2018 for Explanatory memorandum	REASONS FOR MAJOR DEVIATIONS	DEVIATIONS 2019 / FY 2019 NOMINAL IN EUR	PERCENTAGES OF LARGER RESIGNATION 2019 / FN 2019 for an explanation
M) OPERATING EXPENSES (685+687)	84	900			900	
N) TOTAL EXPENDITURE (671+675+679+680+681+682+683+684)	87	458.115	7,88%	The index shows the increase in total expenditure compared to 2020, mainly due to the increase in labour costs for the payment of risk allowances, the increase in the costs of implementing the measures, i.e. disinfection of premises, additional cleaning and security, and	17.586	
O) REVENUE SURPLUS (670-687)	88				-28.840	-39,10%
P) EXCESS EXPENDITURE (687-670)	89				0	
Corporation tax	690	-72			-86	

REASONS FOR MAJOR DEVIATIONS

The index shows a decrease in the operating result for the year 2021 compared to the FY 2021, mainly due to an increase in the costs of regular study activities, staff costs and royalties, but a l s o partly due to a decrease in income from other sources.

Article 9i of the MFF (calculation of surpluses of institutional units of general government

1. STATEMENT OF EXCESS REVENUE OVER EXPENDITURE BY CASH FLOW (Article 9i of the MFF) - SPECIAL PART

	2021	Explanatory notes/Instructions from the MoF
the excess of revenue over expenditure after cash flow (surplus X as defined in the guidance note MF)		AOP 572 from the general part of the report by DT (DU financing account statement)
the excess of expenditure over revenue after cash flow	71.496 €	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

	2021	Explanatory notes/Instructions from the MoF
cash-flow surplus		
unpaid commitments and unspent earmarked funds intended to finance expenditure in a future period		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 non-designated PPE, property, plant and equipment and other tangible PPE (accounts 00-05)
surplus calculated according to ZIPRS2122 (to be allocated in accordance with ZIPRS2122)		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 2021 after tax (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
44.794	44.794 €			

UNRESERVED SURPLUS OF PREVIOUS YEARS ALLOCATED IN 2021 FOR INVESTMENTS AND PERSONNEL PURCHASES (transfer from 9412 to 9410) in EUR	87.401
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*The allocation is approved by the Member/Directorate's Board of Directors on: 24.02.2022

BALANCE SHEET

as at 31.12.2021

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 (002-003+004-005+006-007+ +008+009+010+011)	001	6.260.073	6.580.376
00	INTANGIBLE ASSETS; AND LONG-TERM ASSET PROVISIONS	002	25.046	28.438
01	VALUE ADJUSTMENT INTANGIBLE ASSETS	003	22.446	26.037
02	REAL ESTATE	004	8.652.302	8.637.502
03	VALUE ADJUSTMENTS TO IMMOVABLE PROPERTY	005	2.513.303	2.313.854
04	EQUIPMENT AND OTHER TANGIBLE FIXED ASSETS	006	2.550.939	2.561.526
05	WRITE-DOWN OF EQUIPMENT AND OTHER PROPERTY, PLANT AND EQUIPMENT	007	2.432.465	2.307.199
06	LONG-TERM FINANCIAL INVESTMENTS	008		
07	LOANS GRANTED ON A LONG-TERM BASIS; AND DEPOSE	009		
08	LONG-TERM RECEIVABLES FROM BUSINESS	010		
09	RECEIVABLES FOR FUNDS LENT GOVERNANCE	011		
	(B) CURRENT ASSETS; EXCLUDING INVENTORIES AND ACCRUED DEFERRED TAX (013-022)	012	697.108	758.389
10	CASH IN HAND, AND IMMEDIATELY UNREADABLE SECURITIES	013		
11	BALANCES WITH BANKS AND OTHERS FINANCIAL INSTITUTIONS	014	192.965	263.411
12	SHORT-TERM TRADE RECEIVABLES	015	8.551	10.019
13	ADVANCES AND SECURITIES GIVEN	016		
14	SHORT-TERM RECEIVABLES FROM USERS OF THE SINGLE CHART OF ACCOUNTS	017	480.461	478.517
15	SHORT-TERM FINANCIAL INVESTMENTS	018		
16	SHORT-TERM RECEIVABLES FROM FINANCING	019		
17	OTHER SHORT-TERM RECEIVABLES	020	5.036	3.955
18	UNPAID EXPENDITURE	021		
19	ACTIVE ACCRUALS	022	10.095	2.487
	(C) STOCKS (024-031)	023	18.579	18.645
30	ACCOUNTING FOR THE PURCHASE OF MATERIALS	024		
31	STOCKS OF MATERIALS	025		
32	STOCKS OF SMALL INVENTORIES; AND EMBALAGES	026		
33	WORK IN PROGRESS AND SERVICES	027		
34	PRODUCTS	028	18.579	18.645
35	ACCOUNTING FOR THE PURCHASE OF GOODS	029		
36	BAG STORAGE	030		
37	OTHER LOANS	031		
	I. TOTAL ASSETS (001+012+023)	032	6.975.760	7.357.410
99	OFF-BALANCE SHEET ACTIVE ACCOUNTS EVIDENCE	033		
	OBLIGATIONS. TO SOURCES OF RESOURCES			
	(D) CURRENT LIABILITIES; AND ACCRUED LIABILITIES(35-43)	034	632.997	711.069
20	SHORT-TERM LIABILITIES FOR ADVANCES AND SECURITIES RECEIVED	035		
21	SHORT-TERM PAYABLES TO EMPLOYEES	036	331.435	348.434
22	SHORT-TERM PAYABLES TO SUPPLIERS	037	74.527	80.661
23	OTHER CURRENT LIABILITIES BUSINESS	038	68.990	139.210

24	SHORT-TERM PAYABLES TO USERS OF THE SINGLE CHART OF ACCOUNTS	039	13.463	6.190
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GROUPS CONTACT	NAME OF THE GROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Current year	Previous year
1	2	3	4	5
25	SHORT-TERM PAYABLES TO FUNDERS	040		
26	SHORT-TERM LIABILITIES FROM FINANCING	041		
28	UNPAID REVENUE	042		
29	ACCRUED LIABILITIES	043	144.582	136.574
	E) OWN RESOURCES AND LONG-TERM LIABILITIES (+045+046+047+048+049+050+051+052-053+054+055+056+057+058-059)	044	6.342.763	6.646.341
90	GENERAL FUND	045		
91	RESERVE FUND	046		
92	LONG-TERM PASSIVE ACCRUED LIABILITIES DISTRIBUTIONS	047	42.755	142.624
93	LONG-TERM PROVISIONS	048		
940	A SPECIAL-PURPOSE ASSETS FUND IN PUBLIC FUNDS	049		
9410	THE POOL OF ASSETS HELD B Y OTHER LEGAL ENTITIES GOVERNED BY PUBLIC LAW FOR NON-CURRENT ASSETS AND TANGIBLE ASSETS	050	6.255.214	6.416.316
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	44.794	87.401
9413	EXCESS OF EXPENDITURE OVER REVENUE	053		
96	LONG-TERM FINANCIAL LIABILITIES	054		
97	OTHER LONG-TERM LIABILITIES	055		
980	LIABILITIES FOR INTANGIBLE FIXED A S S E T S AND PROPERTY, PLANT AND EQUIPMENT	056		
981	LIABILITIES FOR LONG-TERM FINANCIAL INVESTMENTS	057		
985	SURPLUS OF REVENUE OVER EXPENDITURE	058		
986	EXCESS OF EXPENDITURE OVER REVENUE	059		
	I. TOTAL LIABILITIES (034+044)	060	6.975.760	7.357.410
99	OFF-BALANCE SHEET PASSIVE ACCOUNTS EVIDENCE	061		

Place and date: Person

responsible:

LJUBLJANA, 17.02.2022

responsible for
drawing up the
balance sheet

VIDA MIKLIČRED

PROF. MARKO VATOVEC

Balance sheet indicators

		Current year	Previous year
Intangible assets amortisation rate non-current assets	AOP 003/002	90	92
Property depreciation rate	AOP 005/004	29	27
Equipment depreciation rate	AOP 007/006	95	90
Share of real estate in assets	AOP 004-005/032	88	86
Share of equipment in assets	AOP 006-007/032	2	3
Index of short-term liabilities on short-term assets	AOP 034/012*100	90,8	93,76
Share of accrued liabilities in short-term liabilities	AOP 043/034	23	19

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				
up to 1 year	7.426		Tuition fees part-time studies, PAI studies, exams	Receivables will be settled in early 2022
1 to 5 years	25.930	24.805	Rent Pisanica Ltd, PAI tuition fee	Court decision on the validity of a claim, PAI tuition fees blocked in the VIS programme , on continuing your studies
over 5 years	6.762	6.762	Rent Pisanica d.o.o.	Court decision on the validity of the claim.
Total	40.118	31.567		

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

short-term receivables from resistance. amount in € ECN	
cash on deposit with the Treasury	
Other budget users Source MIZS	476.812
Other budget users Source ARRS	2.729
other budget users other	920
Total	480.461

SHORT-TERM FINANCIAL INVESTMENTS (WHO SK. 15)

short. financial investments	amount in €
cash deposits with banks	
Other	
Total	

(data on tangible and intangible fixed assets that have been fully amortised, but are still used for the pursuit of the activity)

Name of the asset	cost of assets already fully depreciated in €
Buildings	
Furniture	29.061
laboratory equipment	
other equipment	1.771.529
Computers	69.574
other computer equipment	23.004
transport and communication equipment	
intangible assets	24.129
biological agents	
Total	1.917.297

Summary of the Balance Sheet of the University of Ljubljana as at 31.12.2021

Zap. No.	Title	2021	2020	Index 21/20
	RESOURCES			
A	NON-CURRENT ASSETS; AND ASSETS UNDER MANAGEMENT	6.260.073	6.580.376	95,1
B	SHORT-TERM ASSETS	697.108	758.389	91,9
12	Short-term trade receivables	8.551	10.019	85,3
14	Short-term receivables due from unitary users the chart of accounts	480.461	478.517	100,4
19	Active accruals	10.095	2.487	405,9
C	RESERVES	18.579	18.645	99,6
	TOTAL ASSETS	6.975.760	7.357.410	94,8
	ACTIVE OFF-BALANCE SHEET ACCOUNTS	0	0	
	LIABILITIES TO SOURCES OF FUNDS			
D	IN BRIEF. OBV. AND PASSIVE ACCRUALS	632.997	711.069	89,0
22	Short-term payables to suppliers	74.527	80.661	92,4
23	Other current payables	68.990	139.210	49,6
29	Accrued liabilities	144.582	136.574	105,9
E	OWN RESOURCES AND LONG-TERM LIABILITIES	6.342.763	6.646.341	95,4
92	Long-term accrued liabilities	42.755	142.624	30,0
93	Long-term provisions	0	0	
9412	Surplus of revenue over expenditure	44.794	87.401	51,3
9413	Surplus of expenditure over revenue	0	0	
	TOTAL LIABILITIES	6.975.760	7.357.410	94,8
	PASSIVE OFF-BALANCE SHEET ACCOUNTS	0	0	

	Total accrued liabilities:	144.582
1	Programme Groups by agreement with ARRS	-
2	Research projects under agreement with ARRS	3.260
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	36.119
7	Part-time 3rd cycle and old sub-degree	50.055
8	Other funds for study activities	37.963
9	Extracurricular activities for students	-
10	Dedicated funds from registration fees	7.625
11	Cooperation with business	-
12	European Union projects	-
13	Other international projects	-
14	International mobility	-
15	Publishing	267
16	Dedicated corporate donations	3.085
17	Prepaid rent, rent	-
18	Registration	1.233
19	Pedagogical and pedagogical education	4.975
20	Other:	-
a)	International Master's degree	-
b)	TSF - Applied Statistics Programme	-
c)	C130 and times. Deferred revenue from international projects	-
d)		-

INTANGIBLE FIXED ASSETS AND PROPERTY, PLANT AND EQUIPMENT 2021

UNIVERSITY OF LJUBLJANA

ARTIK ACADEMY OF MUSIC

in euro, excluding cents

Zap.	Title	AOP	Purchasing	Correction	Increased purchasing	Increase in popr.	Reduced purchase costs	Decreased Amount	Depreciation	Unsigned	Revaluation	Revaluation
No.			value (1.1.)	values (1.1.)	values	values	values	values		value (31.12.)	due to clinging	due to impairment
	1	2	3	4	5	6	7	8	9	10=3+4+5+6+7+8+9	11	12
I.	Under management	700	825.974	725.961	0	0	542	542	100.000	13	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	725.961			542	542	100.000	13		
G.	The second item. OS	707								0		
II.	Owned	708	10.401.492	3.921.129	74.502	0	73.139	73.139	294.805	6.260.060	0	0
A.	Deferred.costs.payable	709								0		
B.	Debt. property rights	710	28.438	26.037	1.125		4.517	4.517	926	2.600		
C.	Other non-financial assets	711								0		
D.	Land	712	1.967.677		14.800					1.982.477		
E.	Buildings	713	6.669.825	2.313.854					199.449	4.156.522		
F.	Equipment	714	1.735.552	1.581.238	58.577		68.622	68.622	94.430	118.461		
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, 17.02.2022

responsible for

PROF. MARKO VATOVEC

Person: drawing up the balance sheet:

VIDA MIKLIČ

SITUATION AND TREND OF LONG-TERM EQUITY INVESTMENTS AND LOANS 2021

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.)	9 = 3+5-7	Amount of corrections investments and loans	10=+68	Accounting line. investments and loans	11= 9 - 10	Amount written off investments and loans	12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
I.	Long-term investments	800	0	0	0	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, 17.02.2022

Person responsible for
for: drawing up the balance sheet:

VIDA MIKLIČ

Person responsible

PROF. MARKO VATOVEC

INCOME AND EXPENDITURE ACCOUNT OF DESIGNATED USERS
from 1.1. to 31.12.2021

University of Ljubljana

Member: ACADEMY OF MUSIC in euro, excluding cents

MEMBERSHIP SUBSECTION CONTACT	NAME OF THE SUBGROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Current year	Previous year
			4	5
1	2	3	4	5
	A) OPERATING REVENUE (861+862-863+864)	860	6.317.220	5.901.095
760	TURNOVER FROM THE SALE OF PRODUCTS AND SERVICES	861	6.317.286	5.898.661
	AN INCREASE IN THE VALUE OF STOCKS OF PRODUCTS AND WORK IN PROGRESS	862		2.434
	A DECREASE IN THE VALUE OF INVENTORIES OF PRODUCTS AND WORK IN PROGRESS	863	66	
761	REVENUE FROM THE SALE OF MATERIALS AND GOODS	864		
762	B) FINANCIAL REVENUE	865		
763	C) OTHER REVENUE	866	684	1.173
	(Č) REVALUATION OPERATING INCOME (868+869)	867	0	200
Part 764	TURNOVER FROM SALES OF AXES	868		
Part 764	OTHER REVALUABLE OPERATING INCOME	869		200
	D) TOTAL REVENUE (860+865+866+867)	870	6.317.904	5.902.468
	E) THE COST OF GOODS, MATERIALS AND SERVICES (872+873+874)	871	1.274.821	1.226.205
Part 466	COST OF MATERIALS AND GOODS SOLD	872		
460	MATERIAL COSTS	873	68.319	62.010
461	COST OF SERVICES	874	1.206.502	1.164.195
	F) PERSONNEL COSTS (876+877+878)	875	4.918.453	4.518.976
Part 464	WAGES AND SALARIES	876	4.012.827	3.694.948
Part 464	EMPLOYERS' SOCIAL SECURITY CONTRIBUTIONS	877	625.918	576.338
Part 464	OTHER LABOUR COSTS	878	279.708	247.690
462	G) DEPRECIATION	879	30.812	24.753
463	H) RESERVATIONS	880		
Part 465	J) OTHER COSTS	881	44.841	44.917
467	K) FINANCIAL EXPENDITURE	882	3.149	
468	L) OTHER EXPENDITURE	883		10
	M) REVALUATION OPERATING EXPENDITURE (886+886)	884	900	0
Part 469	EXPENDITURE ON THE SALE OF FIXED ASSETS	885		
Part 469	OTHER REVALUATION OPERATING EXPENSES	886	900	
	N) TOTAL EXPENDITURE (871+875+879+880+881+882+883+884)	887	6.272.976	5.814.861
	O) REVENUE SURPLUS (870-887)	888	44.928	87.607
	P) EXCESS EXPENDITURE (887-870)	889	0	0
Part 80	Corporation tax	890	134	206
Part 80	Excess income for the period, net of income tax (888-890)	891	44.794	87.401

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	85	86
	Number of months in business	895	12	12

Indicators

		Current year	Previous year
Total revenue per employee	AOP 870/894	74.328	68.633
Total expenditure per employee	AOP 887/894	73.800	67.615
Labour costs per employee	AOP 875/894	57.864	52.546
Labour cost in total expenditure - index	AOP 875/887* 100	78	78
Number of 1st and 2nd cycle students without Graduates		406	383
Total income per student	AOP 870/stud.	15.561	15.411
Total expenditure per student	AOP 887/stud.	15.451	15.182
Number of all students excluding Graduates		413	391
Total income per student all	AOP 870/stud.	15.298	15.096
Total expenditure per student all	AOP 887/stud.	15.189	14.872
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 paying student tax, all without Graduates	AOP 891/stud.	108,46	223,53
Surplus of expenditure over revenue after paying student tax, all without Graduates	AOP 892/stud.	0,00	0,00
Surplus of revenue over expenditure after paying employment tax	AOP 891/894	526,99	1.016,29
Surplus of expenditure over revenue after paying employee tax	AOP 892/894	0,00	0,00

Place and date:

LJUBLJANA, 17.02.2022

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	2021	2020	Index	Structure 2021 %
I.	REVENUE				
A	OPERATING INCOME	6.317.220	5.901.095	107	100
B	FINANCIAL REVENUE	0	0		0
C	OTHER REVENUE	684	1.173	58	0
C	OPERATING INCOME, REVALUED	0	200	0	0
D	TOTAL REVENUE	6.317.904	5.902.468	107	100
II.	EXPENDITURE				
E	COST OF GOODS, MATERIALS AND SERVICES	1.274.821	1.226.205	104	20,3
F	LABOUR COSTS	4.918.453	4.518.976	109	78,4
G	AMORTISATION	30.812	24.753	124	0,5
H	BOOKINGS	0	0		0
J	OTHER COSTS	44.841	44.917	100	0,7
K	FINANCIAL EXPENDITURE	3.149	0		0,1
L	OTHER EXPENDITURE	0	10	0	0
M	OPERATING EXPENSES	900	0		0
N	TOTAL EXPENDITURE	6.272.976	5.814.861	108	100
O	REVENUE SURPLUS	44.928	87.607		
P	EXCESS EXPENDITURE	0	0		
	Corporation tax	134	206	65	0
	REVENUE SURPLUS (taking into account the GST)	44.794	87.401		
	EXPENDITURE SURPLUS (taking into account the GST)	0	0		

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

REVENUE/EXPENDITURE SURPLUS JS	44.928
MIZŠ - Study activity: undergraduate studies	-
MIZŠ - Study activity: 2nd level	-
MIZŠ - scientific research	-
Other budgetary resources	-
European budget	-
Part-time study	44.928
Other:	-
REVENUE SURPLUS MARKET	-
Total	44.928

REVENUE AND EXPENDITURE OF DESIGNATED USERS BY TYPE OF ACTIVITY
from 1.1.to 31.12.2021

University of Ljubljana

Member: ACADEMY OF MUSIC in euro, excluding cents

MEMBERSHIP SUBSECTION CONTACT	NAME OF THE SUBGROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Revenue and expenditure for	Income and expenditure from
			the provision of a public service	goods and services sold on the market
1	2	3	4	5
	A) OPERATING REVENUE (661+662-663+664)	660	6.317.220	0
760	TURNOVER FROM THE SALE OF PRODUCTS AND SERVICES	661	6.317.286	
	AN INCREASE IN THE VALUE OF STOCKS OF PRODUCTS AND WORK IN PROGRESS	662		
	A DECREASE IN THE VALUE OF INVENTORIES OF PRODUCTS AND WORK IN PROGRESS	663	66	
761	REVENUE FROM THE SALE OF MATERIALS AND GOODS	664		
762	B) FINANCIAL REVENUE	665		
763	C) OTHER REVENUE	666	684	
	(Q) REVALUATION OPERATING INCOME (668+669)	667	0	0
Part 764	TURNOVER FROM SALES OF AXES	668		
Part 764	OTHER REVALUABLE OPERATING INCOME	669		
	D) TOTAL REVENUE (660+665+666+667)	670	6.317.904	0
	E) THE COST OF GOODS, MATERIALS AND SERVICES (672+673+674)	671	1.274.821	0
Part 466	COST OF MATERIALS AND GOODS SOLD	672		
460	MATERIAL COSTS	673	68.319	
461	COST OF SERVICES	674	1.206.502	
	F) PERSONNEL COSTS (676+677+678)	675	4.918.453	0
Part 464	WAGES AND SALARIES	676	4.012.827	
Part 464	EMPLOYERS' SOCIAL SECURITY CONTRIBUTIONS	677	625.918	
Part 464	OTHER LABOUR COSTS	678	279.708	
462	G) DEPRECIATION	679	30.812	
463	H) RESERVATIONS	680		
Part 465	J) OTHER COSTS	681	44.841	
467	K) FINANCIAL EXPENDITURE	682	3.149	
	L) OTHER EXPENDITURE	683		
	(M) A PRE-MARKETING BUSINESS EXPENDITURE (685+687)	684	900	0
Part 469	EXPENDITURE ON THE SALE OF FIXED ASSETS	685		
Part 469	OTHER REVALUATION OPERATING EXPENSES	686	900	
	N) TOTAL EXPENDITURE (671+675+679+680+681+682+683+684)	687	6.272.976	0
	O) REVENUE SURPLUS (670-687)	688	44.928	0
	P) EXCESS EXPENDITURE (687-670)	689	0	0
Part 80	Corporation tax	690	134	

MEMBERSHIP SUBSECTION CONTACT	NAME OF THE SUBGROUP OF ACCOUNTS	Code for AOP	DOWNLOAD	
			Revenue and expenditure for	Revenue and expenditure from
			the provision of a public service	goods and services sold on the market
1	2	3	4	5
Part 80	Excess income for the period, net of income tax (688-690)	691	44.794	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, 17.02.2022

Breakdown of revenue and expenditure by source of financing for 2021
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	6.317.904	6.272.976	44.928	99	100	100
MINISTRY OF FOREIGN AFFAIRS	6.137.989	6.151.749	- 13.760	100	97	98
ARRS	6.431	6.431	-	100	0	0
Other ministries	-	-	-	#DIV/0!	-	-
Municipal budgetary resources	-	-	-	#DIV/0!	-	-
State budget funding from EU budget	17.703	17.167	536	97	0	0
University Service Price List: funds from the sale of goods and services from the provision of public services	117.439	56.054	61.385	48	2	1
Other EU funding: FP7, Cmeplus and other EU projects	11.114	10.191	923	92	0	0
Other sources	27.228	31.384	- 4.156	115	0	1
Square	-	-	-	#DIV/0!	-	-
Total:	6.317.904	6.272.976	44.928	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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FINANCIAL PLAN IMPLEMENTATION 2021 (cash flow)

MEMBER OF THE UL: ACADEMY OF MUSIC

Place and date:

LJUBLJANA, 17.02.2022

Person responsible for compilation: Person

Name and surname

VIDA MIKLIČ

responsible for:

Name and surname

PROF. MARKO VATOVEC

Telephone:

01 2427-308

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

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 AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
	I. TOTAL REVENUE (402+431)	401	5.932.938	5.998.231	6.320.680	105,4	106,5
	1. PUBLIC SERVICE REVENUE (403+420)	402	5.932.938	5.998.231	6.320.680	105,4	106,5
	A. Revenue from public finances (404+407+410+413+418+419)	403	5.749.122	5.862.567	6.160.503	105,1	107,2
	a. Appropriations received from the general budget (405+406)	404	5.749.122	5.825.292	6.159.613	105,7	107,1
Part 7400	Appropriations received from the general budget for current expenditure	405	5.748.016	5.825.292	6.158.529	105,7	107,1
Part 7400	Investment funds received from the national budget	406	1.106	0	1.084	-	98,0
	b. Appropriations 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	-	-
Part 7402	Funds received from social security funds for investments	412				-	-
	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				-	-
Part 7403	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	e. Budgets received from foreign donations	418				-	-
741	f. Funds received from the general budget of the European Union and from other countries	419	0	37.275	890	2,4	-
	B) Other revenue for the exercise of public service activities (422 to 430 + 487 to 490)	420	183.816	135.664	160.177	118,1	87,1
Part 7102	Interest received	422				-	-
7100	Revenue from profit-sharing and dividends and excess of revenue over expenses	423				-	-
7103	Rental, lease and other property income	487	4.324	6.550	207	3,2	4,8
7141	Other current revenue from the public service	424	170.706	122.414	148.225	121,1	86,8
72	Capital revenue	425				-	-
730	Donations received from domestic sources	426	4.340	6.700	630	9,4	14,5
731	Donations received from abroad	427				-	-

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
732	Grants for natural disaster relief	428				-	-
782	EU budget received from Structural Funds	488				-	-
783	EU budget received from cohesion funds	489				-	-
784	EU budget received for the implementation of centralised and other EU programmes	490				-	-
786	Other funds received from the European Union budget	429	4.446		11.115	-	250,0
787	Funds received from other European institutions	430				-	-
	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				-	-
Part 7102	Interest received	433				-	-

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
	II. TOTAL EXPENDITURE (438+481)	437	5.833.589	5.996.845	6.392.176	106,6	109,6
	I. PUBLIC SERVICE EXPENDITURE (439+447+453+464+465+466+467+468+469+470)	438	5.833.589	5.996.845	6.392.176	106,6	109,6
	A. Salaries and other employee expenses (440 to 446)	439	3.884.846	4.083.746	4.270.568	104,6	109,9
Part 4000	Salaries and allowances	440	3.104.786	3.282.049	3.362.332	102,4	108,3
Part 4001	Annual leave allowance	441	81.192	83.119	87.543	105,3	107,8
Part 4002	Refunds and allowances	442	112.570	148.277	123.639	83,4	109,8
Part 4003	Performance funding	443	381.944	424.518	470.049	110,7	123,1
Part 4004	Funds for overtime	444	1.615	4.500	3.005	66,8	186,1
Part 4005	Wages and salaries for non-resident work under contract	445	173.620	137.603	198.374	144,2	114,3
Part 4009	Other staff expenditure	446	29.119	3.680	25.626	696,4	88,0
	B. Employers' social security contributions (448 to 452)	447	609.137	654.073	666.198	101,9	109,4
Part 4010	Contribution to pension and invalidity insurance	448	306.482	340.089	336.118	98,8	109,7
Part 4011	Contribution to health insurance	449	260.248	272.456	286.357	105,1	110,0
Part 4012	Employment allowance	450	2.500	3.843	2.729	71,0	109,2
Part 4013	Parental care allowance	451	3.670	2.306	4.038	175,1	110,0
Part 4015	Collective supplementary pension insurance premiums under the UCLLSA	452	36.237	35.379	36.956	104,5	102,0
	C. Expenditure on goods and services for the operation of the public service (454 to 463)	453	1.257.090	1.253.926	1.395.300	111,3	111,0
Part 4020	Office and general supplies and services	454	86.392	91.956	94.000	102,2	108,8
Part 4021	Special materials and services	455	67		1.545	-	2.306,0
Part 4022	Energy, water, utilities and communications	456	58.762	55.462	52.164	94,1	88,8
Part 4023	Transport costs and services	457	3.309	7.400	10.015	135,3	302,7
Part 4024	Expenditure on missions	458	5.927	16.000	9.078	56,7	153,2
Part 4025	Ongoing maintenance	459	100.670	94.225	99.380	105,5	98,7
Part 4026	Business rents and lease payments	460	410.619	391.732	477.839	122,0	116,4
Part 4027	Penalties and damages	461				-	-
Part 4028	Payroll tax	462				-	-
Part 4029	Other operating expenditure	463	591.344	597.151	651.279	109,1	110,1
403	D. Domestic interest payments	464				-	-
404	E. Foreign interest payments	465				-	-
410	F. Subsidies	466				-	-
411	G. Transfers to individuals and households	467				-	-
412	H. Transfers to non-profit organisations and foundations	468				-	-
413	I. Other current domestic transfers	469				-	-
	J. Capital expenditure (371 to 480)	470	82.516	5.100	60.110	1.178,6	72,8
4200	Purchase of buildings and premises	471				-	-
4201	Purchase of means of transport	472				-	-
4202	Purchase of equipment	473	75.935	4.100	51.376	1.253,1	67,7
4203	Purchase of other fixed assets	474	6.581		6.734	-	102,3
4204	New construction, reconstruction and adaptations	475				-	-
4205	Investment maintenance and renewals	476	0	0		-	-
4206	Purchase of land and natural resources	477				-	-
4207	Purchase of intangible assets	478		1.000	2.000	200,0	-
4208	Project feasibility studies, project documentation, supervision, investment engineering	479				-	-
4209	Purchase of commodity reserves and intervention stocks	480				-	-
	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 on the 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	-	-
	III/1 EXCESS OF REVENUE OVER EXPENDITURE (401-437)	485	99.349	1.386	0	0,0	0,0
	III/2 EXCESS OF EXPENDITURE OVER REVENUE (437-401)	486	0	0	71.496	-	-

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
	Index	Unit	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021		
	Surplus of revenue over expenditure Public service	EUR	99.349	1.386	-71.496		
	Surplus of revenue over expenditure Public service index	Index	102	100	99		
	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	100	100		
	Market revenue as a share of total revenue	share	0	0	0		
	The difference between the state budget's revenue and expenditure on implementation public services	EUR	-84.467	-171.553	-232.563		
	Public service expenditure as a percentage of total expenditure	share	100	100	100		
	Market expenditure as a share of total expenditure	share	0	0	0		
	Percentage of social security contributions in wages	Percentage	16	16	16		
	Total investment income	EUR	1.106	0	1.084		
	Difference between investment income and investment expenditure	EUR	-81.410	-5.100	-59.026		
	Number of employees by hours worked from the economic outturn account Expenditure - AOP 894	Number of	86	84	85		
	Public service revenue per employee	EUR	68.988	71.408	74.361		
	Public service expenditure per employee	EUR	67.832	71.391	75.202		
	Salaries and other employee expenses, contributions and payroll taxes on by an employee	EUR	52.256	56.403	58.080		
	*Number of all students excluding graduates	Number of	391	413	413		
	**Number of all 1st and 2nd cycle students excluding graduates	Number of	383	406	406		
	***Number of all 1st and 2nd cycle students excluding graduates, full-time study	Number of	367	384	384		
	Public service revenue per student	EUR	15.174	14.524	15.304		
	Public service expenditure per student	EUR	14.920	14.520	15.477		
	Salaries and other employee expenses, contributions and payroll taxes on student	EUR	11.494	11.472	11.953		
	Expenditure on goods and services JS per student	EUR	3.215	3.036	3.378		
	* year 2021: the number of students is based on students (excluding first and 2nd cycle students) per student 1. and 2. first and 2nd cycle students excluding graduates undergraduate and postgraduate study programmes in the academic year 2020/2021, as at 30.10.	EUR	15.662	15.170	16.038		
	** same as under *, except that 3rd level students are not included and old specialisation, master of science and doctorate programmes.						
	*** same as under **, except that only full-time students are taken into account 1st cycle, old bachelor programmes and 2nd cycle						

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

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

MEMBER: ACADEMY OF MUSIC
difference in st

Explain the indices if there is a

Surplus - AOP 485 and 486 - face

INCOME/EXPENDITURE	AOP	FINANCIAL PLAN 2021	REALISATION 2021	The value of the difference between realisation 2021 / in FN 2021	Major deviation indices Outturn 2021 / FN 2021	
Funds received from the national budget	404	5.825.292 €	6.159.613 €	334.321 €	106	The index shows an increasing situation of the January equipment and the performance of concert activity.
Funds received from the general budget from the European Union budget	419	37.275 €	890 €	-36.385 €	2	The index shows the change in the budgeted resources.
B) Other revenue for the operation of public service activities (421 to 430)	420	135.664 €	160.177 €	24.513 €	118	The index shows an increasing study, study PAI, Wed first call for I decisions for continued

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
	Revenue from the sale of goods and services on the market	431	0 €	0 €	0 €	-	
	A. Salaries and other staff expenditure for the operation of the public service (440 to 446)	439	4.083.746 €	4.270.568 €	186.822 €		The index shows an increasing conditions for the period of own funds, order the library.
	C. Expenditure on goods and services for the operation of the public service (454 to 463)	453	1.253.926 €	1.395.300 €	141.374 €	111	The index shows an increasing materials for security disinfectants and check the implementation of the study
	J. Capital expenditure (371 to 480)	470	5.100 €	60.110 €	55.010 €	1179	The index shows audio, video and other equipment
	SURPLUS OF REVENUE OVER EXPENDITURE	485	1.386 €	0 €	-1.386 €	0	
	EXCESS OF EXPENDITURE OVER REVENUE	486	0 €	71.496 €	71.496 €	-	Operating result arose on the regular study of the funds we will be able to purchase equipment in the zone

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

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

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
750	IV. REFUNDS RECEIVED ON LOANS (501 to 511)	500	0	0	0	-	-
7500	Loan repayments received - from individuals and private individuals	501				-	-
7501	Repayments of loans received - from public funds	502				-	-
7502	Repayments received of loans granted - from public corporations and corporations owned by the State or municipalities	503				-	-
7503	Repayments of loans received - from financial institutions	504				-	-
7504	Repayments of loans received - from private companies	505				-	-
7505	Repayments received from municipalities of loans granted	506				-	-
7506	Repayments of loans received - from abroad	507				-	-
7507	Repayments of loans received - State budget	508				-	-
7508	Repayments received from public agencies of loans granted	509				-	-
7509	Repayments received of guarantees paid	510				-	-
751	Sale of equity interests	511				-	-
440	V. BORROWINGS GIVEN (513 to 523)	512	0	0	0	-	-
4400	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	-	-

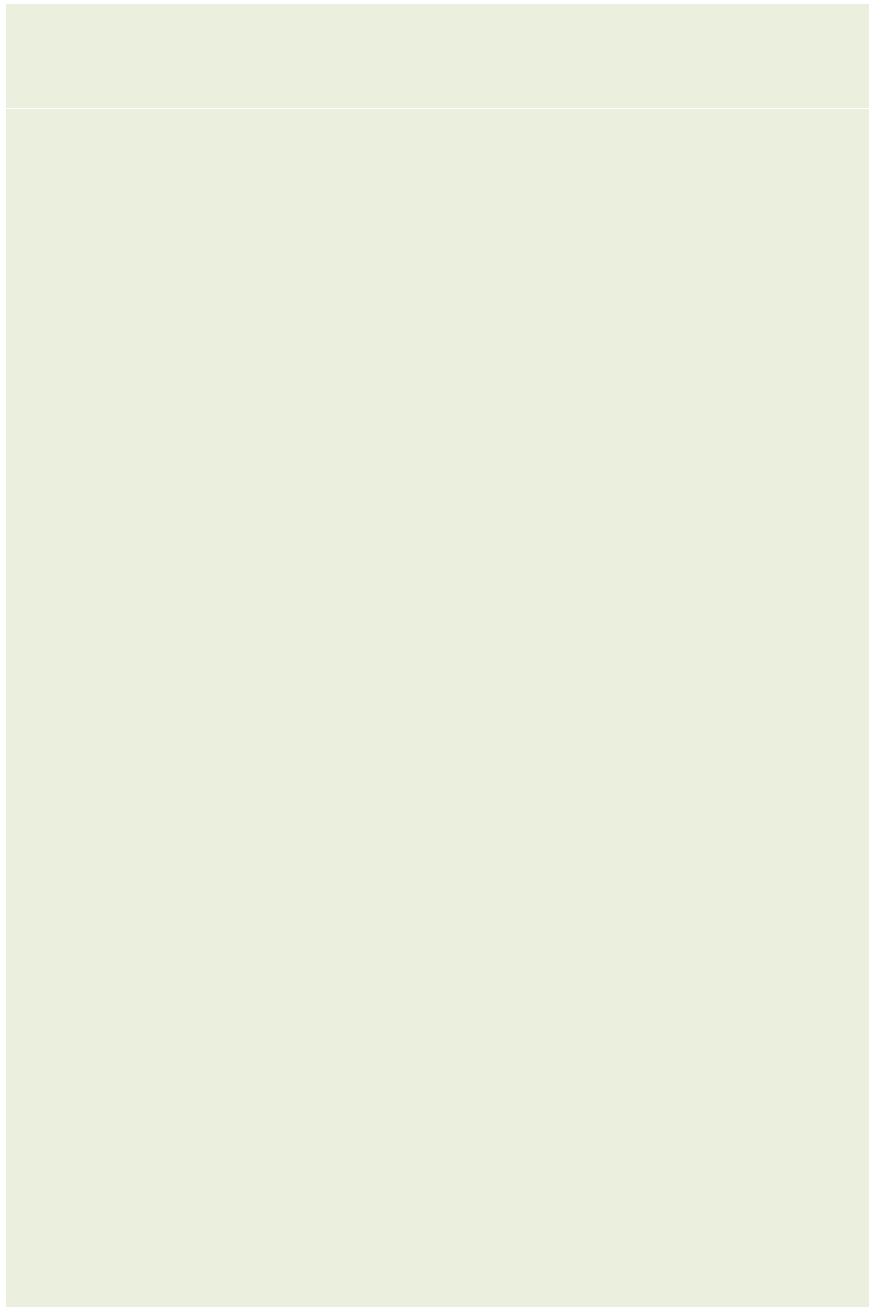
1. FINANCIAL PLAN IMPLEMENTATION 2021 (cash flow)

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4

1.3. THE FINANCING ACCOUNT FOR SPECIFIC USERS

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
50	VII. BORROWING (551+559)	550	0	0	0	-	-
500	Domestic borrowing (552 to 558)	551	0	0	0	-	-
5001	Borrowings from commercial banks	552				-	-
5002	Borrowings from other financial institutions	553				-	-
Part 5003	Borrowings from the State budget	554				-	-
Part 5003	Borrowings from local government budgets	555				-	-
Part 5003	Borrowings from social security funds	556				-	-
Part 5003	Borrowings from other public funds	557				-	-
Part 5003	Borrowings from other domestic lenders	558				-	-
501	Borrowing abroad	559				-	-
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				-	-
5502	Debt repayments to other financial institutions	563				-	-
Part 5503	Debt repayments to the state budget	564				-	-
Part 5503	Debt repayments to local government budgets	565				-	-
Part 5503	Debt repayments to social security funds	566				-	-
Part 5503	Debt repayments to other public funds	567				-	-
Part 5503	Debt repayments to other domestic lenders	568				-	-
551	Debt repayments abroad	569				-	-
	IX1 NET BORROWING (550-560)	570	0	0	0	-	-
	IX2 NET DEBT REPAYMENT (560-550)	571	0	0	0	-	-
	X1 INCREASE IN FUNDS IN ACCOUNTS (485+524+570)-(486+525+571)	572	99.349	1.386	0	0,0	0,0
	X2 DECREASE IN ACCOUNT BALANCES (486+525+571)-(485+524+570)	573	0	0	71.496	-	-



<p>olpcu G greater than € 5.000 grain in any case !</p>
<p>A BRIEF EXPLANATION OF THE REASONS FOR THE DEVIATION</p>
<p>budget reinforcement due to additional funding received for work in at-risk until June 2021 in the amount of EUR 165 272,58, the supplement for the reimbursement of the costs of the protection measures of the COVID-19 epidemic in the amount of EUR 15 719,31, the funds received for the Arts Council 2021, amounting to EUR 9,224.32, ARRS funding for the project Music</p>
<p>Reduction in EU project funding received, as the Swing Lola project did not receive a transfer in 2021.</p>
<p>the use of funds from other public service sources, mainly from part-time tuition fees The amount of the examination fees for the Preparatory and Advanced Programme, which was 2021, and other funds received for the services charged according to the UL Price List - Examinations, the number of studies and student performances by UL member and non-member institutions under the title</p>

wage costs, mainly due to the payment of a bonus for work in risky January-June 2021 for an amount of EUR 165 272,58 , use allowances paid promotions and advancement in grade and severance grants paid on retirement in

cost increases, mainly due to the implementation of the COVID-19 epidemic measures, for the cost of additional cleaning services for offices and classrooms, additional physical upgrading of PCT facilities, the cost of renting additional premises, halls and equipment for

process and artistic-concert activities, due to the adaptation of the Palais Kazina building, to provide funds for the purchase of essential equipment for the study process, a computer-conferencing system for hybrid classes, cameras, polycarbonate sheets for protection and from study activity funding.

for 2021, shows an excess of expenditure over revenue of EUR 71 496,46, which is After covering expenditure from other non-budgetary sources. Surplus covered by the funds of the previous accounting period, i.e. earmarked funds for sku of EUR 23 356,90, from the UL reserve fund received in 2020, in the amount of

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

1.1. THE STATEMENT OF REVENUE AND EXPENDITURE OF DESIGNATED USERS

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
	I. TOTAL REVENUE (402+431)	401	5.932.938	5.998.231	6.320.680	105,4	106,5
	1. PUBLIC SERVICE REVENUE (403+420)	402	5.932.938	5.998.231	6.320.680	105,4	106,5
	A. Revenue from public finances (404+407+410+413+418+419)	403	5.749.122	5.862.567	6.160.503	105,1	107,2
	a. Appropriations received from the general budget (405+406)	404	5.749.122	5.825.292	6.159.613	105,7	107,1
Part 7400	Appropriations received from the general budget for current expenditure	405	5.748.016	5.825.292	6.158.529	105,7	107,1
Part 7400	Investment funds received from the national budget	406	1.106	0	1.084	-	98,0
	b. Appropriations 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	0	37.275	890	2,4	-
	B) Other revenue for the exercise of public service activities (422 to 430 + 487 to 490)	420	183.816	135.664	160.177	118,1	87,1
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	427	4.324	6.550	207	3,2	4,8
7141	Other current revenue from public service obligations	424	170.706	122.414	148.225	121,1	86,8
72	Capital revenue	425	0	0	0	-	-
730	Donations received from domestic sources	426	4.340	6.700	630	9,4	14,5
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	-	-
783	EU budget received from cohesion funds	489	0	0	0	-	-
784	EU budget received for the implementation of centralised and other EU programmes	490	0	0	0	-	-
786	Other funds received from the European Union budget	429	4.446	0	11.115	-	250,0
787	Funds received from other European institutions	430	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+451)	437	5.833.589	5.996.845	6.392.176	106,6	109,6
	1. PUBLIC SERVICE EXPENDITURE (439+447+453+484+485+486+467+468+469+470)	438	5.833.589	5.996.845	6.392.176	106,6	109,6
	A. Salaries and other employee expenses (440 to 446)	439	3.884.846	4.083.746	4.270.568	104,6	109,9
Part 4000	Salaries and allowances	440	3.104.786	3.282.049	3.362.332	102,4	108,3
Part 4001	Annual leave allowance	441	81.192	83.119	87.543	105,3	107,8
Part 4002	Refunds and allowances	442	112.570	148.277	123.639	83,4	109,8
Part 4003	Performance funding	443	381.944	424.518	470.049	110,7	123,1
Part 4004	Funds for overtime	444	1.615	4.500	3.005	66,8	186,1
Part 4005	Wages and salaries for non-resident work under contract	445	173.620	137.603	198.374	144,2	114,3
Part 4009	Other staff expenditure	446	29.119	3.680	25.626	696,4	88,0
	B. Employers' social security contributions (448 to 452)	447	609.137	654.073	666.198	101,9	109,4
Part 4010	Contribution to pension and invalidity insurance	448	306.482	340.089	336.118	98,8	109,7
Part 4011	Contribution to health insurance	449	260.248	272.456	286.357	105,1	110,0
Part 4012	Employment allowance	450	2.500	3.843	2.729	71,0	109,2
Part 4013	Parental care allowance	451	3.670	2.306	4.038	175,1	110,0
Part 4015	Collective supplementary pension insurance premiums under the UCLLSA	452	36.237	35.379	36.956	104,5	102,0
	C. Expenditure on goods and services for the operation of the public service (454 to 463)	453	1.257.090	1.253.926	1.395.300	111,3	111,0
Part 4020	Office and general supplies and services	454	86.392	91.956	94.000	102,2	108,8
Part 4021	Special materials and services	455	67	0	1.545	-	2.306,0
Part 4022	Energy, water, utilities and communications	456	58.762	55.462	52.164	94,1	88,8
Part 4023	Transport costs and services	457	3.309	7.400	10.015	135,3	302,7
Part 4024	Expenditure on missions	458	5.927	16.000	9.078	56,7	153,2
Part 4025	Ongoing maintenance	459	100.670	94.225	99.380	105,5	98,7
Part 4026	Business rents and lease payments	460	410.619	391.732	477.839	122,0	116,4
Part 4027	Penalties and damages	461	0	0	0	-	-
Part 4028	Payroll tax	462	0	0	0	-	-
Part 4029	Other operating expenditure	463	591.344	597.151	651.279	109,1	110,1
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 480)	470	82,516	5,100	60,110	1,178,6	72,8	
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	75,935	4,100	51,376	1,253,1	67,7
4203	Purchase of other fixed assets	474	6,581	0	6,734	-	102,3
4204	New construction, reconstruction and adaptators	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	0	1,000	2,000	200,0	-
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	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 on the 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	-	-
III/1 EXCESS OF REVENUE OVER EXPENDITURE (401-437)	485	99,349	1,386	0	0,0	0,0	
III/2 EXCESS OF EXPENDITURE OVER REVENUE (437-401)	486	0	0	71,496	-	-	

Index	Unit	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021
Surplus of revenue over expenditure Public service	EUR	99,349	1,386	-71,496
Surplus of revenue over expenditure Public service index	Index	102	100	99
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	100	100
Market revenues as a share of total revenues	share	0	0	0
The difference between the state budget's revenue and expenditure on implementation public services	EUR	-84,467	-171,553	-232,563
Public service expenditure as a percentage of total expenditure	share	100	100	100
Market expenditure as a share of total expenditure	share	0	0	0
Percentage of social security contributions in wages	Percentage	16	16	16
Total investment income	EUR	1,106	0	1,084
Difference between investment income and investment expenditure	EUR	-81,410	-5,100	-59,026
Number of employees by working hours from the economic outturn account - AOP 884	Number of	86		
Public service revenue per employee	EUR	68,988		
Public service expenditure per employee	EUR	67,832		
Salaries and other employee expenses, contributions and payroll taxes on by an employee	EUR	52,256		
*Number of all students excluding graduates	Number of	391		
**Number of all 1st and 2nd cycle students excluding graduates	Number of	383		
***Number of all 1st and 2nd cycle students excluding graduates, full-time	Number of	367		
Public service revenue per student	EUR	15,174		
Public service expenditure per student	EUR	14,920		
Salaries and other employee expenses, contributions and payroll taxes on student	EUR	11,494		
Expenditure on goods and services JS per student	EUR	3,215		
National budget per student in level 1 and level 2 full-time study without graduates	EUR	15,662		

* year 2021: for the number of students, students (excluding graduates) of 1st, 2nd, 3rd cycle and previous undergraduate and postgraduate study programmes in the academic year 2020/2021, as at 30.10.

** same as under *, except that 3rd cycle students and students in old specialisation, MSc and PhD programmes are not taken into account.

*** same as under **, except that only full-time 1st cycle, old bachelor and 2nd cycle students are taken into account

Place and date:

LIUBLJANA, 17.02.2022

Person responsible for assembly:

VIDA MIKLIČ

Person responsible:

ED.PROF. MARKO VATOVEC

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

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

MEMBER: ACADEMY OF MUSIC

INCOME/EXPENDITURE	AOP	FINANCIAL PLAN 2021	REALISATION 2021	The value of the difference between realisation in 2021 and FN 2021	Major deviation indices Outturn 2021 / FN 2021	A BRIEF EXPLANATION OF THE REASONS FOR THE DEVIATION
Funds received from the national budget	404	5.825.292 €	6.159.613 €	334.321 €	106	The index shows an increase in the budget appropriations due to the receipt of additional allowance of EUR 165 272,58 for hazardous work from January to June 2021, an allowance of EUR 15 719,31 for the reimbursement of the costs of protective equipment and the implementation of the COVID-19 epidemic measures, and an allowance of EUR 15 719,31 received
Funds received from the general budget from the European Union budget	419	37.275 €	890 €	-36.385 €	2	The index shows a decrease in funds received from EU projects due to the non-delivery in 2021 of the funds foreseen for the Swing Lola project.
B) Other revenue for the operation of public service activities (421 to 430)	420	135.664 €	160.177 €	24.513 €	118	The index shows an increase in funding from other public service sources, mainly from tuition fees for part-time studies, PAI studies, examination fees for admission to the preparatory programme and to the advanced programme, which were first advertised for 2021, and other funds received for services charged according to the Schedule of Fees and Charges
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	4.083.746 €	4.270.568 €	186.822 €	105	The index shows an increase in wage and salary costs mainly due to the payment of the risk allowance for the period January-June 2021 amounting to EUR 165 272,58, allowances paid for the use of own resources, regular promotions and promotions in grade and the severance indemnity paid in respect of
C. Expenditure on goods and services for the operation of the public service (454 to 463)	453	1.253.926 €	1.395.300 €	141.374 €	111	The index shows an increase in costs mainly due to the implementation of measures COVID-19 epidemic for the cost of disinfection materials and additional cleaning services for offices and classrooms, additional physical security and verification of PCT conditions, the cost of renting additional premises, halls and
J. Capital expenditure (371 to 480)	470	5.100 €	60.110 €	55.010 €	1179	The index shows an increase in the purchase of essential equipment for study process, for computer equipment, an audio-video conferencing system for hybrid classes, cameras, polycarbonate panels for protection and other equipment from the study activity funds.
SURPLUS OF REVENUE OVER EXPENDITURE	485	1.386 €	0 €	-1.386 €	0	0
EXCESS OF EXPENDITURE OVER REVENUE	486	0 €	71.496 €	71.496 €	-	The operating result for 2021 shows an excess of expenditure over revenue of an amount of EUR 71 496,46, which arose from regular study activities after the expenditure from other non-budgetary sources had been covered. We will be able to cover the surplus from the funds of the previous accounting period, i.e. from earmarked

Place and date:

LJUBLJANA, 17.02.2022

Person responsible for assembly:

VIDA MIKLIČ

Person responsible:

ED.PROF. MARKO VATOVEC

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

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

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
750	IV. REFUNDS RECEIVED ON LOANS (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	-	-
	VI/1 LOANS RECEIVED MINUS LOANS GRANTED (500-512)	524	0	0	0	-	-
	VI/2 LOANS GRANTED MINUS LOANS RECEIVED (512-500)	525	0	0	0	-	-

1. IMPLEMENTATION OF THE 2021 FINANCIAL PLAN (cash flow)

1.3. THE FINANCING ACCOUNT FOR SPECIFIC USERS

MEMBER: ACADEMY OF MUSIC

MEMBERSHIP CONTACT	ACCOUNT NAME	Code for AOP	REALISATION 2020	FINANCIAL PLAN 2021	REALISATION 2021	realisation 2021 / FN2021	realisation 2021 / realisation 2020
1	2	3	4	5	6	7=6/5	8=6/4
50	VII. BORROWING (551+559)	550	0	0	0	-	-
500	Domestic borrowing (552 to 558)	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	Repayments of domestic debt (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 (520-560)	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	99.349	1.386	0	0,0	0,0
	IX/2 DECREASE IN ACCOUNT BALANCES (486+525+571)-(485+524+570)	573	0	0	71.496	-	-

Place and date:

LJUBLJANA, 17.02.2022

Person responsible for assembly:

VIDA MIKLIČ

Person responsible:

ED.PROF. MARKO VATOVEC

ECONOMIC STRUCTURE AND PURPOSE

MEMBER: ACADEMY OF MUSIC

Ref.	PROGRAMMES / PURPOSES	FINANCIAL PLAN 2021											REALISATION 2021											Realisation 2021 / FN 2021	Realisation 2021 / FN 2021 (source MIZS)	Realisation 2020 / Realisation 2020 (source MIZS)	Realisation 2021 / Realisation 2021 (source MIZS)		
		SOURCES OF REVENUE/EXPENDITURE											SOURCES OF REVENUE/EXPENDITURE																
		TOTAL PLANNED REVENUE/EXPENDITURE	MINISTRY OF FOREIGN AFFAIRS	ARRS	Other ministries	Municipal budgetary resources	State budget funding from EU budget	OJ Price List: funds from the sale of goods and services resulting from the provision of JS	Other funding from the EU budget	Other sources	Square	TOTAL REVENUE/EXPENDITURE REALISED	MINISTRY OF FOREIGN AFFAIRS	ARRS	Other ministries	Municipal budgetary resources	State budget funding from EU budget	OJ Price List: funds from the sale of goods and services resulting from the provision of JS	Other funding from the EU budget	Other sources	Square								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
	AOP revenue	404	404	0	404	0	408	419	Part 424	29+488 to 490	410+413+418+487 422 to 429+430	431	AOP revenue	404	404	0	404	0	408	419	Part 424	29+488 to 490	410+413+418+487 422 to 429+430	431	105,4	105,6	106,5	107,1	
	TOTAL REVENUE	5.998.231	5.825.292	0	0	0	0	37.275	89.664	0	0	46.000	6.320.680	6.152.621	6.992	0	0	0	890	117.609	11.115	11.115	31.453	0	105,4	105,6	106,5	107,1	
	TOTAL EXPENDITURE	5.998.231	5.825.292	0	0	0	0	37.275	89.664	0	0	46.000	6.320.680	6.152.621	6.992	0	0	0	890	117.609	11.115	11.115	31.453	0	105,4	105,6	106,5	107,1	
	TOTAL DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL REVENUE FOR CURRENT CONSUMPTION	5.998.231	5.825.292	0	0	0	0	37.275	89.664	0	0	46.000	6.319.596	6.152.621	5.908	0	0	0	890	117.609	11.115	11.115	31.453	0	105,4	105,6	106,5	107,1	
	TOTAL CURRENT EXPENDITURE	5.998.231	5.825.292	0	0	0	0	37.275	89.664	0	0	46.000	6.319.596	6.152.621	5.908	0	0	0	890	117.609	11.115	11.115	31.453	0	105,4	105,6	106,5	107,1	
	TOTAL DIFFERENCE BETWEEN REVENUE AND CURRENT EXPENDITURE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL REVENUE FOR INVESTMENTS AND INVESTMENT MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL EXPENDITURE ON INVESTMENT AND INVESTMENT MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL DIFFERENCE BETWEEN REVENUE AND EXPENDITURE ON INVESTMENTS...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL EXPENDITURE BY TYPE OF COST	5.998.231	5.825.292	0	0	0	0	37.275	89.664	0	0	46.000	6.320.680	6.152.621	6.992	0	0	0	890	117.609	11.115	11.115	31.453	0	105,4	105,6	106,5	107,1	
1+2+3	Labour costs	4.737.819	4.731.409	0	0	0	0	6.410	4.731.409	0	0	39.100	4.936.766	4.927.807	3.877	0	0	0	4.210	0	872	0	30.680	0	106,6	106,7	109,6	109,8	
1	Salaries and supplementary pension insurance	3.883.721	3.878.200	0	0	0	0	5.521	3.878.200	0	0	0	4.070.955	4.063.246	3.332	0	0	0	3.626	0	751	0	0	0	104,8	104,8	110,1	110,0	
2	Employer contributions	619.583	618.694	0	0	0	0	889	618.694	0	0	0	629.242	627.992	545	0	0	0	584	0	121	0	0	0	101,6	101,5	109,8	109,8	
3	Other remuneration	234.515	234.515	0	0	0	0	0	234.515	0	0	0	236.569	236.569	0	0	0	0	0	0	0	0	0	0	100,9	100,9	106,4	106,4	
4	Expenditure on goods and services	1.253.926	1.149.482	0	0	0	0	13.930	56.514	0	0	34.000	1.395.300	1.289.878	0	0	0	0	6.739	56.481	11.522	30.680	0	0	111,3	112,2	111,0	110,9	
A15+I	Investments and investment maintenance	5.100	0	0	0	0	0	0	0	0	0	5.100	60.110	59.342	768	0	0	0	0	0	0	0	0	0	1.178,6	-	72,8	72,9	
AA	STUDY ACTIVITY REVENUE from 1st and 2nd cycle full-time studies and university sport (source MIZS)	5.414.918	5.414.918	0	0	0	0	0	0	0	0	0	5.548.256	5.548.256	0	0	0	0	0	0	0	0	0	0	102,5	102,5	103,9	103,9	
5	STUDY ACTIVITY Expenditure in 1st and 2nd cycle full-time studies and university sport (all sources)	5.488.367	5.470.517	0	0	0	0	17.850	0	0	0	0	5.665.014	5.657.672	0	0	0	0	7.342	0	0	0	0	0	103,2	103,4	105,9	105,9	
	STUDY ACTIVITY DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	-73.449	-55.599	0	0	0	0	-17.850	0	0	0	0	-116.758	-109.416	0	0	0	0	-7.342	0	0	0	0	0	159,0	196,8	1.099,4	3.813,5	
A I and All	REGULAR PROGRAMMES 1st and 2nd STAGE REVENUE	5.414.918	5.414.918	0	0	0	0	0	0	0	0	0	5.582.659	5.548.256	0	0	0	0	34.403	0	0	0	0	0	103,1	102,5	103,8	103,9	
	REGULAR PROGRAMMES 1st and 2nd STAGE EXPENDITURE	5.488.367	5.470.517	0	0	0	0	17.850	0	0	0	0	5.665.014	5.657.672	0	0	0	0	7.342	0	0	0	0	0	103,2	103,4	105,9	105,9	
	REGULAR PROGRAMMES OF TIER 1 and TIER 2 DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	-73.449	-55.599	0	0	0	0	-17.850	0	0	0	0	-82.355	-109.416	0	0	0	0	0	0	0	0	0	0	112,1	196,8	-310,5	3.813,5	
1a	Salaries and supplementary pension insurance	3.878.200	3.878.200	0	0	0	0	0	0	0	0	0	3.920.253	3.920.253	0	0	0	0	0	0	0	0	0	0	101,1	101,1	106,2	106,2	
1a1	Salaries	3.842.821	3.842.821	0	0	0	0	0	0	0	0	0	3.883.297	3.883.297	0	0	0	0	0	0	0	0	0	0	101,1	101,1	106,3	106,3	
1a1a	Salary appropriations (base) - without additional teaching commitment	3.052.746	3.052.746	0	0	0	0	0	0	0	0	0	3.145.075	3.145.075	0	0	0	0	0	0	0	0	0	0	103,0	103,0	104,8	104,8	
1a2	Funds for regular promotions	59.588	59.588	0	0	0	0	0	0	0	0	0	36.576	36.576	0	0	0	0	0	0	0	0	0	0	61,4	61,4	122,8	122,8	
1a3	Funding for new jobs	40.955	40.955	0	0	0	0	0	0	0	0	0	14.607	14.607	0	0	0	0	0	0	0	0	0	0	35,7	35,7	43,5	43,5	
1a4	Performance funding	424.518	424.518	0	0	0	0	0	0	0	0	0	465.917	465.917	0	0	0	0	0	0	0	0	0	0	109,8	109,8	123,7	123,7	
1a5	Funds for trade union trustees	561	561	0	0	0	0	0	0	0	0	0	239	239	0	0	0	0	0	0	0	0	0	0	42,6	42,6	49,3	49,3	
1a7	Means of retirement	264.453	264.453	0	0	0	0	0	0	0	0	0	220.883	220.883	0	0	0	0	0	0	0	0	0	0	83,5	83,5	104,8	104,8	
1b	Contributions to supplementary pension insurance	35.379	35.379	0	0	0	0	0	0	0	0	0	36.956	36.956	0	0	0	0	0	0	0	0	0	0	104,5	104,5	102,0	102,0	
2	Employer contributions	618.694	618.694	0	0	0	0	0	0	0	0	0	604.970	604.970	0	0	0	0	0	0	0	0	0	0	97,8	97,8	105,9	105,9	
2a	Employer contributions	618.694	618.694	0	0	0	0	0	0	0	0	0	604.970	604.970	0	0	0	0	0	0	0	0	0	0	97,8	97,8	105,9	105,9	
3	Other remuneration	234.515	234.515	0	0	0	0	0	0	0	0	0	236.569	236.569	0	0	0	0	0	0	0	0	0	0	100,9	100,9	106,4	106,4	
3a	Regressed diet	83.224	83.224	0	0	0	0	0	0	0	0	0	76.981	76.981	0	0	0	0	0	0	0	0	0	0	92,5	92,5	103,5	103,5	
3b	Transport to and from work	65.053	65.053	0	0	0	0	0	0	0	0	0	46.658	46.658	0	0	0	0	0	0	0	0	0	0	71,7	71,7	122,3	122,3	
3c	Annual leave allowance	83.119	83.119	0	0	0	0	0	0	0	0	0	87.543	87.543	0	0	0	0	0	0	0	0	0	0	105,3	105,3	107,8	107,8	
3d	Severance payments on retirement	0	0	0	0	0	0	0	0	0	0	0	8.767	8.767	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3d1	Jubilee awards	3.119	3.119	0	0	0	0	0	0	0	0	0	3.754	3.754	0	0	0	0	0	0	0	0	0	0	120,4	120,4	120,4	120,4	
3e	Other	0	0	0	0	0	0	0	0	0	0	0	12.866	12.866	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Expenditure on goods and services	756.958	739.108	0	0	0	0	17.850	0	0	0	0	843.880	836.538	0	0	0	0	7.342	0	0	0	0	0	111,5	113,2	107,6	107,7	
4a	Expenditure on goods and services for the implementation of study activities	330.975	313.125	0	0	0	0	17.850	0	0	0	0	372.285	364.943	0	0	0	0	7.342	0	0	0	0	0	112,5	116,5	92,3	92,2	
4b	Contracts for subcontracting and authorship for the purpose of carrying out study activities	418.120	418.120	0	0	0	0	0	0	0	0	0	463.050	463.050	0	0	0	0											

4	Expenditure on goods and services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0.0	0.0
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Ref.	PROGRAMMES / PURPOSES	FINANCIAL PLAN 2021										REALISATION 2021										Realisation 2021 / FN 2021	Realisation 2021 / FN 2021 (source MIZŠ)	Realisation 2021 / Realisation 2020	Realisation 2021 / Realisation 2020 (source MIZŠ)	
		TOTAL PLANNED REVENUE/EXPENDITURE	SOURCES OF REVENUE/EXPENDITURE									TOTAL REVENUE/EXPENDITURE REALISED	SOURCES OF REVENUE/EXPENDITURE													
			MINISTRY OF FOREIGN AFFAIRS	ARRS	Other ministries	Municipal budgetary resources	State budget funding from EU budget	OJ Price List: funds from the sale of goods and services resulting from the provision of JS	Other funding from the EU budget	Other sources	Square		MINISTRY OF FOREIGN AFFAIRS	ARRS	Other ministries	Municipal budgetary resources	State budget funding from EU budget	OJ Price List: funds from the sale of goods and services resulting from the provision of JS	Other funding from the EU budget	Other sources	Square					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	13-20	14-21	13-20	14-21	
C5	Additional places	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
1	Salaries and supplementary pension insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
2	Employer contributions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
3	Other remuneration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
4	Expenditure on goods and services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
D	RESEARCH AND DEVELOPMENT REVENUE	0	0	0	0	0	0	0	0	0	0	5.908	0	5.908	0	0	0	0	0	0	0	0	-	-	0,0	0,0
	RESEARCH AND DEVELOPMENT EXPENDITURE	0	0	0	0	0	0	0	0	0	0	3.877	0	3.877	0	0	0	0	0	0	0	0	-	-	0,0	0,0
	RESEARCH AND DEVELOPMENT - DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	0	0	0	0	0	0	0	0	0	0	2.031	0	2.031	0	0	0	0	0	0	0	0	-	-	0,0	0,0
1	Salaries and supplementary pension insurance	0	0	0	0	0	0	0	0	0	0	3.332	0	3.332	0	0	0	0	0	0	0	0	-	-	0,0	0,0
2	Employer contributions	0	0	0	0	0	0	0	0	0	0	545	0	545	0	0	0	0	0	0	0	0	-	-	0,0	0,0
3	Other remuneration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
4	Expenditure on goods and services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0
E	OTHER - ACTIVITY JS REVENUE	449.732	391.732	0	0	0	0	12.000	0	46.000	0	628.193	594.521	0	0	0	0	2.219	0	31.453	0	139,7	151,8	139,9	150,3	
	OTHER - ACTIVITY JS EXPENDITURE	425.732	391.732	0	0	0	0	0	0	34.000	0	644.674	609.781	0	0	0	0	4.213	0	30.680	0	151,4	155,7	151,7	160,4	
	OTHER - ACTIVITY JS DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	24.000	0	0	0	0	0	12.000	0	12.000	0	-16.481	-15.260	0	0	0	0	-1.994	0	773	0	-68,7	-	-68,4	-100,0	
1	Salaries and supplementary pension insurance	0	0	0	0	0	0	0	0	0	0	142.353	142.353	0	0	0	0	0	0	0	0	-	-	4.489,2	6.438,4	
2	Employer contributions	0	0	0	0	0	0	0	0	0	0	22.919	22.919	0	0	0	0	0	0	0	0	-	-	4.485,1	6.437,9	
3	Other remuneration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
4	Expenditure on goods and services	425.732	391.732	0	0	0	0	0	0	34.000	0	479.402	444.509	0	0	0	0	4.213	0	30.680	0	112,6	113,5	113,8	117,7	
F	COMMERCIAL ACTIVITY REVENUE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
	COMMERCIAL ACTIVITY EXPENDITURE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
	COMMERCIAL ACTIVITY DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
1	Salaries and supplementary pension insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
2	Employer contributions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
3	Other remuneration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
4	Expenditure on goods and services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
G	INVESTMENT AND INVESTMENT MAINTENANCE REVENUE	0	0	0	0	0	0	0	0	0	0	1.084	0	1.084	0	0	0	0	0	0	0	0	-	-	26,8	0,0
	INVESTMENT AND INVESTMENT MAINTENANCE EXPENDITURE	5.100	0	0	0	0	0	0	0	5.100	0	768	0	768	0	0	0	0	0	0	0	15,1	-	69,4	0,0	
	INVESTMENTS AND INVESTMENT MAINTENANCE DIFFERENCE BETWEEN REVENUE AND EXPENDITURE	-5.100	0	0	0	0	0	0	0	-5.100	0	316	0	316	0	0	0	0	0	0	0	-6,2	-	10,7	0,0	
5a	Investments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
5b	Equipment	5.100	0	0	0	0	0	0	0	5.100	0	768	0	768	0	0	0	0	0	0	0	15,1	-	69,4	0,0	
5c	Investment maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
5d	Preparation of investment documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	
5d	Intervention funds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	0,0	0,0	

2.2. FINANCIAL PLAN IMPLEMENTATION 2021 (cash flow)

2.2.1 SUMMARY OF PROJECTED IMPLEMENTATION 2021 (half-year implementation and estimate of second half TOTAL implementation)

MEMBER: ACADEMY OF MUSIC

	SALDO	Revenue surplus	Show the source of coverage only for activity-specific deficits (green column):					Credit, endowment (Rector's Office only)	Control:
			Excess expenditure	Surplus of previous years	Accruals	Current revenue from other sources	Project revenues in the next period		
	-71.496								
1ST AND 2ND CYCLE FULL-TIME PROGRAMMES			-82.355	23.357	27.123	31.875	0	0	
1ST AND 2ND CYCLE PART-TIME PROGRAMMES		38.879		0	0	0	0	0	
3RD CYCLE PROGRAMMES			-1.788	0	1.788	0	0	0	
UNIVERSITY SPORTS (Rector's Office only)				0	0	0	0	0	
STUDENT ACTIVITIES OF INTEREST		1.015		0	0	0	0	0	
DEVELOPMENT TASKS			-13.113	0	13.113	0	0	0	
NATIONALLY IMPORTANT ASSIGNMENTS (FF and Rector's Office)				0	0	0	0	0	
RESEARCH AND DEVELOPMENT		2.031		0	0	0	0	0	
OTHER - JS ACTIVITY			-16.481	0	15.260	1.221	0	0	
COMMERCIAL ACTIVITY				0	0	0	0	0	
INVESTMENTS AND INVESTMENT MAINTENANCE		316		0	0	0	0	0	

2.2.2 DIVISION OF STUDY ACTIVITY FUNDS INTO TSF AND RSF FUNDS

Ref.	PROGRAMME / PURPOSE	TSF ASSETS	RSF FUNDS	Control:
AA prth.	STUDY ACTIVITIES - Revenue from the Ministry of Foreign Affairs	5.513.213	35.043	0
AA odh.	STUDY ACTIVITIES - Total expenditure from all sources	5.657.672	0	0
AA difference	STUDY ACTIVITY - the difference	-144.459	35.043	0
1	Salaries and supplementary pension insurance	3.920.253	0	0
1a	Salaries	3.883.297	0	0
1a1	of which Funds for new recruitments	14.607	0	0
1a2	of which Of which Provision for the correction of salary imbalances	0	0	0
1b	Contributions to supplementary pension insurance	36.956	0	0
2	Employer contributions	604.970	0	0
3	Other remuneration	236.589	0	0
4	Expenditure on goods and services	836.538	0	0
4a	Contracts for subcontracting and authorship for the purpose of carrying out study activities	463.050	0	0
4b	Expenditure on Individual Research Work - IRD	0	0	0
4c	Other expenditure on goods and services	373.488	0	0
5	Equipment and capital maintenance financed by the ND (teaching aids)	59.342	0	0
6	Interest payments and loan repayments	0	0	0

Place and date:

LJUBLJANA, 17.02.2022

Person responsible for assembly:

VIDA MIKLIČ

Person responsible:

ED.PROF. MARKO VATOVEC

2.3. FINANCIAL PLAN IMPLEMENTATION 2021 (cash flow)

MEMBER: ACADEMY OF MUSIC

STRUCTURE OF THE RESOURCES OF THE SPECIAL PART

Source of funds	AOP code for revenue	Revenue in EUR	Expenditure in EUR	Difference between revenue and expenditure	Revenue as a share of expenditure	Share of individual revenue	Share of individual expenditure
Total public service	402	6.320.680	6.392.176	-71.496	98,9%	100,0%	100,0%
MINISTRY OF FOREIGN AFFAIRS	404	6.152.621	6.277.027	-124.406	98,0%	97,3%	98,2%
ARRS, SPIRIT, HOW...	404	6.902	4.645	2.347	150,5%	0,1%	0,1%
Other ministries	404	0	0	0	-	0,0%	0,0%
Municipal budgetary resources	407	0	0	0	-	0,0%	0,0%
State budget funding from EU budget	419	890	10.949	-10.059	8,1%	0,0%	0,2%
OJ Price List: funds from the sale of goods and services resulting from the provision of JS	421	117.609	56.481	61.128	208,2%	1,9%	0,9%
Other funding from the EU budget	429	11.115	12.394	-1.279	89,7%	0,2%	0,2%
Other sources	410+413+418+422 to 428+430	31.453	30.680	773	102,5%	0,5%	0,5%
Square	431	0	0	0	-	0,0%	0,0%
TOTAL		6.320.680	6.392.176	-71.496	98,9%	100,0%	100,0%

Investments from market sources are also shown as market expenditure, although these are shown under public service in the economic outturn account.

Source of funds	Revenue from sales on the market in EUR	Share individual Revenue in relation to the total market revenues
Revenue from companies and sole traders	0	-
Revenue from the public sector in Slovenia	0	-
Revenue from companies abroad	0	-
Other income from international projects	0	-
Other	0	-
TOTAL	0	0,0%

MEMBER: ACADEMY OF MUSIC

INVESTMENTS (Chapter G - half-yearly implementation and estimate of second half TOTAL)

REALISATION 2021														
SOURCES OF EXPENDITURE														
TOTAL value of investment in the reporting year	MIZS - equipment related to teaching activities FN pog. G, line 5a	ARRS	Other ministries	Municipal budgetary resources	State budget funding from EU budget	OJ Price list: funds from the sale of goods and services resulting from the provision of JS	Other funding from the EU budget	Other sources	Square	We don't (yet) have a source to cover	Estimated value of the total investment	Value of investment already invested up to the reporting year	Investment period (from - to)	Activities carried out
INVESTMENTS (Chapter G)	2	3	4	5	6	7	8	9	10	11				
	VALUE IN EUR													
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Check	0	0	0	0	0	0	0	0	0	0	0	0	0	0

PREPARATION OF INVESTMENT DOCUMENTATION (Chapter G - Half-yearly realisation and estimate of the second half year's realisation TOTAL)

REALISATION 2021														
SOURCES OF EXPENDITURE														
TOTAL value of investment documentation in the reporting year	MIZS - equipment related to teaching activities FN pog. G, line 5c	ARRS	Other ministries	Municipal budgetary resources	State budget funding from EU budget	OJ Price list: funds from the sale of goods and services resulting from the provision of JS	Other funding from the EU budget	Other sources	Square	We don't (yet) have a source to cover	Estimated value of the total investment	The value of the already funds invested in the investment up to the reporting year	Investment period (from - to)	Activities carried out
PREPARATION OF INVESTMENT DOCUMENTATION (Chapter G)	2	3	4	5	6	7	8	9	10	11				
	VALUE IN EUR													
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Check	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Place and date:

LJUBLJANA, 17.02.2022

Person responsible for assembly:

VIDA MIKLIČ

Person responsible:

ED.PROF. MARKO VATOVEC

TABLE 5: RENTAL OF LAND, BUILDINGS AND PARTS OF BUILDINGS (PREMISES)

Ref.	Member	Type of land, building or part of a building	Location (address)	Gross leasable area in m ²	Activity	Period	Value in EUR for 2021	Source of funding	Landlord
	AG	Stiški dvorec office building	Stari trg 34, Ljubljana	1.789,07	Study activities, library, organisational and administrative activity	until 30.9.2022, with the possibility of extension	193.219,56	MFA - DI	METROPOLITANA, D.O.O.
	AG	Music Matica office building	Vegova 5, Gosposka 8	1.271,66	the study process	indefinite	183.124,92	MFA - DI	CULTURAL ASSOCIATION MUSIC MATICA LJUBLJANA
	AG	HIRING ORGELS	KOLEZUSKA C.1, 1000 LJUBLJANA		the study process	01.01.2021-31.12.2021	675,00	MFA - TSF	LJUBLJANA TRNOVO PARISH
	AG	BUSINESS PREMISES - VEGOVA	VEGOVA ULICA 4, 1000 LJUBLJANA		the study process	01.01.2021-31.12.2021	1.200,00	MFA - TSF	ELECTRICAL ENGINEERING AND COMPUTER TECHNICAL SCHOOL AND GYMNASIUM LJUBLJANA
	AG	BALLET HALL	IŽANSKA CESTA 12, 1000 LJUBLJANA		study process - dance	01.01.2021-31.12.2021	512,40	MFA - TSF	KGBL
	AG	RENTAL OF REHEARSAL ROOMS FOR TOKALA	CELOVŠKA CESTA 111, 1000 LJUBLJANA		the study process	01.01.2021-31.12.2021	6.000,00	MFA - TSF	STORY FACTORY INSTITUTE
	AG	RENT OF PREMISES PARISH OF ST. JAKOB			the study process	1.1.2021 - 31.12.2021	7.000,00	MFA - TSF	PARISH OF ST. JACOB LJUBLJANA
	AG	ROOM RENT - HALL				01.05.2021-31.12.2021	2.305,80	MFA-TSF	PROURS D.O.O. LJUBLJANA
	AG	ROOM RENT - HALL				1.1.2021-31.12.2021	5.521,32	MFA-TSF	SLOVENIAN PHILHARMONIC ORCHESTRA
	AGRFT	Actual use: built-up land Actual use of the building: non-residential	Koseskega 11, Ljubljana	96,00	organisational activity	all year round	3.006,00	MFA - TSF	
	AGRFT	Actual use: built-up land Actual use of the building: non-residential	Kvedrova 9, Ljubljana	706,70	study, research, artistic activities	until 31.1.2021	706,70	MFA - TSF	HISTORICAL ARCHIVES LJUBLJANA, Mestni trg 27, 1000 Ljubljana
	ALLO	Office - studio, zone C	Svetčeva 1, Ljubljana	117,76	Higher education	indefinite	2.160,00	MFA - DI	MOL
	ALLO	Office space - Tobacco Ljubljana	Tobačna ulica 5, Ljubljana	1.231,39	the study process	no later than 1.10.2021 lease of the high ground floor and parking spaces and 15.10.2021 lease of the premises on the lower ground floor until 15.10.2028 with the possibility of extension	53.934,32	MIZŠ - DI - € 19.765,87 (rent of premises and relocation) according to due payments in 2021, MIZŠ-TSF - € 8.801,81, € 25.366,63 - MIZŠ - DI in line with the capacity to make claims in the year 2022	AS57 d.o.o.
	BF A	agricultural land	Orehovlje	614,00	study, research and marketing activities	30 years	0,00		
	BF A			15.852,00					
	BF A			1.428,00					
	BF A			750,00					
	BF A			41.730,00					
	BF A			1.007,00					
	BF A			34.311,00					
	BF A			3.311,00					
	BF A			1.462,00					
	BF A			31.258,00					
	BF A			900,00					
	BF A			21.208,00					
	BF A			804,00					
	BF A			3.143,00					
	BF A			5.000,00					
	BF A			4.011,00					
	BF A	offices	Maribor, Vinarska 14	130,87	study, research and marketing activities	2022	rent is free, but we pay a proportionate share of the investment and management costs	Market	REPUBLIC OF SLOVENIA, Gregoričeva 20, Ljubljana,
	BF B	Botanical garden	building with a building site 156 m ² ID No: 1695-161/1-0; Izanska 15, Ljubljana	5,61	teaching and research, other	2020-2025	free rental MOL		MOL
	BF B	Botanical garden	Tivoli greenhouse, including associated infrastructure 328,05 m ² ; 27 April Road, Ljubljana	5,61	teaching and research, other	annual contract	rent : 200 EUR/month + operating costs as invoiced	income from commercial activities	Ljubljana Sport Public Institution
	BF B	Botanical garden	agricultural land	6,00	Research	annual contracts	105,00	IC Botanic Garden	Hilda Toma
	BF B	Botanical garden	agricultural land	6,00	Research	annual contracts	105,00	IC Botanic Garden	Nataša Prestor
	BF B	Botanical garden	agricultural land	12,00	Research	annual contracts	170,00	IC Botanic Garden	Valentin Erjavec
	BF B	Botanical garden	Parks	5,61	teaching and research, other	2021-2025	free rental MOL		MOL
	BF Z	AGRICULTURAL LAND	MENGEŠ 1938	2.982,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	MENGEŠ 1938	7.062,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	205.410,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	6.576,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	12.217,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	9.116,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	11.233,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	20.364,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	1.349,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	2.702,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	4.262,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	2.133,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	12.780,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	33.252,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BREZOVIČA 1958	251.799,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	284,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	572,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	386,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	218,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	3.454,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	3.386,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	3.228,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	380,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	542,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	2.039,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	1.336,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	1.458,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	3.234,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	5.227,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOMŽALE 1959	1.294,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	6.254,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	7.057,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.960,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.624,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	17.839,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	7.305,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.767,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	13.619,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	9.980,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.482,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.784,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ

Ref.	Member	Type of land, building or part of a building	Location (address)	Gross leasable area in m ²	Activity	Period	Value in EUR for 2021	Source of funding	Landlord
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.003,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	9.090,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	37.139,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	14.228,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	10.578,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	11.058,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	5.455,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	5.161,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.846,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	1.800,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	11.864,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	12.750,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	9.459,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	10.758,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	7.467,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	17.188,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.304,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	3.728,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	6.438,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	4.011,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.156,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	10.489,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	5.434,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	15.095,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.190,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	4.902,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	6.180,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	7.037,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	17.196,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	17.040,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	13.358,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	12.452,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	5.679,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	10.977,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	12.827,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	3.384,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	3.456,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.053,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	2.345,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	5.294,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	7.607,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	7.607,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	19.361,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.820,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	5.540,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	15.565,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	22.410,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	13.674,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	13.788,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	8.468,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	11.153,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	6.294,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	20.135,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	4.906,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	3.507,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	9.134,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	54.067,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	BLITZ 2016	13.764,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	1.585,00	0	0	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	9.274,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	12.990,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	3.385,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	17.162,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	3.442,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	BF Z	AGRICULTURAL LAND	DOLENJSKA LOGATEC 2017	5.769,00	STUDY, RESEARCH AND MARKETING ACTIVITY	8 YEARS	free rental		SKGZ
	EF	Gym	ŠRC Ježica, Public Sport Institution Ljubljana, Celovšak 25, Ljubljana		sports education		8.000,00	MFA - TSF	
	EF	swimming pool	Tivoli Baths, Public Sport Institute Ljubljana, Celovšak 25, Ljubljana		sports education		1.860,00	MFA - TSF	
	EF	tennis and badminton courts	Mava d.o.o. (Tennis Breškvar), Tesovnikova 74c, Ljubljana		sports education		1.400,00	MFA - TSF	
	FA	office/lecture room	Timovski pristan 2, 1000 Ljubljana	50,00	pedagogical / teaching process at UL FA (urban planning programme)	Jan-May 2021; Oct-Dec 2021	10.400,00	MFA - TSF	Urban Institute of the Republic of Slovenia
	FA	sports hall	Zaloška cesta 49, 1000 Ljubljana	200,00	Teacher	Jan-Apr 2021, Oct-Dec 2021	1.700,00	MFA - TSF	Gymnasium Moste
	FDV	part of the building - commercial premises	Dunajska 104, Ljubljana	356,00	office space	20.9.17 to 20.9.22	0 (covering only operating costs)	total costs	Ministry of Education, Science and sport
	FDV	Gym	Dunajska 102, Ljubljana	1.169,00 net	Teaching	8.10.19 to 28.5.20	21.995,00	MFA - TSF	Secondary, construction and vocational school
	FE	Lecture room				2021	7.000,00	MFA - TSF	UL FMF
	FE	sports hall				2021	3.900,00	MFA - TSF	UL
	FE	swimming lanes				18.2.2021-31.05.2021	800,00	MFA - TSF	SPORT LJ
	FE	business space				2021	14.000,00	Market	TRIGLAV INSURANCE COMPANY
	FE	parking space				2021	1.000,00	Market	SAVA MEDICAL

Ref.	Member	Type of land, building or part of a building	Location (address)	Gross leasable area in m ²	Activity	Period	Value in EUR for 2021	Source of funding	Landlord
	FE	apartment				2021	2.500,00	MFA - TSF	Student Residence Ljubljana
	FF	premises for sport, culture or education	Tobacco 5	863,75 and 5 parking spaces	carrying out regular study activities	1.10.2021 with possibility of extension	151.344,24	MICE - DI - € 77.145,84, MICE - TSF - € 74.198,40	ASS7, d.o.o.
	FF	premises for sport, culture or education	Kongresni trg 12	123,00	carrying out regular study activities	in 2021	free		UL
	FF	market rental housing	Bratovševa ploščad 36, 1000 Ljubljana	89,22	stay of a foreign lecturer	in 2021	6.193,44	MFA - NPN	Ivan and Majda Grad
	FF	market rental housing	Dunajska 185, 1000 Ljubljana	61,20	stay of a foreign lecturer	in 2021	4.800,00	own resources	Barbara Armon
	FF	market rental housing	Dunajska 113, 1000 Ljubljana	34,00	stay of a foreign lecturer	in 2021	3.948,36	own resources	Jan Erbežnik
	FF	market rental housing	Reška 33, 1000 Ljubljana	55,00	stay of a foreign lecturer	in 2021	6.193,55	MFA - NPN	Darinka Bozidara Vokal
	FF	market rental housing	Tesarska ulica 2, 1000 Ljubljana	49,90	stay of a foreign lecturer	in 2021	5.419,32	MFA - NPN	Milja Saje
	FF	market rental housing	Slovenska 9b, 1000 Ljubljana	34,62	stay of a foreign lecturer	in 2021	5.100,00	own resources	San Hajj
	FF	commercially rented space	Kamniška cesta 24, 1230 Domžale	2.001,76	storage space for the library depot	in 2021	82.550,00	MFA - TSF	Akustika Group, d.o.o.
	FF	premises for sport, culture or education	Kardeljeva ploščad 28a, 1000 Ljubljana		CSDTJ summer school	in 2021	2.660,00	own resources	Secondary School of Education and Gymnasium
	FF	premises for sport, culture or education	Svetčeva 9, 1000 Ljubljana	35, 53 and 23	accommodation facilities	in 2021	15.400,00	own resources	Student Residence Ljubljana
	FF	premises for sport, culture or education	Vegova 4, 1000 Ljubljana	25,90	scientific research	in 2021	5.400,00	own resources	University of Ljubljana Faculty of Education
	FF	premises for sport, culture or education	Viharjeva 11, 1000 Ljubljana		CSDTJ courses and schools	in 2021	11.625,00	own resources	Pioneer Centre - Centre for Youth Culture
	FF	premises for sport, culture or education	Zdravstvena pot 10, 1000 Ljubljana		sport and dance activities	in 2021	6.000,00	own resources	Secondary School of Administration Ljubljana
	FFA	Laboratory, lecture room, office space	Tržaška cesta 32	960,00	Study and research activities	1.3.2012 - 28.2.2022	190.000,00	Demarcated by source according to revenue share. Mostly MFA - TSF	Ilirija d.d.
	FGG	two lecture theatres	UL FMF, Jadranska ulica 19, 1000 Ljubljana		Study	academic year	5.158,00	MFA - TSF	UL FMF, Jadranska ulica 19, 1000 Ljubljana
	FGG	apartment	Public Student Residence, Ljubljana, C. 27 April 31	35,00	Research	academic year	4.225,00	research, marketing	Public Student Residence, Ljubljana, C. 27 April 31
	FGG	Tivoli swimming pool	Sport ŠRC Tivoli, Celovška 25, Ljubljana	9 prog	Study	academic year	4.860,00	MFA - TSF	Public Institution ŠRC Tivoli, Celovška 25, 1000 Ljubljana
	FGG	athletics stadium	Olimpija Athletics Club, Mišinskega Street ulica 2, 1000 Ljubljana		Study	academic year	1.400,00	MFA - TSF	Olimpija Athletics Club, Mišinskega Street ulica 2, 1000 Ljubljana
	FGG	Ballroom	Association for the Development of Movement Culture My Step, Viharjeva 3, 1000 Ljubljana		Study	academic year	700,00	MFA - TSF	Association for the Development of Movement Culture My Step, Viharjeva 3, 1000 Ljubljana
	FGG	7 playgrounds and fitness centre	KONEX d.o.o., Cesta na Brdo 109, Ljubljana		Study	academic year	2.300,00	MFA - TSF	KONEX d.o.o., Cesta na Brdo 109, Ljubljana
	FGG	University of Ljubljana Rožna dolina sports hall	University of Ljubljana, Congress Square 12, Ljubljana		Study	academic year	2.000,00	MFA - TSF	University of Ljubljana, Congress Square 12, Ljubljana
	FGG	Kolezija swimming pool	Ljubljana Sport Public Institution, Celovška 25, Ljubljana		Study	academic year	2.500,00	MFA - TSF	Ljubljana Sport Public Institution, Celovška 25, Ljubljana
	FKKT	APARTMENT	Svetčeva ulica 9, 1000 LJUBLJANA	35,00	accommodation - foreign guest professors		3.900,00	MFA - TSF	Student Residence Ljubljana
	FFP	classroom	Pot pomorščakov 4, 6320 Portorož	50,00	Education	1.1.2021-31.12.2021	447,66	MFA - TSF	GEPS
	FS	Construction	Jamova 12, Ljubljana	280,00	research and study activities	from 12.12.2005 onwards - permanent	25.200,00	Other sources	
	FS	offices, laboratories, lecture theatre	Bogličeva ulica 8, Ljubljana	352,60	research and study activities	from 17.4.2008 onwards - permanent	46.930,44	MFA - TSF	Pulp and Paper Institute
	FS	offices, laboratories, lecture theatre	Pot za brdom 104, Ljubljana	220,58	research and study activities	01.01.2021 - 31.12.2025	18.554,52	MFA - TSF	Pomgrad - real estate d.o.o.
	FS	Gym	Tržaška cesta 72, Lj.	160,00	study activity	14.10.2020 - 27.05.2021	2.150,00	MFA - TSF	Gymnasium Vč
	FS	Swimming pool	Celovška cesta 25, Lj.	125,00	study activity	01.10.2020 - 10.06.2021	3.250,00	MFA - TSF	ŠPORT Ljubljana Public Institute
	FS	Gym	Rožna dolina, Lj.		study activity	no longer requires a contract	0,00	MFA - TSF	UL
	FS	Gym	Štebaldova ulica 2a, Lj.	456,00	extracurricular activities	01.09.2020 - 31.6.2021	1.664,40	MFA - TSF	Milan Šušteršič Primary School
	FS	Classroom	Aliverčeva cesta 1, Lj.	46,00	study activity	13.02.2017-30.08.2021	3.036,00	MFA - TSF	Ljubljana School Centre
	FS	Apartment No 594	Svetčeva ulica 9, Lj.	35,00	official exchanges of researchers, teachers	01.10.2020 - 30.09.2021	3.900,24	MFA - TSF € 2.206,82, other sources € 1.693,42	JZ Student Residence LJ
	FS	sports fields	Bokalova ulica 14, 1210 Ljubljana - Šentvid	782,00	Teaching	academic year	3.300,00	MFA - TSF	SPORT ASSOCIATION SHENTVID-LJUBLJANA
	FS	hall (large, small, table tennis, weightlifting), athletics track, auxiliary football pitch	Gortanova ulica 21, 1000 Ljubljana (Kodeljevo Sports Park)	8.700,00	Teaching	academic year	11.000,00	MFA - TSF	Public Institute SPORT LJUBLJANA
	FS	Apartment	Gosarjeva ulica 9, 1000 Ljubljana	23,00	stay of foreign researchers	academic year	2.564,04	Level 3 price lists	STUDENT RESIDENCE LJUBLJANA
	FS	Parking	Slomškova ulica 25, 1000 Ljubljana	10,80	parking for users of the apartment on Kolnikova Street	indefinite	780,00	MFA - TSF	MUNICIPALITY OF LJUBLJANA
	MF	Lecture theatre, secretarial offices, classrooms	Psychiatric Clinic, Poljanski nasp 58, Ljubljana	181,72	Teaching	annually	12.000,00	own resources	Psychiatric Clinic, Poljanski nasp 58, Ljubljana
	MF	use of swimming pools	Faculty of Sport, Gortanova 22, Ljubljana		Teaching	academic year 20/21	3.000,00	own resources	Faculty of Sport, Gortanova 22, Ljubljana
	MF	use of facilities for sport and recreation	Faculty of Sport, Gortanova 22, Ljubljana		Other	academic year 20/21	0,00	own resources	Faculty of Sport, Gortanova 22, Ljubljana
	MF	use of the sports hall	University of Ljubljana, Rožna dolina, Svetčeva 11, Ljubljana		Teaching	academic year 20/21	0,00	own resources	University of Ljubljana, Rožna dolina
	MF	lecture halls, seminar	UKC, Zaloška 2, Ljubljana	528,00	Teaching	academic year 20/21	12.000,00	own resources	UKC, Zaloška 2, Ljubljana
	MF	secretariats of chairs	Zaloška2, Slajmerjeva 3, Japljeva 3	427,00	Teaching	annually	0,00		UKC, Zaloška 2, Ljubljana
	MF	lecture theatres by department	Hrvatski trg 2, Zaloška 9, Zaloška 29	320,00	Teaching	annually	0,00		UKC, Zaloška 2, Ljubljana
	MF	Secretariat	Zaloška 7a	71,00	Teaching	annually	0,00		UKC, Zaloška 2, Ljubljana
	MF	Lecture room, reading room	Institute for Rehabilitation of Disabled Persons, Linhartova 51, Ljubljana	95,00	Teaching	annually	0,00		Institute for Rehabilitation of Disabled Persons, Linhartova 51, Ljubljana
	MF	lecture rooms, classrooms, seminars	Golnik Hospital	355,00	Teaching	annually	0,00		Golnik Hospital
	MF	lecture room, classroom, seminar	Oncology Institute, Zaloška 2, Ljubljana	178,00	Teaching	annually	0,00		Oncology Institute, Zaloška 2, Ljubljana
	PEF	Parking	Gosarjeva street	ca. 1.082	employee parking	1.1.2021 - 31.12.2021	7.920,00	car park users (employees)	JP LPT d.o.o.
	PEF	school building with associated functional yard (car park)	UL, Vegova 4, Ljubljana	623,00	delivering part of the Cognitive Science degree programme	1.1.2020 - 31.12.2020	0,00		UL
	TEOF	facilities for the study process				2019-2024	no rent		Archdiocesan Ordinariate Maribor

sources of funding:

MIZŠ - TSF (Expenditure on goods and services for the implementation of study activities) MIZŠ - DI (Contract on co-financing of the UL lease with MIZŠ)

Ministry of Foreign Affairs - NPN (nationally important tasks e.g. lecturer rentals)

Other

resources

Market

Other (please specify source in the notes)

3.11. PRESENTATION OF THE ACADEMY OF MUSIC

3.11.1 Organisation

The Academy of Music of the University of Ljubljana is Slovenia's only music and arts 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 the Academy Concerto subscription, which they must audition for. 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 make up the bulk of the personnel in national professional ensembles and music education at all levels. Individuals succeed 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: Musical Arts and Music Pedagogy, within the Music Arts 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 fields), Music Pedagogy.
- THIRD-LEVEL STUDY PROGRAMME HUMANITIES AND SOCIAL SCIENCES

The course of study is defined by a core subject, which is taught individually and includes three hours of weekly tuition - two hours of the core subject and one hour of tutorials. The compulsory professional subjects are usually group subjects and are the same or similar 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, tuba, percussion, sacred music and recorder.

The Bachelor's degree programme in Music Pedagogy trains teachers of music and music teaching and solfeggio in pre-school programmes, primary and music schools and general gymnasiums. The second cycle Master's programme in Music Arts is a continuation of the first cycle Music Arts programme at university level and has the same characteristics in the delivery of individual tuition in the main subject subject.

The second-level Master's programme in Instrumental and Vocal Pedagogy has 22 courses. The first cycle of the Bachelor's degree programme in Musical Arts focuses on teaching in the context of the graduated course (main subject) at the first cycle, and trains students to be instrumental and singing teachers at the primary and secondary music education levels. The programme maintains the characteristics of individual tuition in the main subject (course of study).

The second cycle Master's programme in Music Theoretical Pedagogy is a continuation of the three streams of the first cycle of the Bachelor's degree in Musical Arts and orientation of the graduates of the three streams (composition, conducting and sacred music) towards the teaching profession, more specifically, towards future teachers. It provides training for the independent teaching of music-theoretical 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). The UL AG organises several concert series (Concert Subscription, Chamber Evenings, Solo Recitals, New Music and Early Music, International Concerts) and 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, RTV Slovenia, SNG Opera and Ballet Ljubljana and Maribor, Slovenian Armed Forces Orchestra, Police Orchestra, Slovene Chamber Theatre, Ljubljana Musical Society and others) is also very extensive, which enables numerous high-quality co-productions and, at the same time, is a very important professional experience for the students of the UL AG. In recent years, the most notable achievements of the Academy of Music Symphony Orchestra have been the opera *Candide*. 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 notable. In 2021, the Covid-19 pandemic has made most of the concert activity impossible. However, we have replaced a large part of the cancelled concerts from the Solo e da camera series in the new Solo e da camera Summer Festival series.

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 global competitiveness. 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 Music Pedagogical Proceedings, 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 absence by the Vice-Deans. On 25 May 2021, Prof. Marko Vatovec was elected Dean for a four-year term of office. Prof. Miha Rogina as Vice-Dean for Academic Affairs (22 September 2021), Prof. Simon Dvoršak as Vice-Dean for Artistic Activities (23 June 2021), Prof. Dušan Bavdek as Vice-Dean for International Activities (22 September 2022), and Prof. Dr Karolina Šantl Zupan as Vice-Dean for Scientific and Artistic Research Activities (22 December 2022) were confirmed for the same term of office.

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, the Vice-Dean for International Affairs and the Vice-Dean for Scientific and Research Activities are also members, as well as two representatives of the Department of Composition and Music Theory, and one representative of the Department of Singing. The Senate is also attended by the Vice-Dean for Academic Affairs, the Vice-Dean for Artistic Affairs, the Vice-Dean for International Affairs, and the Vice-Dean for Scientific and Research Activities, three representatives of the Keyboard Department, three representatives of the Strings and Other Stringed Instruments Department, three representatives of the Wind, Brass and Percussion 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. Jaka Pucihar.

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 a body of students of the UL AG, the president is student Klemen Kocijančič.

The Secretariat 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 Concert 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 (2021 OUTTURN)

☐ Number of students enrolled (by study programme) 1st

cycle undergraduate study programmes

Study programme	Musical arts (1000001)
Sum of enrolments	first stage
2020/21	236
2021/22	249

Study programme	Music Pedagogy (1000000)
Sum of	enrolmentsfirst level
2020/21	51
2021/22	51

Master's level 2 programmes

Study programme	Musical Art (1000949)
Sum of enrolments	second stage
2020/21	11 3
2021/22	10 7

Study programme	Music Pedagogy (1000950)
Sum of enrolments	second stage
2020/21	26
2021/22	24

Study programme Music Theoretical Pedagogy (1000952)

Sum of enrolments	second stage
2020/21	5
2021/22	4

Study programme Instrumental and Singing Pedagogy (1000951)

Sum of enrolments	second stage
2020/21	45
2021/22	34

Number of foreign students enrolled (by study programme)

1st cycle undergraduate study programmes

Musical art

Study programme (1000001)

Sum of enrolments		STEP	
academic year	Citizenship	first stage	Skupnavsota
2020/21	BOSNIA AND HERZEGOVINA	1	1
	CROATIA	24	24
	REPUBLIC OF SERBIA	14	14
	RUSSIAN FEDERATION	1	1
2020/21 Total		236	236
2020/21	BOSNIA AND HERZEGOVINA	1	1
	CROATIA	27	27
	HUNGARY	1	1
	NORTHERN MACEDONIA	2	2
	REPUBLIC OF SERBIA	14	14
	AUSTRIA	1	1
2020/21 Total		249	249

Music pedagogy

Study programme Teaching (1000000)

Sum of enrolments		STEP	
academic year	Citizenship	first stage	Skupnavsota

2020/21	BOSNIA AND HERZEGOVINA	1	1
	MACEDONIA, FORMER		
	JUGOSL. REPUB.	1	1
	REPUBLIC OF SERBIA	2	2
2020/21 Total		51	51
2021/22	BOSNIA AND HERZEGOVINA	1	1
	S. MACEDONIA	1	1
	SERBIA	1	1
2021/22 Total		51	51

Master's Degree Programmes 2nd cycle Musical

Arts

Study programme (1000949)

Music pedagogy

Study programme (1000950)

Sum of enrolments		STEP	
academic year	Citizenship	second stage	Total sum
2020/21	REPUBLIC OF SERBIA	1	1
2020/21 Total		26	26
2021/22	REPUBLIC OF SERBIA	1	1
2021/22 Total		24	24

Music Theory

Study programme Pedagogy (1000952)

Sum of enrolments		STEP	
academic year	Citizenship	second stage	Total sum
2020/21	SLOVENIA	5	5
2020/21 Total		5	5
2021/22	ITALY		

	SLOVENIA	4	4
2021/22 Total		4	4

Instrumental and singing pedagogy
Study programme (1000951)

Sum of enrolments		STEP	
academic year	Citizenship	second stage	Total sum
2020/21	BOSNIA AND HERCEGOVINA	1	1
	CROATIA	4	4
	LATVIA	1	1
	HUNGARY	1	1
	MACEDONIA, FORMER YUGOSLAV REPUBLIC OF. REPUB.	2	2
	REPUBLIC OF SERBIA	2	2
	2020/21 Total		45
2021/22	BOSNIA AND HERCEGOVINA	1	1
	CROATIA	1	1
	ITALY	1	1
	CUBA	1	1
	LATVIA	1	1
	HUNGARY	1	1
	S. MACEDONIA	1	1
	2021/22 Total		34

☐ Number of graduates (by study programme)

first stage	Bachelor of Music Education (1000000)		8
	Musical arts (1000001)		50
second stage	Master's degree	Music Pedagogy (1000950)	9
		Musical Art (1000949)	33
		Music Theoretical Pedagogy (1000952)	2
		Instrumental and Singing Pedagogy (1000951)	22

third level	PhD	Humanities and Social Sciences Interdisciplinary (1000276)	1
Refresher programme		PAI Advanced Training Programme	23
TOTAL			148

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

SECTION	STEP	THE OBJECTIVES OF THE PREVIOUS REPORT	THE MEASURES REFERRED TO IN THE PREVIOUS REPORTS	STATUS OF THE MEASURE	ADDITIONAL EXPLANATION REALISATIONS	RELEVANCE TO THE COVID-19 CHALLENGES
Educate on an activity	Educate on an activity	A systemic approach to regulating international visibility in the field of learning plans and setting clearer criteria for publishing online items that fall under the copyright of the UL AG.	Transfer of curricula to the closed part and preparation and publication online of only the course summaries for all UL AG programmes.	remains at the level of the proposal	A broader debate is needed.	Not related to covid-19 challenges
		Review and possible changes to the compulsory components of the UL AG study programmes from the perspective of a more appropriate valuation of the burden expressed in ECTS and the perception of possible programme imperfections.	Review of study programmes on the UL FF model in 2019/20 and preparation of registered changes to compulsory and optional components study programmes and curricula of the UL AG.	remains at the level of the proposal	Not implemented.	Not related to covid-19 challenges
		More comprehensive System Improving UL AG for better performance in academic, organisational and artistic and at the same time a permanent Improving the external and international visibility of UL AG.	The web designers, in agreement with those responsible, monitor and improve the website. Trustees are tasked by management the Head of the Commission for Scientific Research and Doctoral Studies (CSR AG), who, together with the Heads of Departments, prepare summaries of the curricula for translation into English and publication on the UL AG website.	partly implemented in 2021	Staff shortages.	Not related to covid-19 challenges
		Reconciliation timetables for two placements in the same academic year on the GTP programme.	Coordinate timelines pedagogical practices at Member level and with individual lower and upper secondary schools field-level rates of the academic year.	partly implemented in 2021	A protocol is proposed.	Not related to covid-19 challenges

		Enhancement material and financial conditions for work and the consequent rise in UL AG.	Close monitoring and Addressing the issues of financial malnutrition and the obstacles and ongoing problems in the spatial planning of the Casino site (including the planning and construction of an extension.	Other (specify in the explanatory memorandum)	The fraction of poor working conditions will be eliminated with the move to the Palacio Kazina in October 2022.	Partly linked to the challenges of covid-19
Educate on an activity	Educate on an activity	Increase the number of international students from parts of Europe and the world other than areas of the former Yugoslavia.	Improving the promotion of the UL AG abroad by improving the website and actively participating in international networks	partly implemented in 2021	Improving promotion and international cooperation is an ongoing process.	Linked to the challenges of covid-19
		Removing a systemic anomaly and creating a level playing field in the recruitment process for UL AG graduates compared to postgraduates of the Austrian Länder conservatories in Slovenian General Staff.	Establishment of a working group, including stakeholders from the entire music education vertical in the Republic of Slovenia and legal experts, to develop and present concrete proposals to the Government of the Republic of Slovenia, which will be in line with the legislation.	remains at the level of the proposal	These are external factors.	Not related to covid-19 challenges
		Providing a quality offer to international students Erasmus.	Find a system solution that will provide funding for tutors and university teachers in teaching Erasmus students. Clarify the issue at UL, make it clear that they have international exchanges more pay.	remains at the level of the proposal	These are external factors.	Not related to covid-19 challenges
		Modernisation of the admissions and enrolment procedure.	Verification of the possibility of introducing a waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in the first semester but have not been admitted due to the limitation of the enrolment places. Initiation of the procedure arrangements with UL and the Ministry of Education and Science.	remains at the level of the proposal	These are external factors.	Not related to covid-19 challenges
		To create opportunities for scholarships for international students.	Finding new scholarship opportunities for foreigners Students.	partly implemented in 2021	It is an external factor.	Partly linked to the challenges of covid-19

		Extend the move to electronic documents to procurement tuning pianos and reverse reversions for borrowing instruments from OJ AG.	Introduce a web portal along the lines of crossings already implemented.	partly implemented in 2021	The instrument loan control application is in its final stages of development.	Not related to covid-19 challenges
		Achieving optimum orchestral quality art projects at UL AG and professionalism,	Amendment of the Protocol on participation in orchestras, and notification of all students and educators.	remains at the level of the proposal	The grade for the orchestra course must be based on all projects the student has carried out during the current academic year.	Not related to covid-19 challenges
		Availability of updated curricula on the UL AG website.	Publication of updated curricula on the AG website	partly implemented in 2021	Correctness of published curricula has not yet been fully verified.	Not related to covid-19 challenges
Educate on an activity	Educate on an activity	Increase the number of students joining completing a survey for the GP pre- and post-exam subjects. Adapt the survey questions to the characteristics Study.	Student animation through student organisations, linking with designers student surveys and a presentation of the needs or areas for verification, relevant to the study of music pedagogy and music professional subjects.	remains at the level of the proposal	/	Not related to covid-19 challenges
		Developing a baseline for a more detailed analysis of input competences students in specific subjects.	A more detailed analysis of students' entry competences is carried out before enrolment or at the start of the course.	remains at the level of the proposal	A broader debate is needed.	Not related to covid-19 challenges
		Clear treatment procedures students with disabilities.	Establishing a protocol for the treatment of students with disabilities at UL AG.	remains at the level of the proposal	Setting timelines and responsible persons.	Not related to the challenges of covid-19.
		All curricula are available in Slovenian and English	Completion of missing English translations individual curricula	partly implemented in 2021	A step-by-step approach is needed.	Not related to covid-19 challenges
		Printing and binding of the Master's thesis only after the successful defence.	An unbound copy for the committee is sufficient for the defence of the thesis.	realised in 2021	A pdf file is sufficient for further optimisation.	Not related to covid-19 challenges

		Systematic organisation of work and time students in larger ensemble projects.	Limitation of liabilities students in ensemble projects for up to eight periods per week of up to 3 hours. There must be a 30-minute break in the 3-hour period (which may be divided into two periods). In the case of two dates on the same day, at least two free hours between the two dates (not applicable in the case of an urgent short soundcheck before the concert).	partly implemented in 2021	It is proposed to include Protocol for working in orchestras.	Not related to covid-19 challenges
		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. Organising teacher training on relevant procedures and the role of members Commission.	remains at the level of the proposal	A process of paradigm shift is needed.	Not related to covid-19 challenges
		Improving the competitiveness of UL AG graduates in auditions for positions in more prestigious art institutions in Slovenia.	Introduction of the course Orchestral Playing and preparation for orchestral auditions. Establishment of an orchestral academy (closer cooperation between the AG and the Slovenian Philharmonic).	partly implemented in 2021	The courses Preparation for Orchestral Auditions for Strings (GU2) and Orchestral Playing and Preparation for Orchestral Auditions for Strings (GU1) are accredited and have been launched in 2021/2022.	Not related to covid-19 challenges
Educate on an activity	Educate on an activity	Learning key Related non-musical skills and preparation students to new and changing labour market circumstances.	Introduction of the Career Development for Musicians course.	realised in 2021	The More than Talent - Career Development for Musicians course is accredited and was launched in 2011. 2021/2022.	Not related to covid-19 challenges
		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.	remains at the level of the proposal	/	Not related to covid-19 challenges
		Inclusion of Composition Techniques in the second cycle of the GTP.	A more appropriate arrangement of the syllabus for sacred music in the GTP.	remains at the level of the proposal	/	Not related to covid-19 challenges
		Finding suitable ICT-based teleworking solutions to support appropriate guidance of students in their practice placements.	Start of talks between Heads of Departments, university teachers and the management of UL AG.	remains at the level of the proposal	/	Not related to covid-19 challenges

		Gradually Increasing the number of teaching performances to 5 per academic year for IPP second cycle courses by 2023.	Discussion with invited teachers of participating music schools on the possibilities envisaged Increasing teaching performance.	remains at the level of the proposal	/	Linked to the challenges of covid-19
		Presentation of the IPP programme to 3rd year students the first cycle of the GU programme.	Annual presentation of the IPP (at the end of semester 1 or at least at the beginning of semester 2).	remains at the level of the proposal	Identification of the persons responsible and the method of implementation.	Partly linked to the challenges of covid-19
		Harmonisation of evaluation teaching practice in the Evaluation Criteria teaching work	Discussion within the GP Chair on possible changes the teaching practice curricula and the alignment of contact hours with the actual delivery of the course and the adoption of decisions to resolving the issue.	realised in 2021	Adoption of the Criteria for evaluation of teaching works.	Not related to covid-19 challenges
		Increase in the number of students completing surveys.	Promotion and invitation students to complete Inquiries.	remains at the level of the proposal	A major overhaul of the survey system is needed, tailored to the specificities of study at UL AG.	Not related to covid-19 challenges
		Improving the survey assessment of the performance system Student tutoring.	Establishing a unified governance and a clear presentation of student tutoring activities.	remains at the level of the proposal	The need for better promotion.	Partly linked to the challenges of covid-19
		Better familiarisation of students with foreign institutions.	Establishing an overview and showcase of international partner institutions and networks.	remains at the level of the proposal	Not implemented.	Not related to covid-19 challenges
		Improving attitudes and the way advice is given in in the wheelhouse.	Situation analysis and establishment a roadmap for improvement.	realised in 2021	UL AG has recruited a new person.	Not related to covid-19 challenges
Educate on an activity	Educate on an activity	Getting results earlier student surveys.	Presenting the needs for Improvements to the Centre for Social Informatics.	partly implemented in 2021	External factor.	Not related to covid-19 challenges
Research activity	Research activity	Expanding the research team by the involvement of new members with appropriate credentials, 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 option involving UL PhD students AG in a research group.	partly implemented in 2021	/	/

Artistic activity	Artistic activity	Graduate profile with broad knowledge Integrity the profession.	Confront employees verbally with the issues and give a clear position of the UL AG.	remains at the level of the proposal	We have introduced the courses <i>Orchestral Playing and Audition Preparation and Career Development for Musicians</i> .	Partly linked to the challenges of covid-19, in the case where studies carried out at distance.
		Equal standing among peer institutions in Europe and worldwide.	Encourage students and teachers to take initiatives for international cooperation. Introduce an online form where such incentives can be entered, recorded and made available. Entrepreneurial spirit of the UL AG management in obtaining international agreements.	partly implemented in 2021	A Commission for International Action has been set up to further promote the finalisation of the action.	Not related to covid-19 challenges
		High-quality and stress-free preparation for the concert season.	Establishing a clear and well thought-out concert plan covering all spatial and temporal specifics. Arranging and reserving suitable premises with other institutions in good time.	realised in 2021	We have introduced more transparent preparation of the concert season and digitised the processes of organising events.	Linked to the challenges of covid-19, as implementation depends on the epidemiological picture in the country.
		Long-term project planning	Ensure that the Commission for artistic activity planning long-term projects and ensuring diversity of production and a balanced workload for teaching staff	partly implemented in 2021	Projects are planned 4 years in advance, with a wide range of stylistically, historically and genre diverse works being considered for both instrumental and vocal-instrumental projects.	Not related to covid-19 challenges in planning.
		Linking events with partners from abroad and bilateral cooperation with academies in the Central European region	Erasmus cooperation with partners from abroad.	partly implemented in 2021	Erasmus+, Swing, Bip	Partly linked to the challenges of covid-19 depending on the options travel and epidemiological pictures of the world.
		Promote high quality and stylistically diverse projects	Quality of artistic creation takes precedence over quantity.	included in the 2022 Work Programme (Action Plan)	By reducing the number of projects, we have maintained quality, while taking into account the situation enable students to return to the stage and artistic recreation, after a break of more than a year.	Not related to the challenges of covid-19, except at the project implementation stage.
Transfer and use of knowledge	Knowledge transfer	Improving the competitiveness of UL AG graduates in auditions for positions in more prestigious art institutions in Slovenia.	New course: <i>orchestral playing and preparation for orchestral auditions</i> . Setting up an <i>orchestral academy</i> (closer cooperation between the AG and the Slovenian Philharmonic).	realised in 2021	The course <i>Orchestral Playing and Preparation for Orchestral Auditions</i> has been accredited and started in 2021/22.	No impact.

Creative working conditions and study	Library and career development	Move to the new Casino premises.	Cataloguing of overdue records, system entry of old material, updating of material.	included in the 2022 Work Programme (Action Plan)	Poor space conditions in the library and the resulting disorganised layout materials make it difficult to enrol.	No impact.
		A permanent, transparent fund for the purchase of new materials.	Control of the Fund, rational selection of new material through the TCK Commission.	partly included in the 2022 Work Programme (Action Plan)	The transition to APIS will allow more transparent monitoring costs and consequently better control over the purchase of new material. The move to the Kazina Palace will better overview over the material.	No impact
		Bringing UL AG's successful concerts to the international stage.	Purchase quality microphones to improve the sound of concert broadcasts and archiving.	included in the 2022 Work Programme (Action Plan)	With the move to the Kazina Palace, we will also be acquiring more modern and better microphones.	No impact.
Quality system management and development	Quality system	Improving administrative support	Additional recruitment of assistants.	partly implemented in 2021	A call for applications has been launched for a Head of Concert Activities, an Applications Supervisor, a Head of Library and an Assistant Secretary for Personnel. Head of made an appearance at the in the workplace as from 1.1.1 2022, with the remaining recruitments to be made in 2022.	No.
Business	Governance and management	Integrate different information programmes.	Review the possibility of implementing simple and sufficiently low-cost solutions before acquiring APIS.	partly implemented in 2021	Integration into APIS, the beginnings of training and module entry.	No impact.
		Stricter requirements for all users accounts, regularly reviewing user rights.	Password settings in accordance with the University's internal policies and good practices.	partly implemented in 2021	Remind users to change their passwords regularly.	No impact.
		Cooperation between different offices.	Organisation of regular working hours meetings between offices, improving the quality of work.	included in the 2022 Work Programme (Action Plan)	The epidemic has led to more people together for the most part years prohibited.	The epidemic made it impossible to meet in person.
		Adoption of e-storage guidelines, introduction of a Records Management System or RMS.	Preparation of the Rules of Procedure in cooperation with the UL.	partly implemented in 2021	Due to the resignation of the assistant, the Rules have not been drawn up.	No impact.
		As little disturbance as possible the functioning of the study process.	Preparing different scenarios the operation and delivery of lessons.	realised in 2021	We have successfully implemented individual tuition, practically all year round despite the tightened to the epidemiological situation in person. When possible, we organised concerts at outdoor or live broadcasts	The impact of the epidemic prevented regular operations.

					from concert halls.	
		Operation intact.	Preparation of marketing programmes.	realised in 2021	We have prepared and implemented a preparatory and advanced training programme.	The epidemic is likely to have had an impact on the size of enrolment or interest in programmes.
		Analysis and control of income and expenditure.	Preparation of quarterly accounting analysis reports.	partly implemented in 2021	Due to the loads of the accounting staff with the transition to SAP, we have limited our analysis to half-yearly reports; and shorter interim reports.	No impact.
		Reduction in the number of temporary staff.	Preparation of announcements of expected honoraria in June for the next academic year.	partly implemented in 2021	Announcements were ready in June but due to staff shortages a lot of work is still needed	No impact.
					Number of honoraria colleagues.	
Business	Scope Human Resources	Setting up a review education and training on the website and regularly updating it.	Preparation of a staff development plan for teaching and professional administrative and technical staff.	remains at the level of the proposal	Due to the lack of expertise and the decision to postpone the redesign of the website, the action remains at the level of a proposal.	No impact.
		New job classification at UL AG.	Updating of the systematisation of posts at the UL AG.	realised in 2021	We have updated the establishment plan.	No impact.
		As little disturbance as possible operation.	Flexible online operation.	realised in 2021	With optional extras The premises have allowed the study processes to run fairly smoothly.	No impact.
Business	Information system	Higher assurance Service.	Supply and replacement of hardware.	partly implemented in 2021	/	/
		Providing the same service at all locations.	Optical fibre connection to Vegova / Gosposka.	remains at the level of the proposal	The fibre-optic connection is planned as part of the renovation of the Casino.	/
		Higher assurance Service.	Replacement of the air conditioning unit in the system room.	remains at the level of the proposal	/	/

Business	Communication with the public	Invite the public to online concerts or as soon as possible, invite audiences to concerts and other live events.	UL AG must ensure that all necessary security measures are in place and that the online concerts are of the highest quality.	realised in 2021	The move to the renovated Casino will the conditions for work and concert activity have improved considerably, but it would also be worth considering the purchase of quality equipment for recording concerts or for the performance of concerts online (audio and video), as there are no indications that restrictions on concert attendance will be completely relaxed in the future. In addition, quality concert promotion requires excellent sound image.	As soon as it was maybe, we concerts started to be performed live, unfortunately, due to all the restrictions, access to the concerts is only possible on PCT terms and conditions, and even then for a limited number of visitors (every other seat, or at the beginning also the limit on the number of visitors is based on the square footage of the space).
		Updating the look and the possibilities of the UL AG web image in Slovenian and in English.	Agreeing with the web designer and gradually adding and updating content. Design of the new UL AG Summer School website.	partly implemented in 2021	The redesign of the website and the corporate identity of UL AG will take place in 2022 and will be launched with the move to the Kazina Palace. We have revamped the English content on the UL AG website and redesigned and published a more modern online image of the Academia Musicæ Labacensis Summer Academy.	/
Business	Handling of tangible property	Introduce inventory control in individual rooms.	Inventory sheets are placed on the walls of each room.	realised in 2021	The inventory sheets were installed in all rooms, giving a better overview of the room's décor.	No impact.
Business	Handling of tangible property	Introduction of an online enrolment system orders, repairs and Tuning.	Setting up a programme that will enable the entry of orders for tuning of instruments; recruitment of a tuner to permanently maintain the instrumentarium of the UL AG and the UL AG. engaging an outsider a tuner who will tune and repair all pianos regularly, at least once a month.	remains at the level of the proposal	Due to a lack of professional staff, the departure of an IT specialist and a lack of funds, the measure was not implemented.	No impact.
		Equip lecture theatres with camera-ICT equipment for modern teaching in distance learning.	Purchase of appropriate equipment.	partly implemented in 2021	We bought new cameras and microphones, and added some music stands and instruments.	No impact.
Development objectives	Development objectives	Strengthening quality.	Liaising with MusiQue.	included in the 2022 Work Programme (Action Plan)	Due to the tight the epidemiological situation is integration has been difficult.	Difficult to travel and make international contacts.

		Support for the academic community.	Organisation of training	partly implemented in 2021	It was organised training on how to use Zoom for instrument/music learning.	No impact.
		Developing and strengthening cooperation in transnational inter-institutional learning communities, intensifying project networking with partners.	Recruitment of a non-teaching assistant to manage the project office.	remains at the level of the proposal	The post was systematised but not advertised due to lack of funding.	No impact.
		Raising the level of international visibility.	Organisation of a summer school with new courses, Medinea-on-Air partnership, upgrading the website in English.	realised in 2021	We organised a summer school, redesigned the summer school website. We launched the Medinea -on-Air partnership project.	Difficult travel and international exchanges.
		Strengthening students' competences.	Preparation and launch of the Orchestral Academy in cooperation with the Slovenian Philharmonic Orchestra.	remains at the level of the proposal	The epidemiological situation did not allow the organisation of an orchestral academy.	Tough operating conditions.
		Organisation of a concert season in cooperation with other music and cultural institutions in the Republic of Slovenia.	Preparation of the orchestral cycle Tutti.	partly implemented in 2021	The epidemiological situation made it impossible to implement the whole programme.	Tough operating conditions.
		Support for the talented for students who enrol at UL AG	Harmonisation of study rules, so that they exceptions are made for either accelerated progression or for students enrolling before the end of secondary school.	realised in 2021	We've cleaned up or repaired UL AG Study Rules.	No impact.
Artistic activity	Artistic activity	Linking events with partners from abroad and bilateral cooperation with academies in the Central European region	Erasmus cooperation with partners from abroad.	partly implemented in 2021	Erasmus+, Swing, Bip	Partly linked to the challenges of covid-19 depending on the options travel and epidemiological picture in the world.
		Promote high quality and stylistically diverse projects	Quality of artistic creation takes precedence over quantity.	included in the 2022 Work Programme (Action Plan)	By reducing the number of projects, we have maintained quality, while taking into account the situation enable students to return to the stage and artistic recreation, after a break of more than a year.	Not related to the challenges of covid-19, except at the project implementation stage.

Transfer and use of knowledge	Knowledge transfer	Improving the competitiveness of UL AG graduates in auditions for positions in more prestigious art institutions in Slovenia.	New course: orchestral playing and preparation for orchestral auditions. Setting up an orchestral academy (closer cooperation between the AG and the Slovenian Philharmonic).	realised in 2021	The course Orchestral Playing and Preparation for Orchestral Auditions has been accredited and started in 2021/22.	No impact.
Creative working conditions and study	Library and career development	Move to the new Casino premises.	Cataloguing of overdue records, system entry of old material, updating of material.	included in the 2022 Work Programme (Action Plan)	Poor space conditions in the library and the resulting disorganised layout materials make it difficult to enrol.	No impact.
		A permanent, transparent fund for the purchase of new materials.	Control of the Fund, rational selection of new material under the supervision of the TCK Commission.	partly included in the 2022 Work Programme (Action Plan)	The transition to APIS will allow more transparent monitoring costs and consequently better control over the purchase of new material. The move to the Kazina Palace will better overview over the material.	No impact
		Taking the successful UL AG concerts to the international stage.	Purchase quality microphones to improve the sound of concert broadcasts and archiving.	included in the 2022 Work Programme (Action Plan)	With the move to the Kazina Palace, we will also be acquiring more modern and better microphones.	No impact.

Quality system management and development	Quality system	Improving administrative support	Additional recruitment of assistants.	partly implemented in 2021	A call for applications has been launched for a Head of Concert Activities, an Applications Supervisor, a Head of Library and an Assistant Secretary for Personnel. Head of made an appearance at the in the workplace as from 1.1.1 2022, with the remaining recruitments to be made in 2022.	No.
Business	Governance and management	Integrate different information programmes.	Review the possibility of implementing simple and sufficiently low-cost solutions before acquiring APIS.	partly implemented in 2021	Integration into APIS, the beginnings of training and module entry.	No impact.
		Stricter requirements for all users accounts, regularly reviewing user rights.	Password settings in accordance with the University's internal policies and good practices.	partly implemented in 2021	Remind users to change their passwords regularly.	No impact.
		Cooperation between different offices.	Organisation of regular working hours meetings between offices, improving the quality of work.	included in the 2022 Work Programme (Action Plan)	The epidemic meant that many people were banned from socialising for most of the year.	The epidemic made it impossible to meet in person.
		Adoption of e-storage guidelines, introduction of a document management system or RMS.	Preparation of the Rules of Procedure in cooperation with the UL.	partly implemented in 2021	Due to the resignation of the assistant, the Rules have not been drawn up.	No impact.
		As little disturbance as possible the functioning of the study process.	Preparing different scenarios the operation and delivery of lessons.	realised in 2021	We have successfully implemented individual tuition, practically all year round despite the tightened to the epidemiological situation in person. When possible, we organised concerts at outdoor or live broadcasts from concert halls.	The impact of the epidemic prevented regular operations.
		Operation intact.	Preparation of marketing programmes.	realised in 2021	We have prepared and implemented a preparatory and advanced training programme.	The epidemic is likely to have had an impact on the size of enrolment or interest in programmes.
		Analysis and control of income and expenditure.	Preparation of quarterly accounting analysis reports.	partly implemented in 2021	Due to the loads of the accounting staff with the transition to SAP, we have limited our analysis to half-yearly reports and shorter interim reports.	No impact.
		Reduction in the number of temporary staff.	Preparation of announcements of expected honoraria in June for the next academic year.	partly implemented in 2021	Announcements were ready in June but due to staff shortages a lot of work is still needed	No impact.

					Number of honoraria colleagues.	
	Scope Human Resources	Setting up a review education and training on the website and regularly updating it.	Preparation of a staff development plan for teaching and professional administrative and technical staff.	remains at the level of the proposal	Due to the lack of expertise and the decision to postpone the redesign of the website, the action remains at the level of a proposal.	No impact.
Business	Scope Human Resources	New job classification at UL AG.	Updating of the systematisation of posts at the UL AG.	realised in 2021	We have updated the establishment plan.	No impact.
		As little disturbance as possible operation.	Flexible online operation.	realised in 2021	With optional extras The premises have allowed the study processes to run fairly smoothly.	No impact.
Business	Information system	Higher assurance Service.	Supply and replacement of hardware.	partly implemented in 2021	/	/
		Providing the same service at all locations.	Optical fibre connection to Vegova / Gosposka.	remains at the level of the proposal	The fibre-optic connection is planned as part of the renovation of the Casino.	/
		Higher service delivery.	Replacement of the air conditioning unit in the system room.	remains at the level of the proposal	/	/
Business	Communication with the public	Invite the public to online concerts or as soon as possible, Invite audiences to concerts and other live events.	UL AG must ensure that all necessary security measures are in place and that the online concerts are of the highest quality.	realised in 2021	The move to the renovated Casino will conditions for work and concert activity would be improved, but it would also be worth considering the purchase of quality equipment for recording concerts or for the performance of concerts online (audio and video), as at present there is not suggests that restrictions on concert attendance will be completely relaxed in the future. In addition, in order to promote concerts in a quality way excellent acoustic performance required Image.	As soon as it was maybe, we concerts started to be implemented live, unfortunately due to all restrictions, access to concerts is only possible under PCT conditions and for a limited number of visitors (every other seat, or initially the limit on the number of visitors is based on the square footage of the space).
		Updating the look and the possibilities of the UL AG web image in Slovenian and in English.	Agreeing with the web designer and gradually adding and updating content. Design of the new UL AG Summer School website.	partly implemented in 2021	The redesign of the website and the corporate identity of UL AG will take place in 2022 and will be launched with the move to the Kazina Palace. We have revamped the English content on the UL AG website and redesigned and published a more modern website for the Academia Musicæ Labacensis Summer Academy.	/

Business	Handling of tangible property	Introduce inventory control in individual rooms.	Inventory sheets are placed on the walls of each room.	realised in 2021	The inventory sheets were installed in all rooms, giving a better overview of the room's décor.	No impact.
		Introduction of an online enrolment system orders, repairs and Tuning.	Setting up a programme that will enable the entry of orders for tuning of instruments; recruitment of a tuner to permanently maintain the instrumentarium of the UL AG and the UL AG. engaging an outsider a tuner who will tune and repair all pianos on a regular basis, at least once a month.	remains at the level of the proposal	Due to a lack of professional staff, the departure of an IT specialist and a lack of funds, the measure was not implemented.	No impact.
		Equip lecture theatres with camera-ICT equipment for modern teaching in distance learning.	Purchase of appropriate equipment.	partly implemented in 2021	We bought new cameras and microphones, and added some music stands and instruments.	No impact.
Development objectives	Development objectives	Strengthening quality.	Liaising with MusiQue.	included in the 2022 Work Programme (Action Plan)	Due to the tight the epidemiological situation has made linkage difficult.	Difficult to travel and make international contacts.
		Support for the academic community.	Organisation of training	partly implemented in 2021	It was organised training on how to use Zoom for instrument/music learning.	No impact.
		Developing and strengthening cooperation in transnational inter-institutional learning communities, intensifying project networking with partners.	Recruitment of a non-teaching assistant to manage the project office.	remains at the level of the proposal	The post was systematised but not advertised due to lack of funding.	No impact.
		Raising the level of international visibility.	Organisation of a summer school with new courses, Medinea-on-Air partnership, .upgrading the website in in English.	realised in 2021	We organised a summer school, redesigned the summer school website. We launched the Medinea -on-Air partnership project.	Difficult travel and international exchanges.
		Strengthening students' competences.	Preparation and launch of the Orchestral Academy in cooperation with the Slovenian Philharmonic Orchestra.	remains at the level of the proposal	The epidemiological situation did not allow the organisation of an orchestral academy.	Tough operating conditions.
		Organisation of a concert season in cooperation with other music and cultural institutions in the Republic of Slovenia.	Preparation of the orchestral cycle Tutti.	partly implemented in 2021	The epidemiological situation made it impossible to implement the whole programme.	Tough operating conditions.

		Support for the talented for students who enrol at UL AG	Harmonisation of study rules, so that they exceptions are made for either accelerated progression or for students enrolling before the end of secondary school.	realised in 2021	We've cleaned up or repaired UL AG Study Rules.	No impact.
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PROPOSALS FOR NEW MEASURES

SECTION	STEP	OBJECTIVES MEMBERS/UNIVERSITIES	PLANNED ACTIONS	ACCOUNTABILITY	WHETHER THE MEASURE IS LINKED TO CHALLENGES COVIDA-19?	LINK TO RSF
Educational activity	Educational activity	Update of the admissions and enrolment procedure.	Verification of the possibility of introducing a waiting list and thus the validity of the PGUN until the closure of enrolments for the current year. academic year for candidates who passed the PGUN in the first semester but were not admitted due to space limitations. Initiation of proceedings arrangements with UL and the Ministry of Education and Science.	Dean, Vice-Deans, Secretary	Not related to the challenges of covid-19.	/
		Adapted from student surveys on the specifics of studying at UL AG.	Recording shortcomings and concretising proposals for change.	Vice-Dean for study matters	Not related to the challenges of covid-19.	/
		Curricula fully translated into English.	Gradual continuation translating curricula for undergraduate courses into English (translation of curricula for main subject).	Vice-Dean for study matters	Not related to the challenges of covid-19.	/
		Further harmonisation of employment conditions in the music teaching profession for music school graduates UL AG compared to graduates from elsewhere.	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 to the Government of the Republic of Slovenia concrete proposals that will be in line with Legislation.	Dean, Vice-Deans, Secretary	Not related to the challenges of covid-19.	/
		Introduction of an inventory loan control application instruments.	Complete the test period and review, launch the application.	Secretary	Not related to the challenges of covid-19.	/
		In-depth cooperation with the Department of Musicology of the UL	Review of existing programmes and overlaps and opportunities for inter-institutional integration.	Dean, Vice-Deans, Secretary	Not related to the challenges of covid-19.	/

		Faculty of Arts.				
		Update of undergraduate and postgraduate study programmes.	Change the name of the course Piano A, B, C to Complementary Piano A, B, C.	Vice-Dean for study matters	Not related to the challenges of covid-19.	/
		Call for applications for the Doctoral Programme in Art.	Continuation of the accreditation process of the third-level PhD programme in Art at NAKVIS.	Vice-Dean for Academic Affairs, prof. dr. Karolina Šantl Zupan	Not related to the challenges of covid-19.	/
Educational activity	Educational activity	Update of programmes lifelong learning.	Implementation of the updates to the Preparatory and Improvement Programmes and evaluation of the latter in accordance with the Regulation on the Promotion of Education and Training Staff in names.	Vice-Dean for study matters	Not related to the challenges of covid-19.	/
		Upgrading promotion for international students.	Publication of the new promotional brochures for Erasmus students.	Vice-Dean for International Activities, Head of International offices	Not related to the challenges of covid-19.	/
		Promoting the internationalisation of study activities.	Implementation of announced international student and teacher exchanges and seminars.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (possibility of reduced activity)	/
		Partnership in international projects.	Participation in the Erasmus+ projects Medinea-On-Air and In Media Stat Virtus.	Vice-Dean for International Activities, Head of International offices	Not related to the challenges of covid-19.	/
		Strengthening international mobility and structuring mobility Students.	Conducting internal calls and preparing applications for Erasmus+ and CEEPUS calls.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (possibility of reduced activity)	Link to RSF
		Developing and strengthening transnational cooperation learning communities.	Participation in the CEEPUS Network for Wind Instruments, preparation of the CEEPUS Network for Percussion Instruments.	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations (possibility of reduced activity)	Link to RSF
		Continued existing and developing new ways of cooperation within the UL.	Based on a survey to develop new content in the field of music arts and culture within the UL (horizontal Electives in the field of music and musical art).	Vice-Dean for Academic Affairs, SA6 Administrator, Vice-rector of UL for Arts	Not related to the challenges of covid-19.	Link to RSF

Research activity	Research activity	ARRS - overview code lists and their update	Start negotiating with ARRS on the introduction of new code lists and new research areas: interdisciplinary sciences, music and the arts, hybrid deck option areas.	Dr. Karolina Šantl Zupan, Dr Darja Koter, Dr Gal Faganel	/	/
		Call for applications for the Doctoral Programme in Art	Continuation of the accreditation process for Level 3 of the Doctoral Programme in Art at NAKVIS.	Dr. Karolina Šantl Zupan	/	Introducing new learning content
Research activity	Research activity	Building on the cooperation with the Department of Musicology of the UL Faculty of Arts	Scientific research networking.	Dr Karolina Šantl Zupan, Dean; Dr Branka Rotar Pance	/	/
		Research Opportunities to apply for new interdisciplinary projects	Making contacts and creating initial concepts interdisciplinary research within UL (active art and exploration).	Dr. Karolina Šantl Zupan, Dr Branka Rotar Pance	/	/
		Symposia and seminars	Organisation and execution of the 2022 International Symposium; seminars on rhetoric and creative writing (science combined with UL artistic production AG).	Dr Branka Rotar Pance, dr. Katarina Habe	/	/
		Publishing and printing	Procedures for the inclusion of Music Education of the Proceedings of the UL Academy of Music to important bibliographic databases. Entry of all published articles from Music and Pedagogy Proceedings of the UL AG in the COBISS system. Publication of special thematic scientific monographs (Lucijan Marija Škerjanc). Publication of a facsimile of the first scientific doctorate at UL AG by Dr Breda Oblak (1987) entitled Creative learning in music education at the primary classroom level schools.	Dr. Karolina Šantl Zupan, Dr. Tina Bohak Adam, dr. Katarina Habe	/	/

		Scorecard review and reconciliation Bibliographic indexes performance	Alignment of the scoring system for election to a degree with the accepted interpretations for scientific habilitation at the UL AG.	Head of the Department of Music Education	/	/
Artistic activity	Artistic activity	Update of concert cycles	Introduction of new subscriptions cycles (vocal, alumni ...).	Vice-Dean for Arts	Implementation depends on the epidemiological situation, as conditional on the possibility of attending public events.	/
Artistic activity	Artistic activity	New venues concert cycles	Production of concert events on new venues (Sugar Factory, Museum of Architecture...); finding new concert venues outside the Ljubljana region in order to decentralise the concert events of the UL AG to the regions of the whole Slovenia (cultural centres, music schools, other cultural centres).	Vice-Dean for Arts, PR Service, Concert Service	Implementation depends on the epidemiological situation, as conditional on being able to attend public events.	/
		Opening of the club with public music events at the Kazina Palace	Preparation and planning events at Club Kazina.	Programme Council of the Kazina Club, Vice Dean for Arts activity	/	/
		Digitisation and renewal of the organisation of concert activities	Redesign of forms, registration forms, concert schedule in digital format.	Vice-Dean for Arts, service for concert activity	/	/
		Improving efficiency concert support services	Streamlining the processes and efficiency of the Concert Service.	Vice-Dean for Artistic Activities, College of Concert activities	/	/
		Performing the opera project Agrippina	Production of an opera project in collaboration with NTF.	Vice-Dean for Artistic Activities, Department of Singing, Department of for early music,	Implementation depends on the epidemiological situation, as conditional on the possibility of attendance at public events.	/
		Promotion of UL relocation AG to Kazina Palace	Holding events on the occasion of Opening of the Kazina Palace - A week of events (open day, press conference, exhibitions, concerts ...).	Vice-Dean for Arts, Concert Service, PR, Presidents Departments	Implementation depends on the epidemiological situation, as conditional on being able to attend public events.	/

		Setting up an audio and video repository	Transfer and arrangement of concert and other recordings from the RTV Slovenia archive; arrangement of a repository of audio and video recordings of all major public concerts and performances.	Vice-Dean for Arts	/	/
		Archiving of UL AG events	High-quality audio and video recording of UL AG events and comprehensive archiving of recordings.	Informaticist, Vice-Dean for Artistic Activities	Implementation depends on the epidemiological situation, as conditional on the possibility of attendance at public events.	/
Artistic activity	Artistic activity	Participation in and management of international multilateral	Erasmus+ projects Brass 'n Roll and AccMusLink 22.	Vice-Dean for International Activities, Head of International offices	Dependence on the epidemiological situation (participation of participants and visit concert audiences).	/
		Artistic projects				
Artistic activity	Artistic activity	Organisation of international bilateral artistic events	Conducting bilateral concerts with partner institutions (HAMU, Liszt Academy, KUG, MUZA, RUC, Zhejiang Conservatory, CSU).	Vice-Dean for International Activities, Head of International Office	Dependence on epidemiological situations, additionally with non-European partners (cooperation participants and visit concert audiences).	/
		Participation in international competitions and organisation of international competitions	Participation in international competitions in various disciplines (Complementary piano, wind and brass instruments...).	Vice-Dean for International Activities, Head of International Office	/	/
Transfer and use of knowledge	Knowledge transfer	Tutti concert series	Cooperation with other musical and cultural institutions (SF, SNG Opera Maribor and SNG Opera Ljubljana, RTV SLO), coordination of concert programmes with soloists - UL AG students, preparation of the concert booklet.	Vice-Dean for the Arts	Dependence on epidemiological situations (participation of participants and audience attendance at concerts).	Cooperation with the environment
		Performance of the concert cycle Solo e da camera	Arrangements for concerts in various locations in Ljubljana, preparation of concert booklets.	Vice-Dean for the Arts	Dependence on epidemiological situations (participation of participants and audience attendance at concerts).	Cooperation with the environment

		Conducting students' artistic practice with SF ensembles	Signing of the agreement with SF, organisation of hospitality and artistic practice in agreement with the artistic to the head.	Head of the Department of Conducting	Dependence on epidemiological situations (participation of participants).	Engaging with the environment - inclusion in optional study programmes Practices
		Lectures by UL AG alumni working abroad	/	International Office, Vice-Dean for International activity	Dependence on epidemiological situations (participation of participants).	Working with the environment - building competences for Society 5.0
Creative conditions for work and study	Library and career development	Moving into the palace Casino	Preparation of a relocation plan	Dean, Secretary, Commission for the Construction of New Buildings premises	/	/
		Developing the library UL AG system	Relocation of the library to the Kazina Palace, preparation of a plan of operations in the new premises on the premises of	Library Manager, Secretary	/	/
		Developing a tutoring system	Strengthening tutoring in music theory subjects	Dean, Vice-Deans	/	/
		Cooperation with employers	Regular meetings with employers at the end of of the academic year	Dean, Vice-Deans	/	/
Quality system management and development	Quality system	Improve working the conditions of employees	Update of the DM systematisation	Dean, Chairpersons of the departments, the secretary	/	/
		Upgrading student surveys	Student update surveys	Dean, Vice-Deans, SB UL AG	/	/
Quality system management and development	Quality system	Regular meeting of the Quality Commission	Quarterly meeting of the Quality Commission	The Chair of the Commission for quality	/	/
		Close liaison between management and a quality commission	Management participation in meetings of the Commission for quality	Dean, Vice-Deans	/	/
		Preparing for international accreditation	Establishing contacts with MusiQue - the international accreditation agency of the AEC	Dean, Chair of the Quality Committee, Secretary, Vice-Deans	/	/
Business	Governance and management	Check Implementation UL AG strategies	Regular (quarterly) meetings the trustees of the individual strategic areas	Dean	/	New learning content, cooperation with FINEEC

		Regular meetings of the Extended College of the Dean	Monthly management meetings with Heads of Departments and Heads of Chairs	Dean	/	/
		Training for teachers to use ICT resources in the learning process	Organisation of training for the use of ICT resources in the learning process	Dean, Vice-Dean for Academic activity	/	/
		Involvement in the project APIS	Activities to implement the new system	Dean, Registrar, Professional-Administrative Workers	/	/
		Better control over the use of funds	Producing quarterly financial reports and cost planning	Dean, President of the Executive Board, Head of Finance and Accounting services	/	/
		Call for proposals urban planning and architectural competition for the construction of an extension to the palace Casino	Preparation and implementation of a call for tenders for architectural and urban planning competition for construction of an extension to the palace Casino	Dean, Secretary, President of the Executive Board	/	/
Business	Scope Human Resources	Reinterpretation of the Habilitation Criteria of the UL AG	Preparation and adoption a revised interpretation Habilitation criteria of the UL AG	Habilitation Committee of the UL AG, Dean, Secretary	/	/
		Improving the staffing structure of professional staff	New recruitments of professional staff; recruitments are defined in the CN	Dean, Secretary	/	/
		Improving staffing structures VU	New jobs for PSUs, jobs defined in KN	Dean, Secretary	/	/
Business	Information system	Contracting of an external IT systems contractor the palace solution Casino	Participation in the development of IT system solutions for the Casino Palace	Secretary, Dean	/	/
		Providing IT support to staff at UL AG	Recruitment of an application supervisor	Secretary, Dean	/	/
		Redesign of the UL AG website	Tendering and implementation of the redesign of the UL AG website in Slovenian and English language	Dean, Vice-Deans, Secretary, Service for relations with	/	/
				Public Relations, Concert Service activity,		
Business	Information system	Switching to APIS	Integration in UL activities, data transfer and preparation for the transition to APIS	Secretary, Dean	/	/

Business	Communication with the public	Strengthening the image, reputation and visibility of UL AG	Designing and applying creative and effective promotion strategies and public relations	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	/	/
		Holistic renovation UL graphic design AG	Tendering and implementation of the integrated renovation of UL AG	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	/	/
		Redesign of the UL AG website	Call for tenders and redesign of the UL AG website	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	/	/
		Strengthening communication activities on social networks	Determination of internal information processes and delivery methods communication activities on social media	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	/	/
		Organisation of promotional activities	Promotional activities to raise the profile of UL AG (round tables, concert/event previews, press conferences, etc.)	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	Restrictions on measures and the epidemiological situation in the country	/
		Promotion of artistic and scientific research achievements and UL AG events within UL	Establishing a closer relationship with the UL PR department, setting up a regular communication system	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	/	/
		The Rector's Award for artistic achievements	UL initiative to introduce a new prize - the prize Rector for the Arts achievements	Dean, Vice-Dean for Arts activity	/	/
Business	Communication with the public	Increase presence in the national media space and in professional in critical circles	Strengthening relations with traditional media (print, radio and television) and new digital platforms	Dean, Vice-Deans, Secretary, Public Relations, service for concert activity	/	/

		Club activities in Kazina Palace	Election of the Programme Council, preparation of the programme content, the launch of the club with regular music events open to the general public	Club Programme Council, Secretary, Dean	/	/
		Promotion of the Palace Casino	Presentation of the new building on social media; planning and preparation of the opening events (press conference, concerts, round tables, open day, exhibitions, other promotional activities ...)	Dean, Vice-Deans, Secretary, Public Relations, Concert Service	Restrictions on measures and the epidemiological situation in the country	/
Business	Handling of tangible assets	Retrieved from urban planning and architectural a competition for the construction of Annex	Obtaining funding for the competition, preparing the content Competition	Dean, Secretary, Commission for the construction of the new premises of the UL AG, Administrative Board UL AG Committee	/	/
		Moving into the palace Casino	Preparation of a relocation plan, distribution and loading of premises, preparation of new timetables, conclusion of a lease agreement for catering services in the club	Dean, Vice-Deans, Secretary, Management Board of UL AG	/	/
		Letting of a club for catering purposes	Establishing a price list for renting out premises, launching a call for tenders, choice of provider	Dean, Secretary, Management Board of UL AG	/	/
Development objectives	Development objectives	Introducing improvements in the field of study programmes, systems teaching (formats and quantity of NPOs) and international comparability (involvement in International associations and networks, exchanges, international projects, tours, artistic research, working processes) to end of 2022	Defining institutions for analysis (in Slovenia and internationally), researching their good practices and preparing proposals for implementation.	Management, SA3, SA5 and SA6 Trustees, Commission for Student Affairs, Commission for International Activities.	/	Finnec - getting international accreditation

LEGAL AND OTHER BASES GOVERNING THE UNIVERSITY

- Constitution of the Republic of Slovenia (Official Gazette of the Republic of Slovenia, No. 33I/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 - officially 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 (Ur. l. RS, 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);
- Law on Research and Development Activities (Official Gazette of the RS, No 69/2002, 115/2005, 22/2006-UPB1, 61/2006-ZDru-1, 112/2007, 9/2011, 57/2012-ZPOP-1A) and others rules on 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-lj.si/o_univerzi_v_ljubljani/organizacija_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, Chair

PETJE | prof. Matjaž Robavs, Chairman

DIRECTION | Assoc. prof. Sebastjan Vrhovnik, Head

INSTRUMENTS WITH TIPPETS | prof. Vladimir Mlinarić, Head

STRINGS AND INSTRUMENTS WITH STRINGS | prof. Tomaž Rajterič, Chairman

PIHALA, TROBILA AND TOLKALA | doc. Simon Klavžar, Head of

Department MUSICAL PEDAGOGY | doc. dr. Katarina Zadnik,

Head of Department SACRAL MUSIC | prof. dr. Mario

Perestegi, Head of Department ANCIENT MUSIC | prof. Egon

Mihajlović, Head of Department

The Chair is the organisational unit for carrying out activities in the field of study. It is brings together higher education teachers and associates who are habilitated in the fields of a particular chair, are employed at UL AG and teach courses related to the content of the study programme at UL AG, with the aim of their coordinated delivery and development.

The UL AG Chairs are:

CHAMBER PLAY DEPARTMENT | prof. Borut Zagoranski, Head

DEPARTMENT OF MUSIC THEORETICS | prof. Urška Pompe, Head DEPARTMENT

OF MUSIC HISTORY | prof. dr. Darja Koter, Head

DEPARTMENT OF JAZZ | doc. Matej Hotko, Head

DEPARTMENT OF CLASS A, B, C | strok. svet. Aleš Vesel, Head

DEPARTMENT OF CORRECTION | strok. svet. Ivan Jose Vombergar,

Head of the DEPARTMENT OF MUSIC AND EDUCATION | doc. Prof. Žiga

Brank, Head

DEPARTMENT OF CONTEMPORARY MUSIC | Assoc. prof. Luka Juhart, Head

DEPARTMENT OF TROUBLES | prof. Dušan Kranjc, Head

REPORT OF THE PRESIDENCY OF THE STUDENT COUNCIL OF THE UNIVERSITY OF LJUBLJANA

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

In the academic year 2020/2021, the activity of the UL AG SB has been reduced due to the coronavirus epidemic. Due to the cancellation of cultural activities, the organisation of events, including the charity concert "Jazz for you, you for me" and the cooperation with other art academies (AGRFT and ALUO) in the event "A3" - Night of the Three Academies, was prevented. The Student Council had seven members. With the new academic year 2021/2022, the number of members has dropped to six, which is a negative consequence of the pandemic on the students' awareness of the functioning of the UL AG Student Council. In the current year, they would like to be more active, to establish a stronger contact with the students, and to encourage the engaged students to join the Student Council.

The UL Greetings to the 2020 graduates - UL Academy of Music website contains the contacts of the Student Council. In the academic year 2020/2021, the website was created to meet the need for remote delivery and to replace the address by the Student Council representative at the beginning of the new academic year.

The Student Council is available to students via email (Gmail), Facebook and Instagram. On these online platforms, the Student Council informs students about events (concerts, seminars, calls for applications) and raises their awareness of student services, while also soliciting feedback from students (conducting surveys, collecting suggestions). Representatives of the Student Council also fulfil their duty as members of the examination boards of the degree candidates at UL AG.

In the academic year 2020/2021, the Student Council, with funding from the UL AG, purchased a stencil for marking music stands and co-financed the accompanist Ms Kayoko Ikeda for her work at the seminar. He met with the UL AG management regarding the UL AG classroom reservation system and improved the programme according to the students' problems and suggestions. He ordered and financed T-shirts with the logo for the UL AG Chamber Choir.

The SB body is the link between the students and the management, so it is crucial to build trust in the relationship between the students and the SB representatives. Through its activities, it helps to strengthen the quality of the UL AG and to improve the satisfaction of its members. It would be important to strengthen the cooperation with the UL Career Centres and the UL AG tutors. The SB could organise a presentation event of these two services for students, which ensure the success of each individual during his/her studies and facilitate and facilitate the right choice of a job afterwards. The main task of the Student

Representatives is to help students, to represent their voice and to make them feel comfortable at UL AG. In the future, the activities of the Student Council could increase the collective spirit among students and thus their belonging to the institution.

STATEMENT ON THE ASSESSMENT OF
INTERNAL CONTROL OVER PUBLIC FINANCES



STATEMENT ON THE ASSESSMENT OF INTERNAL CONTROL OVER PUBLIC FINANCES

UL AG
Stari trg 34, 1000 LJUBLJANA

Code: 70688
fvtatichila "stvilka: 1626809000

I'modoisani -e for'the'conductJ of'the'adgcvorrccee
of'the'establishment'and'the'continuous'improvement'of'the'financial'management'and'internal'control'and'internal'audit'system'in'accordance'with'Article'ù .ù .'
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The system of internal control over public finances is designed to provide reasonable, but not absolute, assurance that objectives will be achieved: the risks that general and specific performance targets will not be met are managed on a c o n s i s t e n t basis. This is a continuous process that identifies the key risks, the probability of occurrence and the impact of a particular risk on the achievement of objectives and helps to manage risks effectively, efficiently and economically.

This report presents the state of play in the implementation of processes and internal control of public finances at the UL AG.

My assessment is based on:

* Internal Audit Service (IAS) assessments of:

* samoocenitev vodij organizacijskih enot za področja:

The clerk's office, the accounting service, and the accounting service. information service. corrci'1o
de,avance service, cajjic activity, publishing activity, l7'ednarradn'J sl'izhe, rozisi'cvalra activity,
public procurement activity, public procurement activity.

" zjfutcvit.°.v (Ftačunsreg a so'lišüa R S: proračun iiaäpekcije. Ft S Office for the supervision of the EU's supervisory authorities, ...) for the areas of

V / The UL AG has established:

1. an appropriate control environment

(the prescreener chooses one of the following options):

- a) on overall business ,
- b) on the bulk of the business,
- c) in all three areas of the business,
- d) If the ' richee serrio' is not established with the first activities,
- e) not yet established, in the last year only the last year has been crossed by ustrczniiJqi akti'yncstmi

2. risk management

2.1. the objectives are realistic and measurable, i.e. indicators are set to measure the achievement of the objectives

(the participant chooses one of the following options):

- a) on the overall business,
- b) on the bulk of its business,
- c) but we are reducing the number of.
- d) the first 4 activities have not yet been launched,
- e) If they have not been processed, we will start the corresponding activities next year

2.2. the risks of not achieving the objectives are identified, evaluated and dealt with

(the President chooses one of the following options):

- a) on the overall business,
- b) on the bulk of its business,
- c) on individual business lines,
- d) We have started with the first acts,
- e) In the next year, we will start with a number of activities

3. a risk-based internal control system and control activities that mitigate risks to an acceptable level

(the President chooses one of the following options):

- a) on the overall business,
- b) on most of our business ,
- c) in key business areas,
- d) they are not deterred. they have started their first few activities,
- e) not yet defined. / In the next year, we will start the corresponding activities

4. an adequate information and communication system

(the President chooses one of the following options):

- a) on the overall business,
- b) on the bulk of its business,
- c) we have a number of other measures to improve the quality of our hiring
- d) they did not resist the very act of the messengers ,
- e) have not yet been identified. we will start the relevant activities in the next year

5. an adequate system of oversight, including an adequate (in-house, joint, contracted) internal audit service

(the President chooses one of the following options):

- a) on overall business,
- b) on the bulk of the business,
- c) on individual areas of operation,
- d) We have witnessed the process in its entirety.
- e) In the next year, we will come with an active approach to meet the needs of our citizens.

6. I provide internal audit services in accordance with the Regulation on Guidelines for the Coordinated Operation of the Internal Control System for Public Finances.

(the President chooses one of the following options):

- a) with its own internal audit service,
- b) with a joint internal audit service,

Name and headquarters of the joint internal audit service:

UNIVERSITY OF LJUBLJANA, University Internal Audit Service, Kongresni trg 12, 1000 LJUBLJANA

Please indicate the parent number of the joint internal audit service:
5085063000

- c) with an external internal audit provider,
- d) I did not provide internal audit assurance.

V letu 2021 sem na področju notranjega nadzora izvedel naslednje pomembne izboljšave (navedite: 1, 2 oziroma 3 pomembne izboljšave)

- further updates of the document system in GC and integration with the IRC PIS programme
- setting up personal personnel folders in GC
 - uploading and updating of the programme with the certification of the electronic occupancy of the free and vacant AG
- Upgrading and improving the information system in VIS for student record-keeping and billing of the students/students
- Improvements in the production of authors' contracts and other contracts in VIS
- further updates of the AG website, and of the VIS timetables
- reviewing and updating and exporting data to ex-sol tables for the transition to the new Business Information System - Apis
- review of the development of curriculum guidelines and
- to the financial account of the financial institution

Despite the improvements made, I note that there are the following significant risks that are not sufficiently managed (please indicate: 1, 2 or 3 most significant risks and the actions envisaged to manage them):

- public procurement and misappropriation of funds due to unissued CIP requests - provisioning of confirmed and unavailable financial resources
- a programme for keeping records of loans of instruments and other equipment to AG students
- Introduction and creation of cost posts and cost carriers for first and second cycle programmes - new organisational chart of the AG
- keeping track of the inventory of fixed assets and inventories using the co-hosted information system - IPS Inventory - Annex 7
- adoption of the introduction of the information and classification in the Slovenian Apis programme
- preparing and exporting data to Apis for the test environment,
- UL AG will switch to the new IT system as of 1 May 2022.

Preostojni, oziroma po slovodni organi stroičunega šperabnik a. RED.PROF.

MARKO VATOVEC

Date of signature of the Head:

28.02.2022

SELF-EVALUATION OF STUDY PROGRAMMES

1. Music Pedagogy - 1st degree

1. General information SP

Information about the study programme administrator(s)

Please write down the name, surname and habilitation title of the supervisor.

Branka Rotar Pance, PhD, Assoc. prof.

Name of the study programme

Music pedagogy

Study programme level

first stage

Type of study programme

University

Study delivery method

full-time, part-time

Teaching programme

Yes

Accreditation

///

Additional description

University higher education (first Bologna degree)/University higher education education (first Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

Fundamental objectives

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 of the graduate

- In-depth synthetic, analytical, creative thinking and problem solving, flexible application knowledge in practice,
- autonomy, (self-)criticality, (self-)reflexivity, (self-)evaluation and the pursuit of quality,
- general knowledge, ability to communicate with experts in other professional and scientific fields,
- 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, to plan independently, to self-monitor the implementation of plans.

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, as well as 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 needs 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 abilities in the field of 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 diverse manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative application of music theory, history and reproductive areas,
- knowledge, understanding and application of music-theoretical and design skills,
- developing listening and music-reading 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 in groups,
- developing musical independence
- Awareness of the values of Slovenian and world music culture, knowledge, understanding and use of various methods of evaluation of musical achievements.

Core objectives of the study programme and expected competences of graduates - Changes

Please give reasons for the changes in the definition of the core objectives of the SP and the expected competences of graduates. Only enter if the changes have occurred in the last year (e.g. renewal of the accreditation of the ŠP, renewal of the ŠP).

The main objectives of the study programme and the expected competences of graduates -

Monitoring the achievement of objectives and competences

Describe how you monitor the achievement of the objectives and competences at SP level.

In-depth and analytical monitoring of the achievement of the objectives at the study programme level was encouraged in the academic year 2020/21 by the completion of the sample evaluation of the study programme by NAKVIS. In a two-phase process, we received guidance on the monitoring of the objectives and competences of the programme, both from the external rapporteur appointed by the UL, as well as from the NAKVIS evaluation team and in the approved final evaluation report of the Music Pedagogy study programme. Due to the close link between the first cycle and the second cycle of the Music Pedagogy study programme, the two programmes were merged into one procedure both in the visit of the NAKVIS evaluators and in the final report. The self-evaluation report for the academic year 2020/21 therefore provides very similar answers to certain questions raised and in certain segments adds specific findings on the monitoring of the objectives and competences of the first cycle study programme in music pedagogy.

Competences were studied in a research thesis of music pedagogy students presented at the 5th International Student Forum at the Academy of Music in Pula (Keršič and Križnar, 2019. Competence and learning outcomes in music teacher training). Achievement of competences has also been studied by higher education teachers, with a particular focus on digital competences of future music teachers.

At the level of the study programme, the achievement of the competences is monitored through student surveys, the involvement of a student representative in the Music Pedagogy Department meetings, and the discussion of this topic among the professors - members of the Music Pedagogy Department at departmental meetings. At AG level

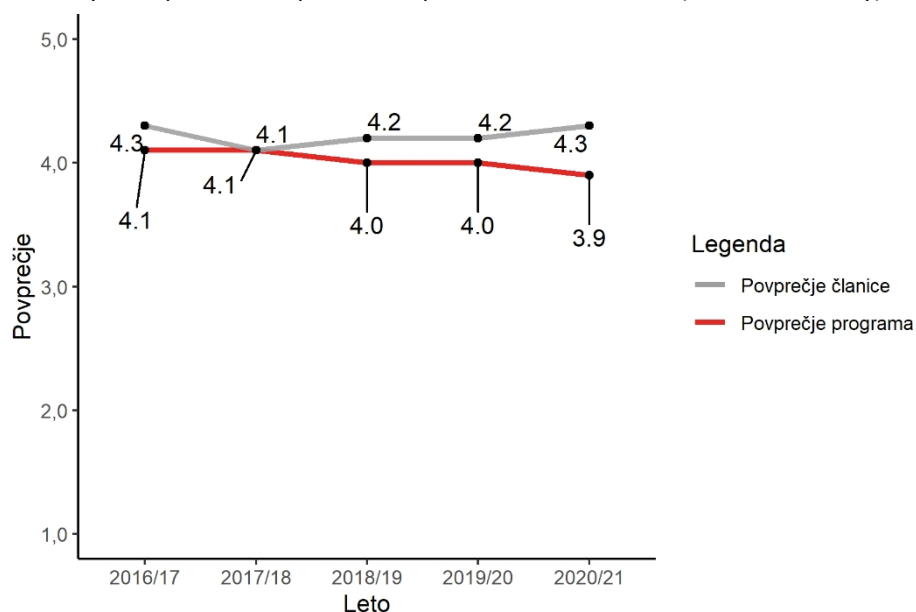
are discussed at the Quality Commission and other institutional bodies (the UL AG Senate, various committees). Among external stakeholders, the achievement of objectives and competences is monitored mainly through the implementation of teaching practices, through interviews with mentor teachers and principals of the HEIs where the teaching practice takes place, and through the discussion of the business report among the members of the Strategic Council of the UL AG. Each year, potential employers approach the Head of the Department of Music Pedagogy and the administrator of the study programme with staffing needs for music teachers in primary schools, music teachers in secondary education and music teachers in music education, which also indirectly enables us to monitor the objectives and competences of the study programme. Under the guidance of their mentors, students are invited to participate actively in various projects by various associations and institutions, which enables us to monitor the achievement of the objectives and competences of the programme of study also in the context of non-formal music education. Indirectly, the monitoring of the objectives and competences of the programme of study is made possible by the choral activity of students - choirmasters of various choirs outside the AG. In connection with their research work, this area is studied and monitored by higher education teachers habilitated in the field of music pedagogy.

The main objectives of the study programme and the expected competences of graduates -

Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The design and implementation of the SPP enables the achievement of the core objectives of the SPP and the competences of the graduates. This was also noted by the NAKVIS evaluation team in their final report, where they highlighted among the strengths:

- "We see the Music Pedagogy I and II programmes as being well connected to the environment, as students learn through mentors, they are introduced to the labour market very quickly and in a meaningful way.
- We have seen a quality and meaningful education vertical, which is important precisely for knowing the complete profile of a music education graduate and a master's student ...

- Updating of content in both programmes is in line with professional competences and provides students need confidence and persuasiveness ...

- The study programme offers a broad range of skills, and students enter the labour market with a wealth of useful competences."

In the final report, the NACVIS evaluation team identified opportunities for improvement relating to the formal recording of discussions on the achievement of the objectives and competences of the SP with various stakeholders, which we have already started to implement in the academic year 2020/21. She pointed out that we need to work on increasing the responsiveness of students to the annual surveys and informing them of the opportunities for improvement that they can contribute to by completing the survey questionnaires. The NACVIS expert group also highlighted the entry competences for the study of music pedagogy, the need to study them, to monitor students' development and progression to higher years in relation to the entry competences and the success of their studies. Guidelines were also given for the communication of the annual self-evaluation report to the various stakeholders, which we have started to implement in the academic year 2020/21.

Comparing the results of the post-examination surveys over the last five years is therefore problematic due to the changed circumstances of the implementation of the study process in the summer semester of the academic year 2019/20 and the entire academic year 2020/21 compared to previous academic years. The internalisation of the objectives and the level of achievement of the competences of the study programme are highly individualised. A very small number of students have so far responded to the post-examination surveys (problems of low numbers for statistical calculations, yearly SD results). In addition, students assess the acquired competences and the achievement of the objectives of the SP more objectively after further studies in the second cycle Music Pedagogy programme, after graduation and after entering the labour market and the first years of professional activity.

In the academic year 2020/21, all study programmes faced changed learning environments and delivery methods due to the epidemic of Covid-19. The study process in the winter semester, with the exception of the first three weeks of October, was entirely distance learning in all subjects. In the summer semester, a hybrid model of lectures, seminars and tutorials was implemented. In addition, we have had to make significant adjustments to the delivery of teaching practice in all three years of study. All of this has had a slightly lower impact on the achievement of the core objectives of the SP and the study competences of the graduates, both in the students' evaluations in the post-examination surveys and in the feedback given to us by the higher education teachers and colleagues at departmental meetings and in the various UL AG bodies.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

The Department of Music Pedagogy is planning a more complex evaluation of the SP with the aim of verifying the relevance of the defined objectives and competences of the SP in accordance with the current and future needs in the Slovenian education system, flexible learning environments and a changing society.

Formal recording of all discussions with SP stakeholders and related changes to the SP. Informing and involving stakeholders in the preparation of the annual self-evaluation report.

Reflection on the entry competences of candidates, their preparation for the admission test and the supportive follow-up of their study process after entry to the SP

Analysis of the way in which the objectives, competences and expected outcomes are described in the UN of the individual subjects, and clear articulation in cases of interdisciplinary integration to avoid any apparent duplication of objectives, competences and expected outcomes.

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the discipline or field (include the most recent research or artistic developments in the field of the SP) Justify or support with basic guidelines or concrete examples.

All subjects are continuously updated in terms of study content and literature. University teachers and staff involved in the implementation of the study programme directly integrate the results and achievements of their own scientific, research, artistic and professional work into the study process. In this way, they influence the upgrading and development of the subject areas and, consequently, have an impact on the changes to the SPP at the level of small changes (updating of the basic literature in the curricula of individual subjects, updating of the references of the subject teachers, updating of the teaching content in line with the development of the subject area, upgrading of the teaching methods and the methods of examination and assessment). The higher education teachers and staff also focus their efforts on the active involvement of students in scientific, research, artistic and professional work through projects, UL AG concert activities and other artistic productions, recordings, workshops, courses and other forms of education and artistic participation.

The artistic activities of university professors are not recorded in the ARRS in the same way as scientific research work (SICRIS). Their achievements are presented on the UL AG website in the presentations of individual university professors habilitated in the artistic field and on the personal websites of music creators and recreators. The research achievements of the habilitated teachers in the scientific field are recorded in the SICRIS system. Among the most recent research, we would like to highlight just two selected works by members of the Department of Music Education, in alphabetical order of surname.

Assoc. Prof. Dr. Tina Bohak Adam, researcher code 36916

BOHAK ADAM, Tina, METLJAK, Mira. Distance learning in primary education during the COVID-19 epidemic. Muzikologški zbornik, ISSN 0580-373X. [Printed ed.], 2021, vol. 57, no. 1, pp. 229-253, illus., tables. <https://revije.ff.uni-lj.si/MuzikoloskiZbornik/article/view/10231/9535>, doi: 10.4312/mz.57.1.229-253.

BOHAK ADAM, Tina. Performances of Slovenian bass Julij Betetto (1885-1963) in Croatia. Arti musices : hrvatski muzikologški zbornik, ISSN 0587-5455, 2020, vol. 51, br. 1, pp. 65-82. https://hrcak.srce.hr/index.php?show=toc&id_broj=19253, doi: 10.21857/y26kec47v9.

Assoc. Prof. Dr. Katarina Habe, researcher code 23429

HABE, Katarina, BIASUTTI, Michele, KAJTNA, Tanja. Wellbeing and flow in sports and music students during COVID-19 pandemic. Thinking skills and creativity, ISSN 1871-1871, March 2021, vol. 39, pp. 1-9, tables.

<https://www.sciencedirect.com/science/article/pii/S1871187121000134?via%3Dihub>, <https://reader.elsevier.com/reader/sd/pii/S1871187121000134?token=372D11DBDC3C91AA55C8E9D2E57067D8C977EEF54337C368A248AEB1280E4FCAAB339F1F691AFA82B06C4FB5674342E>, doi:

10.1016/j.tsc.2021.100798.

HABE, Katarina, BIASUTTI, Michele. Dance improvisation and motor creativity in children : teacher's conception. Creativity research journal, ISSN 1040-0419, pp. 47-62, doi: 10.1080/10400419.2020.1833576.

prof. dr. Darja Koter, researcher code 30267

KOTER, Darja. Operetta performances at the SNG Maribor between the two world wars in the light of directorial

grips. In: WEISS, Jernej (ed.). Opereta med obema svetma vojnama = Operetta between the two world wars : [scientific monograph with international participation], (Studia musicologica Labacensia, ISSN 2536-2445, 5). Koper: University of Primorska Press; Ljubljana: Festival Ljubljana. 2021, pp. 339-372, 537-538, 558-559. <https://www.hippocampus.si/ISBN/978-961-293-056-1/mobile/index.html#p=322>.

KOTER, Darja. Academy of Music of the University of Ljubljana - 80 years : 1939-2019, (Music in Slovenia after 1918). 1st ed. Ljubljana: Scientific Publishing House of the Faculty of Arts: Academy of Music, 2020. 335 p., illustrated. ISBN 978-961-06-0368-9.

Assoc. prof. dr. Branka Rotar Pance, researcher code 20002

ROTAR PANCE, Branka. Motivational aspects of music competition in the context of the Music olympiad. In: VIDULIN-ORBANIČ, Sabina (ed.). Glasbena pedagogija u svjetlu sadašnjih i budućih promjena 7 : multidisciplinarna susretišta : istraživanja glazbenoga odgoja i obrazovanja : zbornik radova Sedmoga internarodnog simpozija glazbenih pedagoga = Music pedagogy in the context of present and future changes 7 : multidisciplinary crossroads : researches in music education : proceedings of the seventh International Symposium of Music Pedagogues, Seventh International Symposium of Music Pedagogues Music Pedagogy in the World of Sad and Future Proms, Pula, 2021. Pula: Sveučilište Jurja Dobrile: Music Academy. 2021, pp. 103-119.

BIASUTTI, Michele, CONCINA, Eleonora, DELOUGHRY, Ciaran, FRATE, Sara, KONKOL, Gabriela Karin, MANGIACOTTI, Anthony, ROTAR PANCE, Branka, VIDULIN-ORBANIČ, Sabina. The effective music teacher : a model for predicting music teacher's self-efficacy. Psychology of music, ISSN 1741-3087. [Online ed.], 17 pp. <https://journals.sagepub.com/eprint/C5KH7JIMPMEQ5HAHVHPF/full>, doi: 10.1177/0305735620959436.

Assoc. Prof. Dr. Katarina Zadnik, researcher code 31106

ZADNIK, Katarina, SMREKAR, Sara. Identifying social skills in musical activities in a group of three- and four-year-olds in kindergarten. Journal of Elementary Education, ISSN 1855-4431. [Printed ed.], 2020, Vol. 13, No. 3, pp. 325-346.

ZADNIK, Katarina, BAJŠ, Claudia. Inclusion of children with special needs in music schools : combining music education and music therapy. In: HABE, Katarina (ed.), SICHERL-KAFOL, Barbara (ed.). Music and Autism. 1st ed. Ljubljana: Faculty of Education. 2020, pp. 11-38.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations?

Attached you can find data on the employability of graduates for your programme from the eVŠ database (2016-2020).

Confirmation of the appropriate concern that the content of the SP and its learning units adequately reflects the needs of graduates and their work organisations was provided in the final report of the sample evaluation of the SP by the NACVIS evaluation team. Among the strengths of the SP, the evaluators noted:

- "Both programmes have good and well thought-out subject modules that link meaningfully with the state of needs of the employment environment, labour market and employability ...
- The Expert Group sees good and meaningful scope for tailoring work to specific individual the nuances, needs and interests of the environment.

It was pointed out that both the Bachelor and Master programmes are extremely well defined and meaningfully linked to the current state and development trends in science, the profession and the art of music, which is what they are fundamentally concerned with."

The updating of the ICT content in all subjects was intensive during the entry and

the duration of the epidemic, which has led to the integration of virtual learning environments and the use of various digital tools. In the context of specialised music didactics, pedagogical practices and general music didactics, content has also been updated in relation to the DigCompEdu European Reference Framework of Digital Competences for Educators.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CONTENT CONSISTENCY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

More detailed description of the links between the subject objectives and competences and those at degree level, in line with the recommendation of the NACVIS evaluation team.

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key strengths and weaknesses of the SP as derived from the results of student surveys or other comparable mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.).*

The individual results from the student surveys are presented in the other sections of the self-evaluation.

**For level 1 and 2 studies: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study practice. For Level 3: survey after the first and second year of study.*

The results of student surveys are monitored at the Department of Music Pedagogy and discussed at the meetings of the Quality Commission of the AG UL and the Senate of the AG UL. In our response letter to the preliminary report of the NAKVIS evaluators, we succinctly presented the problem of student surveys, which are filled in by a very small number of students each year, so that statistical processing is only possible for some courses. The interpretation of the results is problematic due to the low number of students and the dispersion of responses (SD). The results can only be interpreted in terms of the trends that emerge for individual questions and items.

At the end of the academic year 2020/21, we highlighted the importance and role of student surveys through student representatives at a departmental meeting and encouraged students to complete the surveys in the Higher Education Information System (VIS). In recent years, some measures have been taken to overcome the problem of poor response rates and anonymity of students: in 2018, a lower student number of 3 was introduced as the minimum number of students who can evaluate an individual teacher. Vertical integration of courses was introduced, which means that, for example, a piano teacher who has students in different years is evaluated by all his students, even if they are in different years. In the meantime, a change in the rules on the protection of personal data has created a new problem, namely the horizontal linking of courses between teachers. In practice, this meant that while students from different years were assessing a particular course, all the teachers teaching the course together were being assessed at the same time. As a consequence, the survey providers were asked to separate the surveys between the teachers, which could only be partially respected according to the system used so far. Separate analyses by subject provider were possible for the time being for the PRE-exam surveys, but not for the POST-exam surveys. This will be done by the providers in the academic year 2021/22. The above adjustments to the student surveys have brought some improvement, but still leave a relatively large number of teachers unassessed. There are probably at least two reasons for this: the first is the relative length of the surveys, which takes a considerable amount of time to complete; the second is the fact that, due to the small number of students who are assessed, they are aware

that it will not be difficult for the assessed teacher to find out who has given them a bad mark. In order to avoid this

a specific instrument: the interview with the dean, and in June 2021 the institution of the trustee Students.

We are therefore trying to address the issue of student surveys in a motivational, substantive and technical way. The introduction of new institutes will provide additional information on the strengths and weaknesses of the SP.

In its final report, the NACVIS evaluation team pointed out that the information gathered through student surveys is problematic due to the boutique nature of the student population. Surveys often remain uncompleted or are under-sampled. As regards the key strengths and weaknesses of the SP, which emerge from the results of the student surveys, she stressed the following in her final report: 'the lower number of students participating in the surveys means that there is a certain risk in the interpretation of the surveys themselves, as the College itself has noted; indeed, it has even been noted in interviews that it is perhaps those students who want to point out shortcomings or problems who are most willing to fill in the surveys, while others who are satisfied largely do not fill in the surveys at all'.

The expert group also notes that some of the issues seen in student surveys have no real follow-up in changes or action plans within the self-evaluation reports themselves, which can complete the quality circle..."

They see an opportunity in "analysing the real workload of students in individual courses (survey, research), as certain (flawed) surveys do not reveal this".

Therefore, in the following sections of the self-evaluation report, which refer to the results of the student surveys comment on results for only one or two items.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of STRENGTHS AND

THE SHORTCOMINGS OF THE SPS ACCORDING TO THE RESULTS OF STUDENT SURVEYS OR OTHER COMPARABLE MECHANISMS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

- encourage students to complete student surveys,

- to examine the issues raised in the student surveys and develop an appropriate action plan to address them

- to upgrade the questions of the existing student survey in terms of greater relevance to study programmes in the field of music art and music pedagogy

- to obtain additional feedback through the use of surveys and other research instruments in the context of student and teacher surveys

5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at the level of the SP

Student population monitoring - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Take into account the call for applications, enrolment.

		Število vpisanih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
IZREDNI	01	0	0	1	2	1
	02	2	0	0	1	2
	03	0	1	0	0	1
	0A	0	0	1	0	0
	Vsota	2	1	2	3	4
REDNI	01	16	14	16	14	21
	02	7	13	11	11	14
	03	12	7	12	8	10
	0A	1	1	1	2	2
	Vsota	36	35	40	35	47

In the academic years under review, the number of students enrolled in the SP ranges from 35 to 47. Proportion

The number of part-time students is very low, with most students enrolled full-time.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the passability.

Prehodnost iz 1. v 2. letnik po letih				
2016/17	2017/18	2018/19	2019/20	2020/21
50,0 %	75,0 %	78,6 %	70,6 %	100,0 %

The Department of Music Pedagogy is able to intensively monitor each generation of students enrolled in the SP, as it is small in number compared to many other study programmes at the UL. The lowest transition rate from 1st to 2nd year was in the academic year 2016/17 (50%). In the following three academic years, it ranged from 70.6% to 75%, and in the academic year 2020/21 it was 100%. Candidates who have successfully passed the admission test and who have previously attended various grammar school programmes (Music Artistic Grammar School, General Grammar School, Classical Grammar School) and have completed various levels of formal music education (Music School, Music Artistic Grammar School) and non-formal music education are enrolled in the SP. Depending on their background, effort and study habits, a higher proportion of students from the enrolled generation complete all the study requirements and enrol in a higher year of study. After passing the entrance examination, some students change their field of study after the first year of studies (mostly they enrol in the first cycle of the Music Arts programme at UL AG). Some students re-enrol in the first year because they have not met the criteria for successful progression in a particular subject and to upgrade their musical skills accordingly. Some students transfer to other courses of study or drop out. In the academic year 2020/21, a long-lasting epidemic has affected the passage of students to the upper year. After the first year of follow-up, we find that the generation of school leavers who first enrolled in the SP during the epidemic has a higher level of self-regulated learning and a higher level of personal responsibility for their studies.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the end of the study.

Število diplomantov po letih				
2016	2017	2018	2019	2020
13	8	8	12	6

The number of graduates ranges from 6 to 13 in the academic years under review. Completion of studies in each generation of students is related to various factors, as noted in the commentary on the transition of students from first to second year. Completion of the first cycle of studies does not give graduates the opportunity for independent educational work and most of them continue their studies in the second cycle of studies in music pedagogy. Individual students need an extra year of study to develop the necessary competences and demonstrate proficiency in subject areas where they were weak in musical knowledge and skills. During the extra year, individual students are sent on an Erasmus exchange or have another activity that requires a lot of time and energy. In 2020, the very low number of graduates was also influenced by the prolonged epidemic situation, in which they were unable to complete all their studies and exams successfully after distance and hybrid lectures, seminars and tutorials.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators.

Justify your assessment by citing trends in indicators, opinions, findings.

The indicators for the transition from Year 1 to Year 2 confirm that, although the entrance test indicates the suitability of the candidate's musical and pedagogical dispositions for successful entry to the SP, it does not fully guarantee the success of the Year 1 studies. An individual's academic performance and progress during his/her studies depend on various factors: study habits, effort, personal interests in music, motivation, external factors (availability of an instrument for continuous piano practice, illness, epidemic, social status, etc.). The Department of Music Pedagogy will continue to monitor the performance of each generation of enrolled students more systematically and to check the entry competences of students in accordance with the recommendations of the NAKVIS experts. We will resume activities related to the planned preparatory course or some other form of training prior to the entrance examinations for candidates who are not graduates of the Music Arts Gymnasium.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

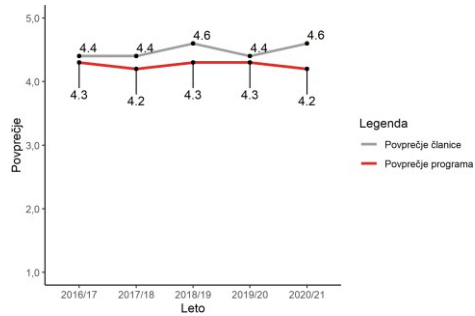
Closer monitoring and analysis of the study process and academic performance in each generation of students, from enrolment, through to graduation

5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

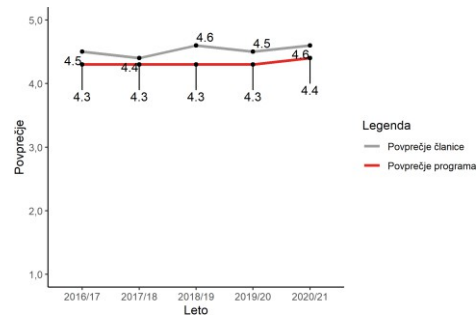
Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

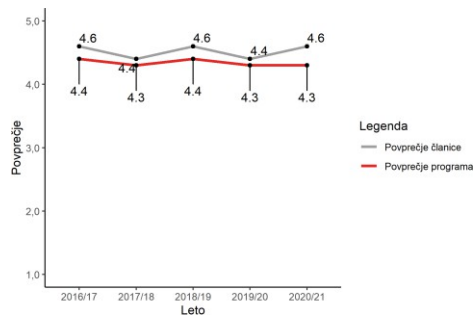
Agreeing with the statement: Overall, I am Satisfied with the course (Pre-exam survey)



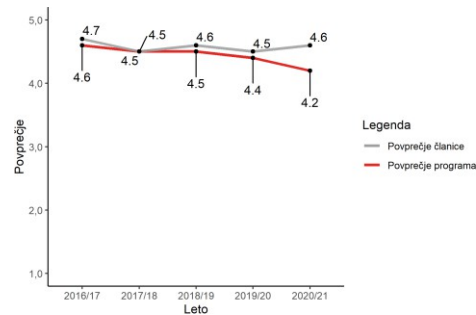
Agree with statement: Different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



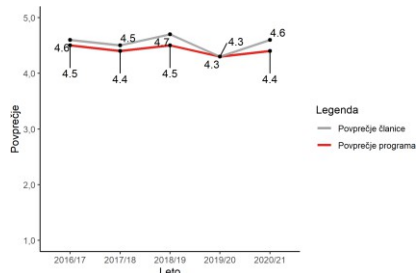
Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).



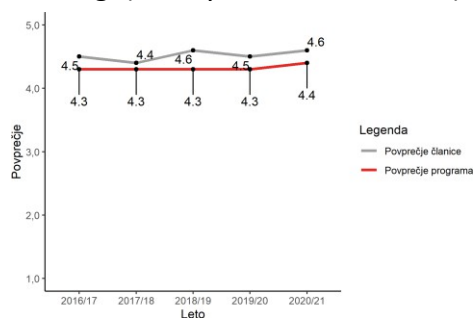
Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)



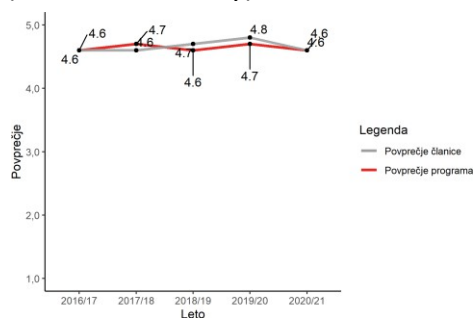
Agreement with the statement: I find that ongoing assessment of knowledge in the course (in whatever form: colloquium, test, homework, projects, seminars, etc.) is appropriate to the nature of the course (Pre-examination survey).



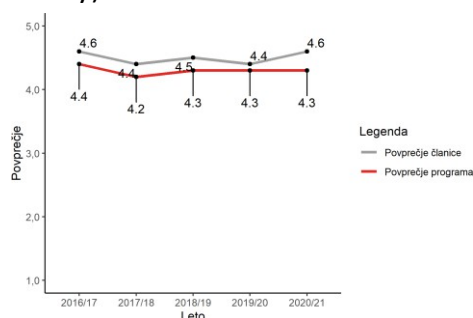
Agree with the statement: Implementation of the subject encourages me to learn independently thinking. (Survey BEFORE the exam)



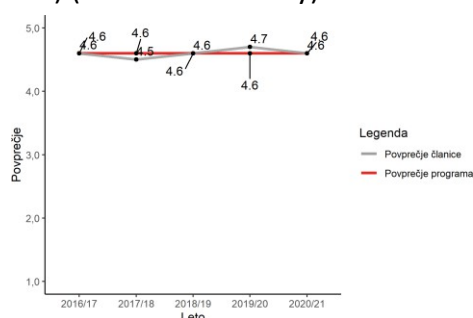
Agree with the statement: The assessment and verification criteria were respected (Post-exam survey).



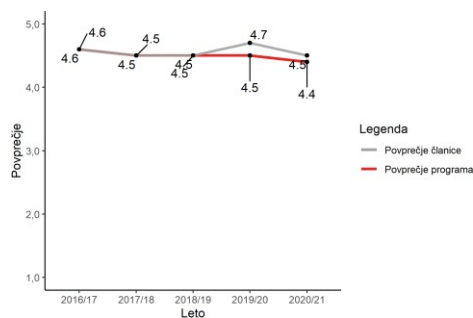
Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)



Agree with the statement: The tasks were Adequate representation of the course content (in lectures, independent study, etc.) (Post-exam survey).



Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)



The average course satisfaction score calculated for the entire SP does not change significantly over the academic years and varies between 4.2 and 4.3. The numerous response in the academic year 2020/21 for the item 'satisfaction' varies widely and ranges from 1 to 15. As a result, only 40 courses are included in the final calculation of the course satisfaction average, while 15 courses are not included in the final calculation of the course satisfaction average. For these subjects, only one or two students responded to the survey. The problem of low response rates and the representativeness of the survey results is also a problem for all previous academic years.

Monitoring and quality assurance of the teaching process - Cross-curricular integration

How do you ensure integration between subjects or units (cross-curricular integration)?

The inter-subject integration is designed both vertically and horizontally in the Master's programme and is further developed in the Master's programme in Music Pedagogy. There are differences between individual course providers in the extent to which and in what ways they raise students' awareness of cross-curricular integration. The most obvious use of cross-curricular integration is in Pedagogical Practice 1, 2 and 3, where students are required to make meaningful use of all the music pedagogical, music reproductive, music production, music theoretical and music historical knowledge they have acquired in solo and tandem teaching performances. The success of inter-subject integration is also evident in the public concerts of the UL AG choirs, which are often accompanied on the piano by GP students (piano A level). The success of inter-subject integration is also evident in the project activities in which music education students participate, in various seminars and workshops.

Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, How?

The teaching, learning and assessment methods have been updated and adapted to the expected competences in all curricula at the level of small changes in the process of transferring the SP curriculum and all curricula to eLearning. At the onset of the epidemic, the established modes of learning and teaching and assessment were adapted to distance learning and hybrid delivery of lectures, seminars and tutorials. Specific protocols and regulations were developed and adopted at the level of the UL AG for the assessment of knowledge and the conduct of entrance examinations. The development of digital competences, as elaborated in the DigCompEdu European Reference Framework, has been promoted in the study processes. At the end of the year, both teachers and students realised that the distance and hybrid learning of individual subjects could not fully ensure the successful development of those competences that are inevitably linked to music learning in authentic learning environments (live classes in UL AG lecture halls, live teaching practice in educational organisations, live performances at concerts, participation in live competitions).

Monitoring and quality assurance of the teaching process - Student workload

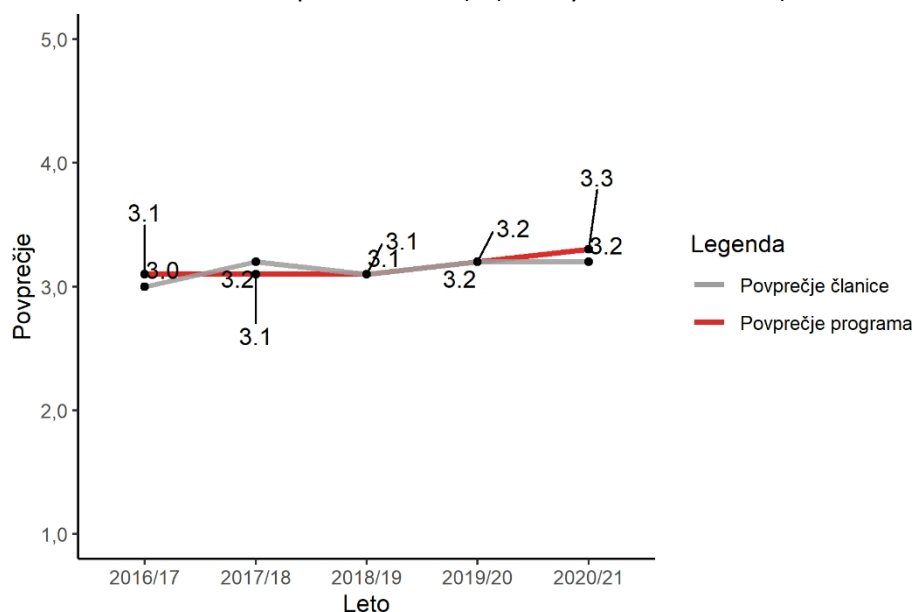
How do you monitor and ensure an adequate student workload in relation to ECTS assessment?*

**If the results of the student survey for a course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may be helpful: "STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".*

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

Evaluate whether you have spent between #ktmin# and #ktmax# hours on the course, as stipulated in the

study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar etc. and all forms of independent work)? (Survey AFTER the exam)



The average score ranges between 3.1 and 3.3, which is not far from the expected load. In the academic year 2020/2021, students spent more time on the production of videos and other materials using ICT due to distance learning and hybrid delivery of lectures, seminars and tutorials, resulting in a slightly higher load rating.

Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Do you promote student-centred learning and teaching? If yes, how?*

**For the definition of the term, see point 1.3 in document 1 or document 2.*

The study of music pedagogy in individual subjects is formally designed to be student-centred. Depending on the student's background and interests, he/she is involved in level-based lessons. In Piano, there are three possible levels: A, B and C, and the lessons are conducted in an individual learning format. In Partitur and Vocal Technique, the study process is conducted in small groups. In many subjects, individualisation and differentiation is reflected in personalised assignments, seminar work and other student activities, as well as ongoing formative feedback from the teacher. In the teaching practice, the student's work is monitored individually and as a group by the UL AG teacher, the mentor teacher at the school and the student's peers. The implementation of all courses of the study programme is based on the student's activity and authentic forms of learning. As the number of individual year groups is small, each HE teacher is able to implement the concept of student-centred learning and teaching. Feedback from students enables the Head of Department to draw the attention of those professors who do not implement this concept in their courses to it and to encourage them to change their teaching methods, the way they monitor and assess student work, etc. Each student has the possibility of individual consultations with the professor, both in and out of class.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

The NACVIS evaluation team wrote in its final report on the sample evaluation of SPs:
"The small teaching groups on both programmes have the opportunity for a lot of individual work, which we see as an advantage, especially in terms of relations with the teaching staff and the flow of information... It was also perceived through the interviews that lecturers and management are sufficiently sensitive to any complaints or warnings from students about various irregularities or problems with the timetable ...
Many of the elements of quality itself are played out and realised in informal, personal forms and interactions, which may be a feature of smaller groups, academic-artistic programmes and considerable individual approaches between lecturers and students ...
The small number of students enrolled can make studying more person-centred, so often problems can be solved informally. This was also pointed out by the students that they feel that the institution listens to every student."
Among its recommendations, it makes the following observations:
"The experts suggest a sound and rigorous analytical approach to the causes of the apparent increase in enrolment in teaching programmes and the more visible drop-out after a short period of study. In this context, we also draw attention to the accurate recording of the number of students and graduates enrolled, which, on closer examination of the reports, does not show the same and realistic figures, as has been realised in the course of the discussions ..."

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHALLENGING AND

QUALITY ASSURANCE OF THE TEACHING PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Analysis and discussion of student workload in individual courses and in the delivery of the entire curriculum in each year of study.

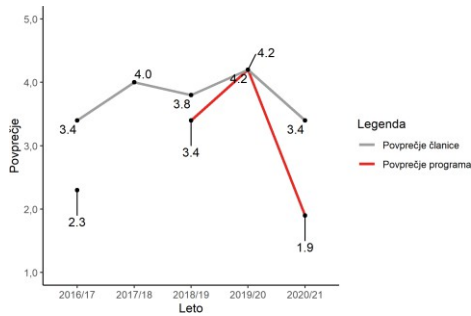
5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

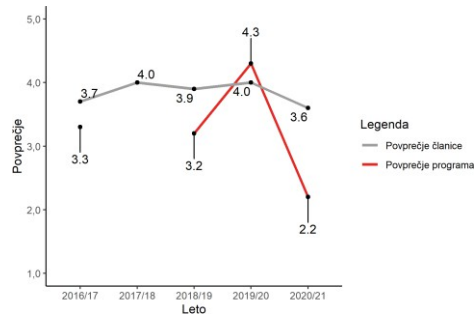
How do you encourage home students of the SP to integrate and work internationally (please include aspects of internationalisation at home*)?

* For a definition, see the document.

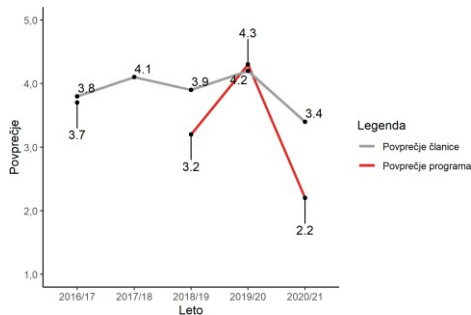
We have sufficient information on possible international exchanges



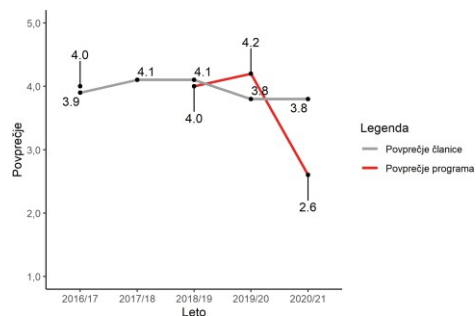
There are plenty of interesting options for international exchange



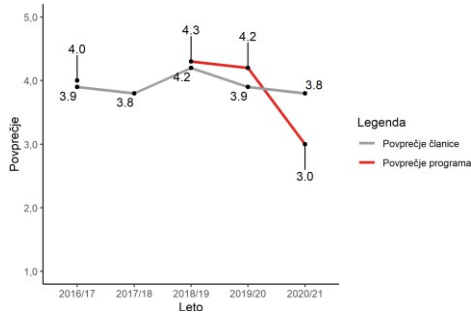
Exchanges are encouraged and supported.



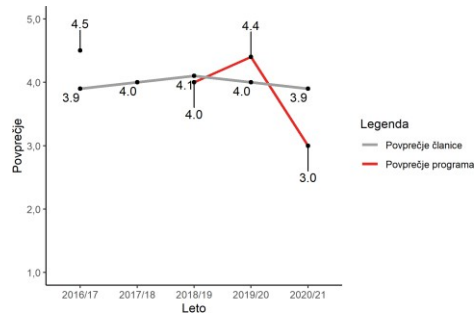
I have the possibility to take compulsory items abroad.



Recognition of obligations performed abroad (ECTS) is appropriate.



Expert support for international mobility is adequate.



The results show that students' awareness of possible international exchanges has dropped sharply in the last academic year, from an average score of 4.2 in the 2019/20 academic year, to 1.9 in the 2020/21 academic year. This is due to both distance and hybrid study, which has kept students away from the international office at 34 Old Market Square, and the fact that Covid-19 has also reduced the opportunities for international exchanges.

Support for internationalisation of studies - International students

How do you involve international students in the SP? Please describe the aspects of the integration of both students on mobility programmes (Erasmus) and international students enrolled in the SP.

		Število vpisanih tujih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
Izredni	01	0	0	0	0	0
	02	0	0	0	0	0
	03	0	0	0	0	0
	0A	0	0	0	0	0
	Vsota	0	0	0	0	0
Redni	01	0	0	2	1	2
	02	0	0	0	1	1
	03	0	0	0	0	1
	0A	0	0	0	0	0
	Vsota	0	0	2	2	4

The number of international students is low, both full-time and ERASMUS exchange students. The reason for this is certainly the fact that special music didactics and related pedagogical practices are oriented towards the Slovenian school system and that the use of Slovenian is obligatory for the implementation of the obligations within the pedagogical practices.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, field trips abroad, international summer schools, events to promote studies/SP abroad) Staff mobility is excluded.

Internationalisation is strengthened by hosting foreign professors, participation of our students in international student forums, publication of students' papers in foreign publications, hosting of students abroad, international choral and choir activities, promotion of study abroad, active participation in the international professional association EAS/European Association for School Music, publication of papers in English in foreign journals and monographs, participation in international symposia and conferences, publishing of the only

scientific journal in the field of music pedagogy - The Journal of Music Education of the Academy of Music in Ljubljana with an international editorial board.

In the academic year 2020/21, most of the practical activities were carried out remotely, only some of the choral and choir activities could be carried out 'live'.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

With the exception of the epidemic-ridden and disrupted academic year 2020/21, the internationalisation of studies, in connection with the description given in point 3, has been strengthened and grown each year in a number of areas. In the academic year 2020/21, it has taken on other forms of activity, which we have learnt a lot from and will apply in a meaningful way in future activities in the field of internationalisation of studies.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORTING THE INTERNATIONALISATION OF STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Intensified adaptation of the International Office to support internationalisation in times of the duration of the epidemic.

Improving information for music education students on exchange opportunities.

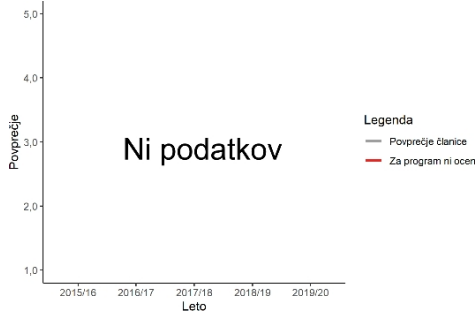
Tailored implementation of the activities of the International Week of the Department of Music Education during the duration of the week.
epidemics

5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

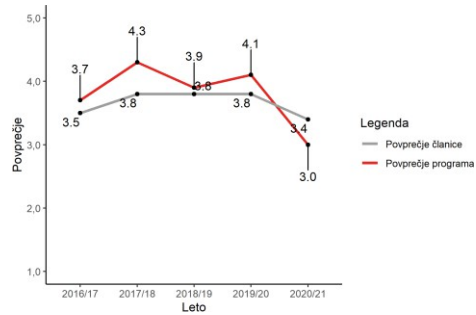
Please list the activities linked to the SP.

Providing support, encouraging students in their studies - In relation to the delivery of the study process What kind of support do you provide to students in relation to the delivery of the study process?(e.g. tutoring, support in the selection of elective courses, addressing different student needs, individual tailoring, different modes of assessment, etc.)?

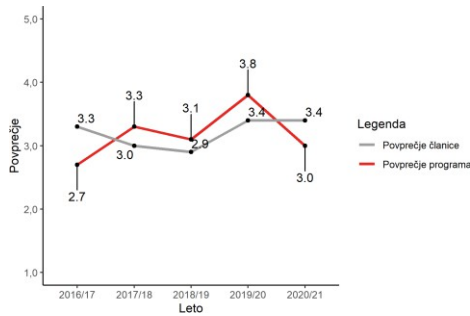
Overall, I am satisfied with my studies.



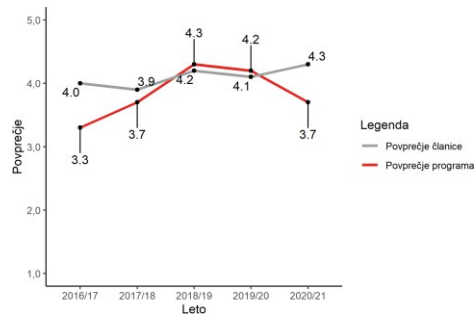
Information about the study process I on time.



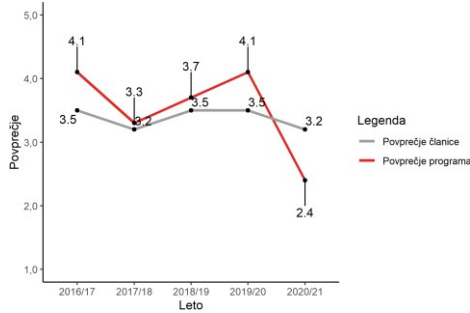
With a wireless network, I'm satisfied/satisfied.



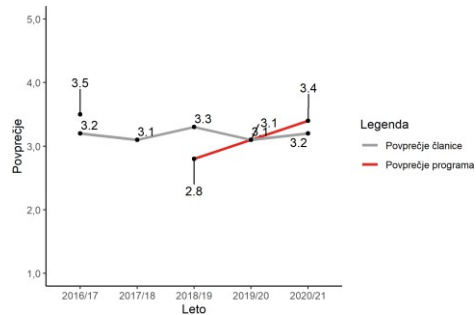
I was offered suitable choices courses from other UL faculties/academies.



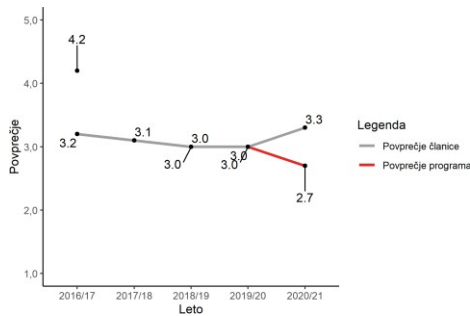
During my studies, I learnt about the relevant Number of external institutions (through excursions, invitations to seminars, etc.).



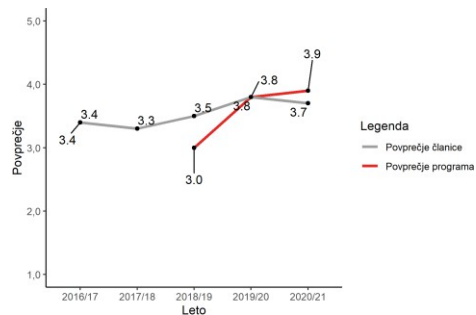
If I need a tutor, I know who to contact I can turn around.



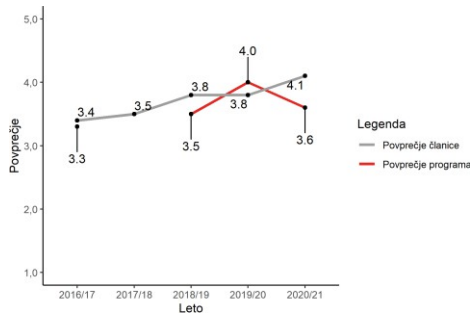
I know who I can turn to for career advice.



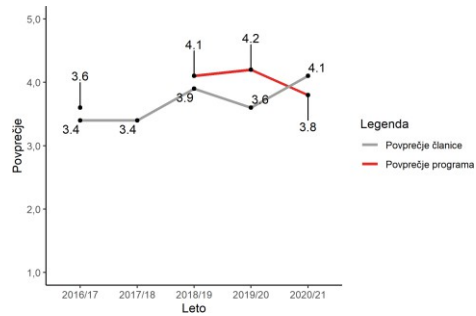
Student Office opening hours are appropriate.



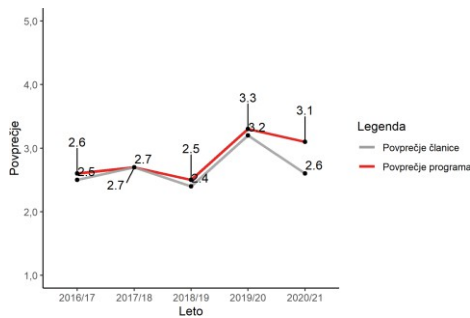
The Student Office staff are responsive and effective.



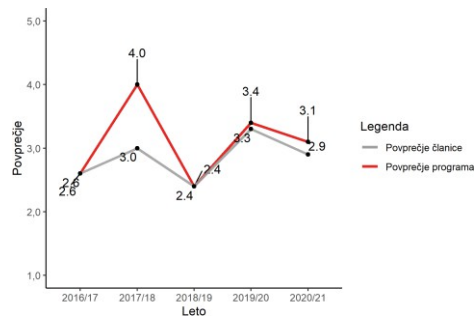
The staff of the Student Office have appropriate attitudes towards students.



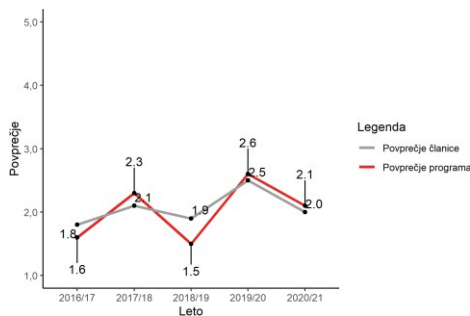
Lecture, rehearsal and other facilities the forms of teaching are appropriate.



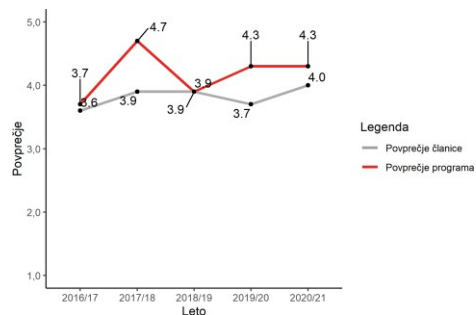
Equipment for lectures, tutorials and other forms of teaching is adequate.



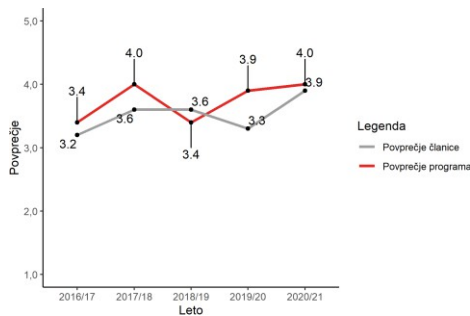
Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.)



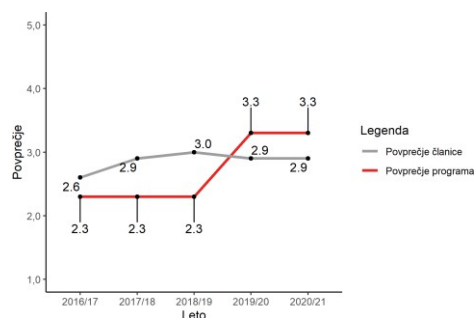
The volume of literature is adequate.



The accessibility of the literature is adequate.



The library staff can advise me accordingly literature search.



Supporting, encouraging students in their studies - Practical, professional, research or artistic work
Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work?

projects related to the study programme? (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; except for practical training, which is already part of the SP) Please estimate the number of students involved in research and development work or artistic projects outside the prescribed curriculum.*

** Student innovation projects for social benefit.*

*** The Creative Path to Knowledge programme.*

The Department of Music Pedagogy of the UL AG continuously pursues the objectives related to the involvement of students in professional, research and artistic activities, which was documented in the application for the NACVIS model evaluation. In the academic year 2020/21, the number of such opportunities was reduced due to the lack of the call for project tasks of the SIPK and the PKP, and the possibility of carrying out choir projects and some other artistic projects in which students of music pedagogy have participated in the past was also reduced. The students, especially in the field of choir and choral conducting, participate in various artistic projects of the UL AG. They gain practical experience in the framework of the annual Pedagogical Practice, which has been modified in the academic year 2020/21 in line with the epidemiological situation and the constraints in the education sector.

The students were involved in various informal forms of gaining practical experience, e.g. musical holidays organised by the Ljubljana Musical Matica Association, participation in other association projects and activities; project work with the Slovenian Children's Choir, etc. Particularly strong areas of student activity outside the formal study context are choral conducting and choral singing. Students take part in various competitions, participate in various co-production artistic projects and gain practical choral experience by conducting various choirs.

Providing support, encouraging students in their studies - Scientific, research, etc.
work of art

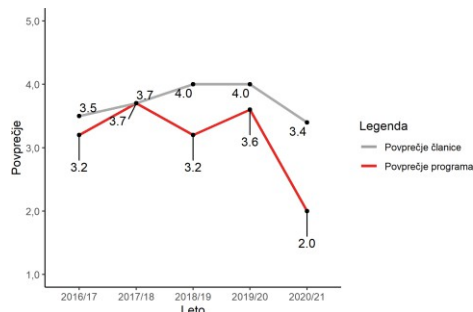
Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme? (e.g. involvement of students in basic and applied research, research programmes, artistic projects, etc.) Estimate the number of students involved in research and development or artistic projects.

The Department of Music Pedagogy of the UL AG continuously pursues the objectives related to the involvement of students in professional, research and artistic activities, which was documented in the application for the NACVIS model evaluation. In the academic year 2020/21, the number of such opportunities was reduced because the epidemic prevented the organisation of a number of concerts and projects.

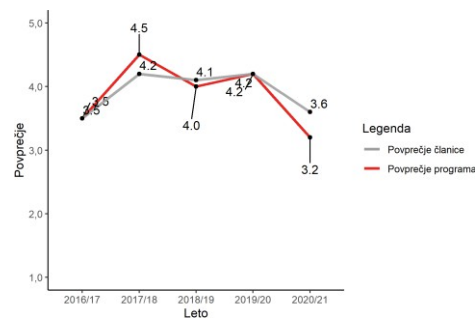
Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)

My studies give me the opportunity to have a good choice of sports activities



Through the Student Council, I am Satisfied.



Among the activities that students do while studying, the graph shows that participation in sports activities varies between generations of students. As the first cycle of music education is very intensive in the 1st and 2nd year of studies (extensive course load), we assume that students do not find time or opportunities in their timetable to participate in organised sports activities. We are aware of the importance of these activities and will therefore encourage students to participate in sports activities, which undoubtedly contribute to a healthy life and to the successful completion of their studies.

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. mental health support, etc.)?

We do not have a direct service for special help for students. In cases of financial and social hardship, students' needs are addressed by the relevant UL AG committees, and assistance is also organised by UL AG student organisations. In cases of greater hardship, students are provided with information on where they can get additional help.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

Students are actively involved in various informal activities during their studies, gaining practical experience and developing additional skills and competences. In accordance with the possibilities and in connection with the objectives and competences of various subjects, they are maximally activated in research, professional and artistic activities at the UL AG and in the extensive network of educational institutions with which we cooperate in the framework of pedagogical practices. They also invest a lot of energy and work in the field of choir and choral conducting in local communities, and already during their studies, they demonstrate their achievements in various music competitions. Their responsibility for the development of the key lifelong learning competence of Cultural Awareness and Expression is evident.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Efforts to adapt and upgrade the quality of the timetable, taking into account the problems of dispersion of premises and multi-site delivery of the SP
Urgent improvement of space, facilities and infrastructure (Eduroam at all sites)
Long-term provision of financial resources, acquisition of professional literature and the necessary technical resources
Tutoring improved in terms of content and systems
Checking the possibilities for a standardised use of online tools.
Purchase of student licences for the use of computer programmes that are part of the study process

5.e. STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development and a list of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on different aspects of learning and teaching that we have prepared for higher education teachers, we ask you to indicate the higher education teachers and colleagues who teach most of their teaching load at your institution.

programme. Please enter each person on a new line, separated by semicolons. Please note: We will review the validity of the entry from a data protection perspective. For this reason, you do not need to enter the list of teachers and staff for the time being.

The autonomy of the teachers and staff in their teaching and research is guaranteed by the curricula, the guidance given by the course leaders and the support of the management of the Department of Music Pedagogy and the management of the UL AG. Assistance and advice in developing the career paths of the teachers and staff is provided individually among the individual stakeholders and collectively, in discussions at the meetings of the Department of Music Pedagogy, in the International Office of the UL AG, in the framework of the individual committees operating at the UL AG (e.g. the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the Assistance and advice is also provided in the development of career paths through various projects and additional training.

Promoting the professional development of staff and collaborators implementing, supporting SP - Training for pedagogical competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

///

Promoting the professional development of staff and collaborators who implement, support SP

-

International mobility

Please indicate the extent of international mobility of higher education teachers, staff and assistants directly involved in the implementation and support of the SP.

The data for the academic year 2020/21 are valid for the entire UL AG: Incoming mobility Professors: 7
Outgoing mobility Professors: 5

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

The material and technical possibilities are inadequate (practically non-existent) and it could be said that this situation hampers the possibilities for higher education teachers to carry out scientific research. The support of the UL AG in the academic year 2020/21 was mainly moral, and the new Strategy 2021-2027 aims to make positive developments both in terms of providing adequate material and technical conditions for work and in terms of staff development and the expansion and establishment of the Research Group of the UL AG.

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP? (Please also take into account findings from satisfaction surveys, annual interviews, etc.)

At the level of the Department of Music Education, the organisational climate is very supportive and encouraging. At the level of the UL AG as a whole, the main focus is on artistic education, concerts, artistic projects, masterclasses, seminars and summer schools. This puts teachers of higher education, systematised in the Department of Music Pedagogy, who are habilitated in the scientific field, in an unequal position. For many years we have been drawing attention to the abolition of funding for individual research work.

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

We want to further improve the staffing structure at the level of the study programme by systematising or transferring one post in the Department of Music Pedagogy. Changes in society require the immediate systematisation of one more post of a higher education teacher, habilitated in the field of music pedagogy, who would work in the field of didactic application of modern information and communication technologies in music subjects at different levels of education and training.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

The human resources structure, the organisational climate, the promotion of the professional development of the employees and the support for their scientific research and development work have a significant impact on the quality of the implementation of the SP. In the Strategy of the UL AG for the period 2021-2027, one of the strategic activities is focused on Investing in the human resources and the organisation, and the other one is focused on "Shifting minds" and refers to the ARRS both in terms of research in its fields and in terms of launching new initiatives for project calls for proposals in which the Research Group of the UL AG could compete as well. The Strategy of the UL AG for the period 2021-2027 includes a number of strategic activities.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Systematisation of the post of habilitated higher education teacher in the field of Music and Pedagogy subjects for the implementation of the didactic courses Didactic use of information and communication technology in music teaching, Multimedia 1 and Multimedia 2

Resolution of the spatial and material conditions for the implementation of the SP at the level of the UL AG

Provision of funds for Individual Research, administrative and professional assistance for staff to prepare project documents and apply for calls for tenders

Solve the problem of obtaining researcher codes, expand the UL AG research group or establish a new research group in the field of music (link with the Doctorate of Arts), review the ARRS code lists;

Ensure that the interpretation of the UL AG habilitation criteria is respected; ensure the transfer to the programme for the evaluation of scientific research work in the field of music education subjects.

(Bibliographical performance indicators for election to the title)

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their

(e.g. HE teachers and colleagues, mentors, students, alumni, professional colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)

The following were included in the discussions on the study programme and the final report on the model evaluation of the study programme Music Pedagogy by NAKVIS, in the preparation of the self-evaluation report for the academic year 2020/21:

- higher education teachers and collaborators, members of the Department of Music Pedagogy and other providers of study programme courses (meetings of the Department of Music Pedagogy, membership of various bodies and committees of the UL AG),
- students, who are represented at meetings of the Department of Music Pedagogy, in the UL AG Student Council, as well as in various UL AG bodies and committees),
- AG management and professional staff,
- representatives of mentor teachers from the HEIs where the teaching placements are being carried out and who have been involved in the interviews with NACVIS evaluators,
- representatives of employers who were involved in discussions with NAKVIS evaluators.

During the preparatory phase, interviews were conducted in person and remotely via videoconferencing and e-correspondence. The self-evaluation report was sent to stakeholders for discussion via e-mail.

On the recommendation of the NACVIS evaluation team, all discussions and agreements under the Action Plan shall be documented and formally recorded.

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you discuss it, etc.).

The self-evaluation report for the academic year 2020/21 was prepared by the study programme administrator and presented at the departmental meeting (familiarisation of the department members, student representatives). It was sent to the representatives of the teacher-mentors from the HEIs involved in the implementation of the teaching placements, potential employers and alumni representatives, the UL AG management. All stakeholders had the opportunity to provide feedback. The self-evaluation report was discussed at the UL AG Quality Commission and the UL AG Senate.

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe:

- the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);
- how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).

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Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Publication of updated curricula on the UL AG website	As the main activity was focused on the transfer of the curricula to the EVS, the last updated curricula were not uploaded to the UL AG website.
Student outreach through student organisations, liaison with the designers of student surveys and presentation of needs or areas of assessment relevant to the study of music. pedagogy and for music professional subjects.	This was only partially realised, as direct animation is most easily done 'live', and the 2020/21 academic year was marked by an epidemic in which a large part of the conversations and animations took place in virtual environments.
Undertake a more detailed analysis of students' entry competences before enrolment or at the start of their studies	Partially implemented, the Department has changed the Head of Department, as a result some planned activities were only partially completed during the implementation of the admission tests.
Developing a protocol for dealing with students with disabilities needs at UL AG	Also at UL AG level, there has been a change of management, the planned The drafting of the protocol was therefore only partially realised.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
The identified shortcomings, recorded in the final the report of the NAKVIS evaluation team on the model evaluation of the music pedagogy level 1 and music education programmes Pedagogy Level 2, we have started to resolve in line with current possibilities. Some of the shortcomings require procedural resolution and longer resolution times, while others can be resolved immediately. The process of preparation of the UL AG Strategy 2021-2027, which was approved by the UL AG Senate in the winter semester of the academic year 2021/2022, has also provided important impetus and guidance for quality upgrading.	Developing action plans to upgrade the quality of delivery of study programmes and improve the visibility of the quality circle.

	OPPORTUNITIES FOR IMPROVEMENT	KEY WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY WITHIN MEMBERS
2.	<p>Department for Musical Pedagogy planned by more complex Evaluation of the SP with the objectives of the verification eligibility defined objectives and SP competences in in line with current and future needs in slovak Educational system, flexible learning environments and changing society.</p>	<p>Time availability researchers - members Research UL AG - for implementation in-depth research; Issues contact with graduates regarding on the protection of personal data data</p>	<p>Poor responsiveness graduates, former students at first instance and of the second instance programme Music pedagogy, on survey; poor Responsiveness of VIZ directors, who employ our graduates, the survey; low Representation graduates among UL AG alumni</p>	<p>Check Relevance defined objectives and SP competences in in line with current needs in slovak school premises,</p>	<p>selection of research groups, preparation Methodologies research, implementation research</p>	<p>President Department, Administrator study programmes Members of the Department for music Pedagogy</p>
2.	<p>Formally recording all a conversation with SP stakeholders and with related changes to the SP. Pairing and getting involved stakeholders in preparation the annual Self-evaluation and reports.</p>	<p>Possibly unfavourable timeline for creating Self-evaluation a reports for individual stakeholders; possible low Motivation individual stakeholders for participation in preparing the report</p>	<p>Poor responsiveness individual Stakeholders</p>	<p>To formally record all conversations with SP stakeholders; Encourage stakeholders to participation in the preparation process Self-evaluation a reports</p>	<p>Archiving in documentary UL AG system; collection documents in specific groups Ms Teams</p>	<p>President Department, Member the Department for Musical Pedagogy</p>
2.	<p>Reflection on Incoming Competences candidates for studies, their prepare for admission test and supportive Accompanied by their study of the post-entry process</p>	<p>possible deterioration responsiveness by individual Higher education teachers, involved in implementation of the SP, for participation in preparatory study programme GP in conjunction with Timely</p>	<p>possible too small Information candidates and response to enrolment at the preparatory Course</p>	<p>Check the input competences and prepare preparatory programme for at first instance GP studies</p>	<p>analysis of input competences and Design preparatory programme for at first instance study programme GP</p>	<p>President Department, Member the Department for Musical Pedagogy</p>

	in SP	Availability, schedules and to the material evaluating work				
2.	Mode analysis describing objectives, competences and foreseen results at the UN individual objects and clear wording in cases interdisciplinary	Some of the items are implemented for other SPs by implemented by UL AG (professional elective objects); for these subjects is interdisciplinary t harder to clear to be defined in	part of the expertise optional subjects attended by students other UL faculties (can also be general electives objects)	Analyse the way describing objectives, competences and foreseen results at the UN according to their diction and interdisciplinary linking	Carrying out the analysis, link to a study on eligibility defined objectives and SP competences in line with current needs in	President Department, Administrator study programmes, Members of the Department for music Pedagogy
	a integration to avoid any apparent duplication of objectives, competences and intended results.	in connection only with to study the GP programme			slovak school premises	
3.	More precisely the links described subject objectives and competences with those at the level of study in accordance with recommended by Groups evaluators NACVIS	Some of the items are implemented for other SPs by implemented by UL AG (professional elective objects); for these subjects is interdisciplinary t harder to clear to be defined in in connection only with to study the GP programme	part of the expertise optional subjects attended by students other UL faculties (can also be general electives objects)	Analyse accuracy of description links subject objectives and competences with written objectives and competences on SP levels	Carrying out the analysis, link to a study on eligibility defined objectives and SP competences in line with current needs in slovak school premises	President Department, Administrator study programmes Members of the Department for music Pedagogy
4.	Encourage students to filling student surveys,	most students less responsive to Invitations to complete surveys	inadequacy issues and individual items in the survey questionnaires, ready for all study UL programmes	Encourage students to filling student surveys	promotion students to filling student surveys	President Department, Member Department for Musical Pedagogy
4.	Check issues, expressed in Student surveys, and to design an appropriate	low numerus completed student surveys, high dispersion (SD) in the estimates for individual	issues and items student surveys are made for the entire OJ and not Please note	Analyse issues, or. Instructed trends in Student surveys;	Carrying out the analysis and Developing an action plan Plan Resolution	President Department

	Action Plan its resolving	items student surveys	the specificities of the study programmes that including Musical art in in relation to education and education	resolve issues in in line with real options, related to material, spatial and HR conditions		
4.	upgrade questions existing Student surveys in terms of increased links with study programmes on in the field of music art and Music Pedagogy	low motivation students and Higher education teachers for improvements to questions and items student surveys	issues and items student surveys are made for the whole of OJ, difficult adapt for specifics individual members UL	Upgrade issues and items in Student surveys in the link with the specifics of the SP	Continue with striving for upgrade issues and items in Student surveys	Vice-Dean for study matters, President Department, Representatives GP students, Members of the Department for music Pedagogy
4.	obtain additional feedback information with the use of surveys; and of others	limited time and material availability for development of own	Evaluation collected in this way data from	To obtain additional information with the use of surveys and of others	preparation of an action plan plan for Retrieved from feedback information with	Vice-Dean for study matters, President Department, Member the Department for
	research instruments in the context of student research and higher education teachers	research instruments	External stakeholders and OJ	Research instruments	the use of surveys and other research instruments	music pedagogy
5. a	Closer monitoring and analysis of the study of the process and study achievements in each to a generation students from applications for enrolment, transitions to completion of studies	rules related to protection of personal data Data, make it more difficult to Follow individual Generations students	misunderstanding specifics study a process which, from of the individual requires a lot and Continuous investing effort for individual subjects. About to the baseline dispositions and individual's interests may be in to a specific generation completely	to create an appropriate a mechanism for tighter monitoring and analysis of the study of the process and study achievements in each to a generation	preparation of an action plan a roadmap for closer monitoring and analysis of the study of the process and study achievements in each to a generation	Vice-Dean for study matters, President Department, Member the Department for Musical Pedagogy

			different the result regarding throughput and completion of studies as in the second to a generation			
5. b	Analysis and labour treatment loads students at individual subjects and the implementation of the entire the curriculum in individually year of study.	Individual differences between students regarding working load at individually subject (quantity needed training and time invested for academic achievement)	misunderstanding nature individual objects, with most of which activities take place in lectures (e.g. choral singing) and nature objects that request individual work at home (e.g. practicing the piano, score games, solfeggia ...)	to create an appropriate a mechanism for analysis of working load students at individually subject	preparation of an action plan the analysis plan working load students at individual subjects	President Department, Member Department for Musical Pedagogy, GP students
5. c	Intensified customisation operations international support offices internationalisation during the duration epidemics. Improving information students Music pedagogy regarding options exchanges.	Modest and not eye-catching enough presentations and publications on the website UL AG, poorer monitoring publications on the UL AG, Insufficient information via other social media by used Students	Retrieved from platform for UL website AG	To create a more visible and more frequent posts both online by UL AG as also in other social media. On the inner websites publish study issues.	A creation of the more visible and more frequent publications on the the website of the UL AG and in other social media. Publishing Study issues on internal web pages.	Vice-Dean for International activity, International UL AG office
5. c	Adapted from implementation of activities International Department of	the impact of the epidemic on implementation	disabled mobility and hosting of foreign	design customised model implementations International	Design customised the performance model International	President Department, Member Department for
	Musical pedagogy in time the duration of the epidemic	International "Live" weeks	Higher education teachers "live"	Music Pedagogy Department week with Incorporating distance learning, hybrid model and implementation live activities	Music Pedagogy Department Week	music pedagogy

5. č	Efforts to adapt and upgrade the quality of the timetable, taking account of the issues dispersion premises and implementing the SP on more locations	work in three locations	spatial and material conditions for the implementation of the SP	to adapt and upgrade the quality of the timetable for the move to the Casino	It is designed to optimally integrate the timetable according to the spatial conditions of the implementation of the SP	Vice-Dean for Academic Affairs, Head of Department
5. č	Urgent improvement of space, facilities and infrastructure (Eduroam at all sites)	staffing needs in the Informatics Service of the UL AG	financing system	to provide better space and facilities for the move to the Casino, to provide Eduroam at all locations	Improvement of the space and material conditions for the move to the Casino, provision of Eduroam at all locations	UL AG Management
5. č	Long term Providing financial resources, the acquisition of professional literature and the necessary technical means	Lack and misunderstanding of management in the allocation of financial resources for each department at UL AG	financing system	to provide better opportunities for the acquisition of specialist literature and the necessary technical means	Improving opportunities for procurement of technical literature and supplies technical resources, including the definition of financial resources for the Music Education Department	UL AG Management
5. č	Tutoring improved in terms of content and systems	low interest students for Tutoring		develop an action plan a plan for the content and systemically improved tutoring	Tutoring improved in terms of content and systems	UL AG. Head of Department
5. č	Verification of options for a unified using online tools Charter student licences for use computer programmes that are part of the study process	diversity of opinion in higher education teachers on the usefulness of a particular online tools and software for the implementation of each course; staffing needs in the Informatics Service of the UL AG	no generalisation in the use of ICT at UL level takes into account the specificities of the performance of musical subjects	analyse the use of online tools and develop an action plan Purchase plan student licences for the use of specific musical Computer programmes	using online tools more effectively; and specific programmes	Management of the UL AG, Informatics Department of the UL AG
	The ŠP does not organise practical training for students as					
	independent learning units					

5. d	More coordinated and timely scheduling of implementation teaching practice. Check opportunities for the additional possibility of choosing a teaching placement in line with mentoring capacities in in the student's home environment	Differences in the way the VIZ works during the school year (start and end of the school year, holidays and Various activities in work plans of the VIZ) and the academic year at the UL AG (beginning and end of the academic year, semester break and examination periods, various projects and other activities at the UL AG), the issue of timetables at the VIZ and at the UL AG	Differences in the way the VIZ works during the school year (start and end of the school year, holidays and various activities in the VIZ work plans) and the academic year at UL AG (beginning and end of the academic year, semester break and exam periods, various projects and other activities at UL AG), the issue of timetables at VIZ and at UL AG	Upgrade the planning process and the system for the implementation of teaching practice in the different HEIs, while ensuring quality monitoring. a higher education teacher from UL AG	Optimal planning and implementation teaching practice in different HEIs, with quality supervision a higher education teacher from UL AG	Head of Department, teaching practitioners, special music didactics practitioners
5. d	Promoting students to undertake a teaching practice in accordance with the year of study and the stage of their professional development, demonstrate knowledge and competences in in the field of development psychology, conducting children's choirs and piano improvisation.	awareness-raising and awareness-raising cross-curricular integration in teaching practice, professional inexperience	Issues generalised estimates External stakeholders (individual headteacher s)	to make cross-curricular integration, the demonstration of competences and all skills in teaching practice s)	Promoting students to undertake a teaching practice in accordance with the year of study and the stage of professional development, demonstrate knowledge and competences in in the field of development psychology, conducting children's choirs and piano improvisation.	Higher education teachers involved in the implementation of the SP, GP students
5. e	systematisation of the city a higher education teacher habilitated in the field of Music pedagogical courses, for the implementation of the Didactic use of information and Communication technologies in music teaching, Multimedia 1 and Multimedia 2	slow response to staffing needs	limiting new systematisations of higher education posts Teachers	Systematise the city a higher education teacher habilitated to field music education courses for the implementation of those subjects related to didactic use of ICT in music lessons	systematisation of the city a higher education teacher habilitated to field music education courses for the implementation of those subjects related to didactic use of ICT in music lessons	UL AG Management

5. e	Resolution of space and material constraints	Insufficient funding, work in three locations	Insufficient funding, work in three locations	continuously draw attention to the lack of funding and the lack of	Continued attention to underfunding and lack of	UL AG Management
	the conditions for implementation SP at UL AG level			adequate facilities and equipment; obtain adequate financial resources and material conditions for the implementation of the SP	adequate facilities and equipment; obtaining appropriate financial resources and material conditions for implementation of the SP	
5. e	Provision of funds for Individual Research, administrative and professional assistance to staff preparing project documents and applying for calls for tenders	Insufficient funding, staffing needs for a professional to deal with calls for tenders and projects on in science	Insufficient funding, misunderstanding and lack of recognition of the problems of scientific research at UL AG	provide funding for individual research work; recruit an administrative assistant providing staff with expert assistance in the preparation of project documents and tender applications	provide funding for individual research; recruit an administrative assistant to provide administrative and technical support to staff preparing project documents and applying for calls for tenders	UL AG Management
5. e	Resolve issues obtaining codes researcher, expansion of the UL AG research group or establishment of a new research group in the field of musical arts (link with the Doctorate of Arts), rethinking codebooks at ARRS; to be provided by compliance with the interpretation of the UL AG habilitation criteria; ensure the transfer to the programme for the evaluation of scientific research work at the field music-pedagogical h subjects (Bibliographic performance indicators for election to the title)	making the arguments to the ARRS and the relevant UL bodies; failure to interpret the UL AG habilitation criteria or to transpose them into the programme for the evaluation of scientific research work at the field music-pedagogical h subjects (Bibliographic performance indicators for election to the title)	misunderstanding of the issue by the ARRS and the relevant UL bodies; failure to interpret the UL AG habilitation criteria or to transpose them into the programmes for the evaluation of scientific research work at the field music-pedagogical h subjects (Bibliographic performance indicators for election to the title)	resolve issues obtaining codes researcher; expanding the research team; ensuring that the interpretation of the UL AG habilitation criteria is respected; ensuring the transfer to the programme for the evaluation of scientific research work at the field music-pedagogical h subjects (Bibliographic performance indicators for election to the title)	Resolution issues obtaining researcher codes; expanding the research team; ensuring compliance with the interpretation of the UL AG habilitation criteria; ensuring the transfer to the programme for the evaluation of scientific research work at the field Music and Pedagogy (Bibliographical Indicators of Academic Merit for election to the title)	Vice-Dean for Scientific Research at UL AG, the head of the department, the members of the scientific research and doctoral Study at UL AG

2. Music Pedagogy - second cycle

. General information SP

Information about the study programme administrator(s)

Please write down the name, surname and habilitation title of the supervisor.

Branka Rotar Pance, PhD, Assoc. prof.

Name of the study programme

Music pedagogy

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Accreditation

///

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

Fundamental objectives

The aims of the programme are to train graduates to work in the field of music education.

The learning outcome will be the qualification of graduates to teach independently in primary and secondary general education, to lead school choirs, and to teach at pre-primary and primary level in music schools. It also trains them to plan and implement programmes independently for other target groups in the field of non-formal education and to work in teams with teachers, parents and other professionals.

General competences of the graduate

- in-depth synthetic, analytical, creative thinking and problem-solving, flexible putting what you know into practice,
- autonomy, (self-)criticality, (self)reflexivity, (self-)evaluation and the pursuit of quality,
- general knowledge, ability to communicate with experts in other professional and scientific fields,
- 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, to plan independently, to self-monitor the implementation of 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 the developmental patterns, differences and needs of the individual,
- 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 ethnic issues.

Subject-specific competences

- in-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic - concepts in general and music education,
- a thorough understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal settings.
forms of music education,
- in-depth knowledge, understanding and application of the curricula for primary and secondary music education and for pre-primary music education, music education and music education.
solfeggio in music school,
- 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 diverse 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-theoretical and design skills,
- developing listening and music-reading 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 in groups,
- developing musical independence
- Awareness of the values of Slovenian and world music culture, knowledge, understanding and application of various methods of evaluation of musical achievements.

Core objectives of the study programme and expected competences of graduates - Changes

Please give reasons for the changes in the definition of the core objectives of the SP and the expected competences of graduates. Only enter if the changes have occurred in the last year (e.g. renewal of the accreditation of the ŠP, renewal of the ŠP).

///

The main objectives of the study programme and the expected competences of graduates -

Monitoring the achievement of objectives and competences

Describe how you monitor the achievement of the objectives and competences at SP level.

In-depth and analytical monitoring of the achievement of the objectives at the study programme level was encouraged in the academic year 2020/21 by the completion of the sample evaluation of the study programme by NAKVIS. In a two-phase process, we received guidance on the monitoring of the objectives and competences of the programme, both from the external rapporteur appointed by the UL, as well as from the NAKVIS evaluation team and in the approved final evaluation report of the Music Pedagogy study programme. Due to the close link between the first cycle and the second cycle of the Music Pedagogy study programme, the two programmes were merged into one procedure both in the visit of the NAKVIS evaluators and in the final report. The self-evaluation report for the academic year 2020/21 therefore provides very similar answers to certain questions raised and in certain segments adds specific findings on the monitoring of the objectives and competences of the Master's degree programme in Music Education.

At SP level, the achievement of competences is monitored through student surveys, the involvement of a representative of the

students to the Music Pedagogy Department meetings, with the topic being discussed among the professors - members of the Music Pedagogy Department at departmental meetings. At the AG level, they are discussed at the Quality Commission and other bodies of the institution (UL AG Senate, various committees). Among external stakeholders, the achievement of the objectives and competences is monitored mainly through the implementation of teaching practices, through interviews with the mentor teachers and principals of the VIZs where the teaching practice takes place, and through the discussion of the business report among the members of the Strategic Council of the UL AG. Each year, potential employers approach the Head of the Department of Music Education and the administrator of the study programme with their staffing needs for teachers of music in primary schools, M.A. music education in secondary education and M.A. music education in music education, which also indirectly enables us to monitor the objectives and competences of the study programme. Under the guidance of mentors, students are invited to actively participate in various projects by various associations and institutions, which allows us to monitor the achievement of the objectives and competences of the programme also in the context of non-formal music education.

Competences were studied in a research thesis of music pedagogy students, which was presented at the 5th International Student Forum at the Academy of Music in Pula (Keršič and Križnar, 2019. *Competence and learning outcomes in music teacher training*). Individual students also investigate the achievement of competences in music pedagogy studies in relation to the topic of their master's thesis.

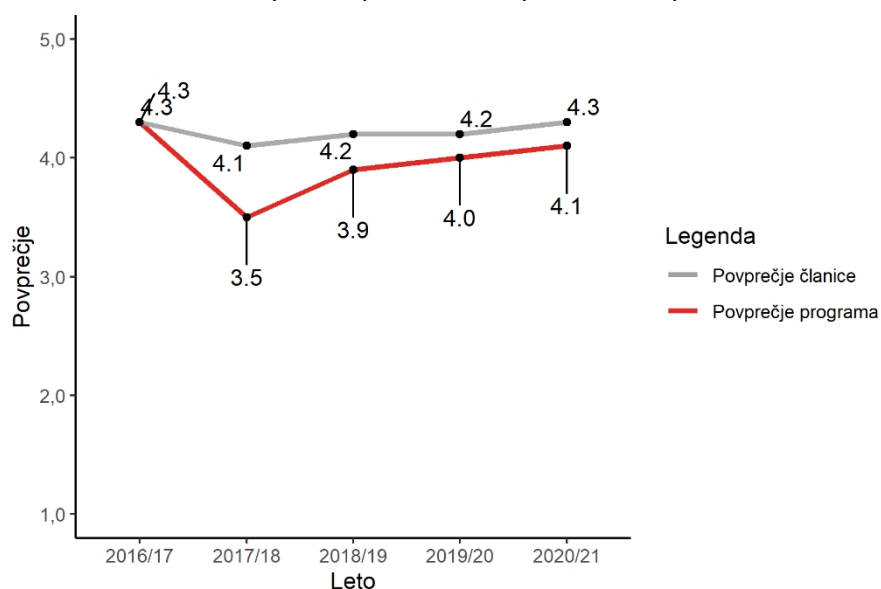
The verification of the objectives and competences of the study programme is facilitated by the choral activities of students - choirmasters of various choirs outside the AG, their research contributions at international student forums related to the study programmes and related published works. Also, in a certain segment and in connection with their research work, this area is studied and monitored by higher education teachers habilitated in the field of music pedagogy.

The main objectives of the study programme and the expected competences of graduates -

Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of the graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The design and implementation of the SPP enables the achievement of the core objectives of the SPP and the competences of the graduates. This was also noted by the NAKVIS evaluation team in their final report, where they highlighted among the strengths:

- We see the Music Pedagogy I and II programmes as well connected to the environment, as students learn through

mentors, they are introduced to the labour market very quickly and in a meaningful way.

- We have seen a quality and meaningful education vertical, which is important precisely for knowing

the complete profile of a music education graduate and a master's student ...

- Updating of content in both programmes is in line with professional competences and provides students need confidence and persuasiveness ...

- The study programme offers a broad range of skills, and students enter the labour market with a wealth of useful

competences.

In the final report, the NACVIS evaluation team identified opportunities for improvement relating to the formal recording of discussions on the achievement of the objectives and competences of the SP with different stakeholders, which we have already started to implement in the academic year 2020/21. She pointed out that we need to work on increasing the responsiveness of students to the annual surveys and informing them of the opportunities for improvement that they can contribute to by completing the survey questionnaires. The NACVIS expert group also highlighted the entry competences for the study of music pedagogy, the need to study them, to monitor students' development and progression to higher years in relation to the entry competences and the success of their studies. Guidelines were also given for the communication of the annual self-evaluation report to the various stakeholders, which we have started to implement in the academic year 2020/21.

At the level of the UL AG, we have highlighted the issue of student surveys both in the sample evaluation process, in the response letter to the preliminary report of the NAKVIS experts and in the current self-evaluation report. The comparison of the results of the post-examination surveys for the last five years is also problematic due to the changed circumstances of the implementation of the study process during the Covid-19 epidemic in the annual semester of the academic year 2019/20 and the entire academic year 2020/21 compared to the previous academic years. The internalisation of the objectives and the level of achievement of the competences of the study programme are highly individualised among students. A very small number of students responded to the post-examination surveys in all academic years (problems of low numbers for statistical calculations, year-on-year SD results). In addition, students assess more objectively the acquired competences and the achievement of the objectives of the SP after the completion of their studies and after entering the labour market and the first years of their professional career.

In the academic year 2020/21, all study programmes are facing changed learning environments and delivery modalities due to the epidemic. The study process in the winter semester, with the exception of the first three weeks of October, was entirely distance learning in all subjects. In the summer semester, a hybrid model of lectures, seminars and tutorials was implemented. In addition, we have had to make major adjustments to the way we carry out teaching practice in music schools. All of this had an impact on the assessment of the achievement of the core objectives of the SP and the study competences of the graduates, both by the students (answers to the post-examination survey) and in the feedback given to us by the higher education teachers and colleagues at departmental meetings and in various UL AG bodies.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

The Department of Music Pedagogy is planning a more complex evaluation of the SP with the aim of verifying the relevance of the defined objectives and competences of the SP in accordance with the current and future needs in the Slovenian education system, flexible learning environments and a changing society.

Formal recording of all discussions with SP stakeholders and related changes to the SP.
Awareness and meaningful involvement of stakeholders in the preparation of the annual self-evaluation report.

Analysis of the way in which the objectives, competences and expected outcomes are described in the UN of the individual subjects, and clear articulation in cases of interdisciplinary integration to avoid any apparent duplication of objectives, competences and expected outcomes.

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the discipline or field (include the most recent research or artistic developments in the field of the SP) Justify or support with basic guidelines or concrete examples.

All subjects are continuously updated in terms of study content and literature. University teachers and staff involved in the implementation of the study programme directly integrate the results and achievements of their own scientific, research, artistic and professional work into the study process. In this way, they influence the upgrading and development of the subject areas and, consequently, have an impact on the changes to the SPP at the level of small changes (updating of the basic literature in the curricula of individual subjects, updating of the references of the subject teachers, updating of the teaching content in line with the development of the subject area, upgrading of the teaching methods and the methods of examination and assessment). The higher education teachers and staff also focus their efforts on actively involving students in scientific, research, artistic and professional work through projects, UL AG concert activities and other artistic productions, recordings, workshops, courses and other forms of education and artistic participation.

The artistic activities of university professors are not recorded in the ARRS in the same way as scientific research work (SICRIS). Their achievements are presented on the UL AG website in the presentations of individual university professors habilitated in the artistic field and on the personal websites of music creators and recreators. The research achievements of the habilitated teachers in the scientific field are recorded in the SICRIS system. Among the most recent research, we would like to highlight just two selected works by members of the Department of Music Education, in alphabetical order of surname.

Assoc. Prof. Dr. Tina Bohak Adam, researcher code 36916

BOHAK ADAM, Tina, METLJAK, Mira. Distance learning in primary education during the COVID-19 epidemic. Muzikologški zbornik, ISSN 0580-373X. [Printed ed.], 2021, vol. 57, no. 1, pp. 229-253, illus., tables. <https://revije.ff.uni-lj.si/MuzikoloskiZbornik/article/view/10231/9535>, doi: 10.4312/mz.57.1.229-253.

BOHAK ADAM, Tina. Performances of Slovenian bass Julij Betetto (1885-1963) in Croatia. Artimusic : hrvatski muzikologški zbornik, ISSN 0587-5455, 2020, vol. 51, br. 1, pp. 65-82.

https://hrcak.srce.hr/index.php?show=toc&id_broj=19253, doi: 10.21857/y26kec47v9.

Assoc. Prof. Dr. Katarina Habe, researcher code 23429

HABE, Katarina, BIASUTTI, Michele, KAJTNA, Tanja. Wellbeing and flow in sports and music students during COVID-19 pandemic. Thinking skills and creativity, ISSN 1871-1871, March 2021, vol. 39, pp. 1-9, tables.

<https://www.sciencedirect.com/science/article/pii/S1871187121000134?via%3Dihub>,
<https://reader.elsevier.com/reader/sd/pii/S1871187121000134?token=372D11DBDC3C91AA55C8E9D2E57067D8C977EEF54337C368A248AEAB1280E4FCAAB339F1F691AFA82B06C4FB5674342E>, doi:

10.1016/j.tsc.2021.100798.

HABE, Katarina, BIASUTTI, Michele. Dance improvisation and motor creativity in children : teacher's conception. Creativity research journal, ISSN 1040-0419, pp. 47-62, doi: 10.1080/10400419.2020.1833576.

prof. dr. Darja Koter, researcher code 30267

KOTER, Darja. Operetta performances in SNG Maribor between the two world wars in the light of directorial approaches. In: WEISS, Jernej (ed.). Opereta med obema svetma vojnama = Operetta between the two world wars : [scientific monograph with international participation], (Studia musicologica Labacensia, ISSN 2536-2445, 5). Koper: University of Primorska Press; Ljubljana: Festival Ljubljana. 2021, pp. 339-372, 537-538, 558-559. <https://www.hippocampus.si/ISBN/978-961-293-056-1/mobile/index.html#p=322>.

KOTER, Darja. Academy of Music of the University of Ljubljana - 80 years : 1939-2019, (Music in Slovenia after 1918). 1st ed. Ljubljana: Scientific Publishing House of the Faculty of Arts: Academy of Music, 2020. 335 p., illustrated. ISBN 978-961-06-0368-9.

Assoc. prof. dr. Branka Rotar Pance, researcher code 20002

ROTAR PANCE, Branka. Motivational aspects of music competition in the context of the Music olympiad. In.

Promjena 7 : multidisciplinary studies : the experience of glazbenoga education and training : proceedings

Radova Sedmoga međunarodnog simpozija glazbeni pedagoga = Music pedagogy in the context of present and future changes 7 : multidisciplinary crossroads : researches in music education : proceedings of the seventh International Symposium of Music Pedagogues, Seventh International Symposium of Music Pedagogues Glazbeni pedagoga Glazbena pedagogija u svjetlu sadašnjih i budućih promjena, Pula, 2021. Pula: Sveučilište Jurja Dobrile: Muzička akademija. 2021, pp. 103-119.

BIASUTTI, Michele, CONCINA, Eleonora, DELOUGHRY, Ciaran, FRATE, Sara, KONKOL, Gabriela Karin, MANGIACOTTI, Anthony, ROTAR PANCE, Branka, VIDULIN-ORBANIĆ, Sabina. The effective music teacher : a model for predicting music teacher's self-efficacy. Psychology of music, ISSN 1741-3087. [Online ed.], 17 pp. <https://journals.sagepub.com/eprint/C5KH7JIMPMEQ5HAHVHPF/full>, doi: 10.1177/0305735620959436.

Assoc. Prof. Dr. Katarina Zadnik, researcher code 31106

ZADNIK, Katarina, SMREKAR, Sara. Identification of social skills in musical activities in a group of three- and four-year-old children in kindergarten. Journal of Elementary Education, ISSN 1855-4431. [Printed ed.], 2020, Vol. 13, No. 3, pp. 325-346.

ZADNIK, Katarina, BAJS, Claudia. Inclusion of children with special needs in music schools : combining music education and music therapy. In,

Barbara (ed.). Music and Autism. 1st ed. Ljubljana: Faculty of Education. 2020, pp. 11-38.

The artistic activity of university professors is not yet part of the ARRS records and is reflected on their presentation pages on the UL AG website, on the personal websites of music creators and recreators.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations? Attached you will find data on the employability of graduates for your programme from the eHE database (2016-2020).

Confirmation of the appropriate concern that the content of the SP and its learning units adequately reflects the needs of graduates and their work organisations was provided in the final report of the sample evaluation of the SP by the NACVIS evaluation team. Among the strengths of the SP, the evaluators noted:

- "Both programmes contain good and well thought-out subject modules that link in a meaningful way to the needs of the employment environment, the labour market and employability ...

- The expert group sees a good and meaningful opportunity to tailor the work to the specific individual nuances, needs and interests of the environment."

It was pointed out that "both the bachelor and master programmes are extremely good defined and meaningfully linked to the state of play and trends in science, the profession and the art of music, which is what they are fundamentally engaged in."

The updating of ICT content in all subjects was intensive during the onset and duration of the epidemic, which led to the integration of virtual learning environments and the use of various digital tools. In the context of special music didactics, pedagogical practices and general music didactics, content was also updated in relation to the DigCompEdu European Reference Framework of Digital Competences for Educators.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of INTEGRITY?

CONTENT?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

More detailed description of the links between the subject objectives and competences and those at degree level, in line with the recommendation of the NACVIS evaluation team.

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key strengths and weaknesses of the SP as derived from the results of student surveys or other comparable mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.).*

The individual results from the student surveys are presented in the other sections of the self-evaluation.

**For Level 1 and 2: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study placement. For level 3: survey after the first and second year of study.*

The results of student surveys are monitored at the Department of Music Pedagogy and discussed at the meetings of the Quality Commission of the AG UL and the Senate of the AG UL. In our response letter to the preliminary report of the NAKVIS evaluators, we succinctly presented the problem of student surveys, which are filled in by a very small number of students each year, so that statistical processing is only possible for some courses. The interpretation of the results is problematic due to the low number of students and the dispersion of responses (SD). The results can only be interpreted in terms of the trends that emerge for individual questions and items.

At the end of the academic year 2020/21, we highlighted the importance and role of student surveys through student representatives at a departmental meeting and encouraged students to complete the surveys in the Higher Education Information System (VIS). In recent years, some measures have been taken to overcome the problem of poor response rates and anonymity of students: in 2018, a lower student number of 3 was introduced as the minimum number of students who can evaluate an individual teacher. Vertical integration of courses was introduced, which means that, for example, a piano teacher who has students in different years is evaluated by all his students, even if they are in different years. In the meantime, a change in the rules on the protection of personal data has created a new problem, namely the horizontal linking of subjects between teachers. In practice, this meant that while students from different years were assessing a particular course, all the teachers teaching the course together were being assessed at the same time. As a consequence, the survey providers were asked to separate the surveys between the teachers, which could only be partially respected according to the system used so far. Separate analyses by subject provider were possible for the time being for the PRE-exam surveys, but not for the POST-exam surveys. This will be done by the providers in the academic year 2021/22. The above adjustments to the student surveys have brought some improvement, but still leave a relatively large number of teachers unassessed. There are probably at least two reasons for this: the first is the relative length of the surveys, which takes a considerable amount of time to complete: the second is the fact that, due to the small number of students who are assessed, they are aware that it will not be difficult for the assessed teacher to find out who has given them a bad mark. To avoid this, a special instrument has been introduced: the interview with the Dean and, in June 2021, the institution of the student confidant. We are therefore trying to address the problem of student surveys in terms of motivation, content and technical issues. The introduction of new institutes will provide additional information on the strengths and weaknesses of the SP.

In its final report, the NACVIS evaluation team pointed out that the information gathered through student surveys is problematic due to the boutique nature of the student population. Surveys often remain uncompleted or are under-sampled. As regards the key strengths and weaknesses of the SP, which emerge from the results of the student surveys, she stressed the following in her final report: 'the lower number of students participating in the surveys means that there is a certain risk in the interpretation of the surveys themselves, as the College itself has noted; indeed, it has even been noted in interviews that it is perhaps those students who want to point out shortcomings or problems who are most willing to fill in the surveys, while others who are satisfied largely do not fill in the surveys at all'.

The expert group also notes that some of the issues seen in student surveys have no real follow-up in changes or action plans within the self-evaluation reports themselves, which can complete the quality circle..."

They see an opportunity in "analysing the real workload of students in individual courses (survey, research), as certain (flawed) surveys do not reveal this".

Therefore, in the following sections of the self-evaluation report, which refer to the results of the student surveys

comment on results for only one or two items.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of STRENGTHS AND

THE SHORTCOMINGS OF THE SPS ACCORDING TO THE RESULTS OF STUDENT SURVEYS OR OTHER COMPARABLE MECHANISMS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

- encourage students to complete student surveys,

- to examine the issues raised in the student surveys and develop an appropriate action plan to address them

- to upgrade the questions of the existing student survey in terms of a greater connection with the study programmes in the field of music art and music pedagogy

- to obtain additional feedback through the use of surveys and other research instruments in the context of student and teacher surveys

5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring student population at the

level of the SP Monitoring student population - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented.

Please note the call for applications, registration.

		Število vpisanih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
IZREDNI	01	1	0	0	0	0
	02	0	0	0	0	0
	0A	0	1	0	0	0
	Vsota	1	1	0	0	0
REDNI	01	12	12	8	13	6
	02	13	10	12	8	13
	0A	9	4	5	5	7
	Vsota	34	26	25	26	26

The student population enrolled in the programme peaked in the academic year 2016/17, when 34 students were enrolled, and in the following academic years, 26 students were enrolled (or 25 in the 2018/19 academic year). The enrolment in the SP is mainly graduates of the first cycle of the Music Pedagogy Bachelor's degree programme from the UL AG, and due to the different number of first cycle students in each generation, the number of enrolment places has been deliberately advertised in order to accommodate the largest generation that we have had in the first cycle in the last few years.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the passability.

Prehodnost iz 1. v 2. letnik po letih				
2016/17	2017/18	2018/19	2019/20	2020/21
100,0 %	76,9 %	100,0 %	100,0 %	100,0 %

Due to the appropriate entry competences and skills that enable successful study in the first year of the second cycle of the second cycle of the second cycle of the second cycle, the pass rate from the first to the second cycle is mostly 100%.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the end of the study.

Število diplomantov po letih				
2016	2017	2018	2019	2020
8	15	10	12	7

The number of graduates by year depends on various factors: the number of students in each year (generation), the extension of studies due to an Erasmus exchange abroad, the different personal goals of students, the maintenance of student status, job prospects and opportunities. The Covid-19 epidemic has had the biggest impact on the drop in the number of graduates in 2020.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators. Justify your assessment by citing trends in indicators, opinions, findings.

We can be very satisfied with the performance of the SP in terms of the efficiency and effectiveness of the study years covered by the analysis, especially in terms of the transition from the first to the second year of study. Other indicators could be explained by the individual study years in the light of a more comprehensive description of the generation of students who first entered the first cycle of music pedagogy studies, progressed in the first cycle according to individual differences in knowledge and development of competences in the individual subject areas, the change of the music study programme to 1.1. study programme, the change of the first cycle of music pedagogy to 1.2. The students then enrolled in different numbers in the second cycle of music pedagogy studies, mainly completing their studies with a diploma, depending on their personal goals, employment opportunities and other previously unforeseeable factors (the epidemic).

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Closer monitoring and analysis of the study process and academic performance in each generation of students, from enrolment, through to graduation.

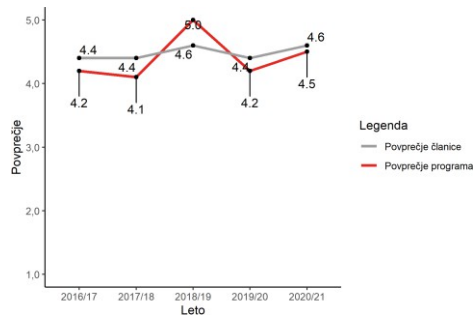
5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

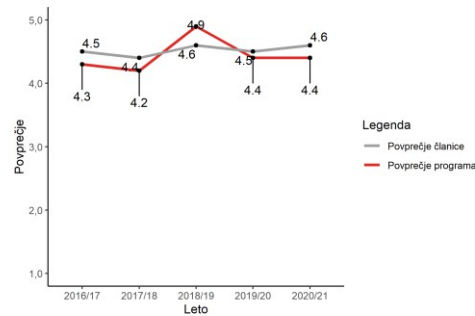
Agreement with the claim: Overall, I agree with the

Satisfied with the subject (Pre-exam survey)

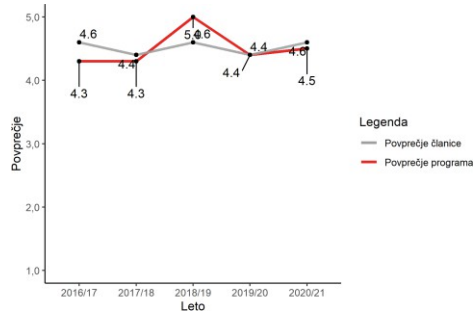


Agree with statement: Different ways of working in

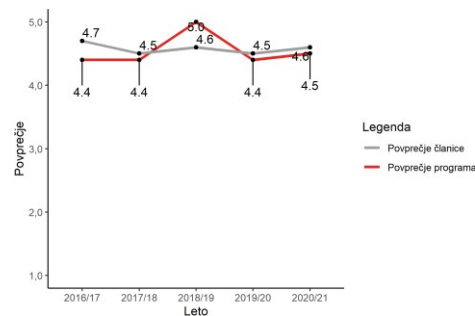
the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



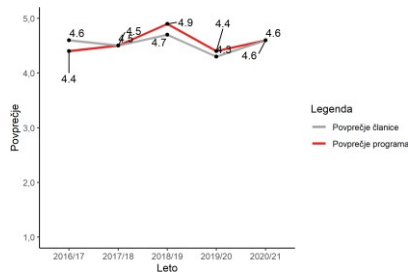
Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).



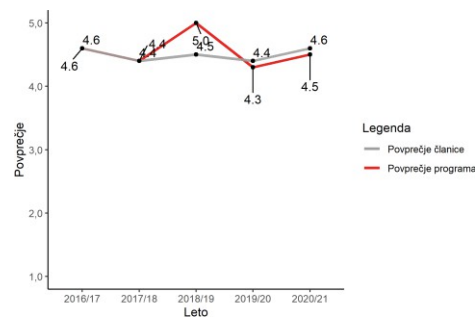
Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)



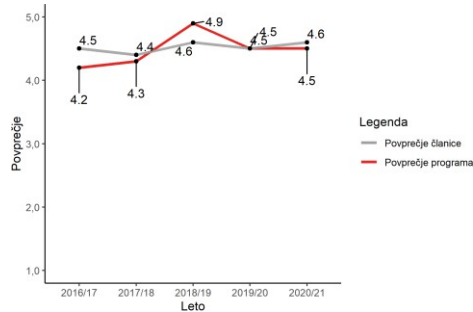
Agreeing with the claim: Ongoing verification knowledge in the delivery of the course (in any formats (colloquium, test, homework, projects, seminars, etc.) seem to me to be appropriate to the nature of the course (Pre-exam survey).



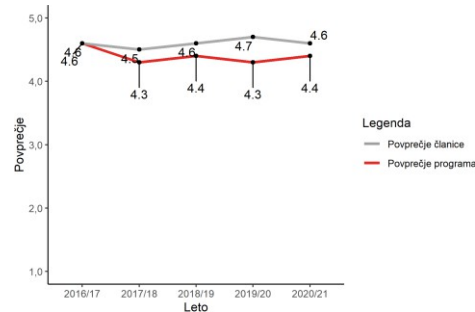
Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)



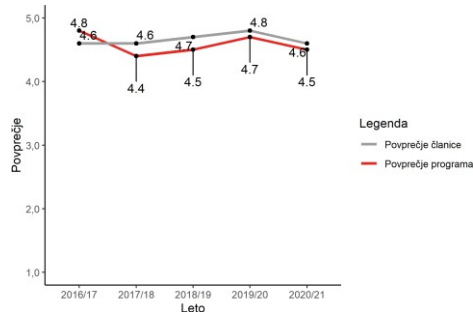
Agree with the statement: Implementation working method of the subject encourages me to learn independently thinking. (Survey BEFORE the exam)



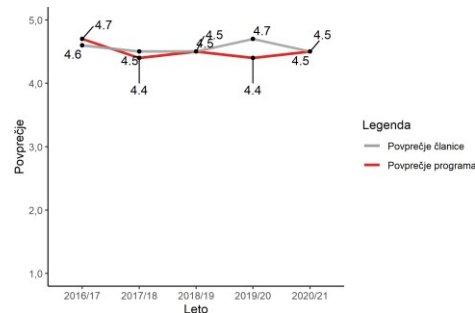
Agreement with the statement: The tasks were appropriately the course content represented (in the context of lectures, independent study, etc.) (Survey AFTER the exam)



Agree with the statement: Evaluation criteria and (Survey AFTER the exam)



Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)



The average course satisfaction score calculated for the entire SP ranges from 4.1 to 5 over the academic years in question. The numerous response in the academic year 2020/21 for the item "satisfaction" ranges from 1 to 6. Only 13 courses are included in the final calculation of the course satisfaction average, and 11 courses are not included because only two students completed the survey for these courses. The problem of low response rates and the representativeness of the survey results is also a problem for all previous academic years.

Monitoring and quality assurance of the teaching process - Cross-curricular integration
How do you ensure integration between subjects or units (cross-curricular integration)?

Intercurricular integration in the SP is designed both vertically and horizontally and builds on the intercurricular integration from the first cycle of music pedagogy studies. There are differences between individual course providers in the extent to which and in what ways they raise students' awareness of cross-curricular integration. The most obvious use of cross-curricular integration is in Pedagogical Practice M, where students are required to make meaningful use of all the music pedagogical, music-reproductive, music-productive, music-theoretical and music-historical knowledge they have acquired in the context of independent learning performances and concise practice in music teaching and solfeggio in a music school. The success of inter-subject integration is also evident in the public concerts of the UL AG choirs, which are often accompanied on the piano by GP students (piano A level). The success of inter-subject integration is also evident in the project activities in which music pedagogy students participate, in various seminars and workshops. In the 2nd year, it is included in a professional elective course linked to the Master's thesis. At the end of the studies, the student

a three- or four-part Master's thesis demonstrates the results or success of cross-curricular integration throughout the study.

Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, how?

The teaching, learning and assessment methods have been updated and adapted to the expected competences in all curricula at the level of small changes in the process of transferring the SP curriculum and all curricula to eLearning. At the onset of the epidemic, the established modes of learning and teaching and assessment were adapted to distance learning and hybrid delivery of lectures, seminars and tutorials. Specific protocols and regulations were developed and adopted at the level of the UL AG for the assessment of knowledge and the conduct of entrance examinations. The development of digital competences, as elaborated in the DigCompEdu European Reference Framework, has been promoted in the study processes. At the end of the year, both teachers and students realised that distance and hybrid studies in individual subjects had not been able to fully ensure the successful development of those competences that are inevitably linked to music learning in authentic learning environments (live classes in UL AG lecture halls, live teaching practices in educational organisations, performances at concerts, participation in live competitions).

Monitoring and quality assurance of the teaching process - Student workload

How do you monitor and ensure an adequate student workload in relation to ECTS assessment?*

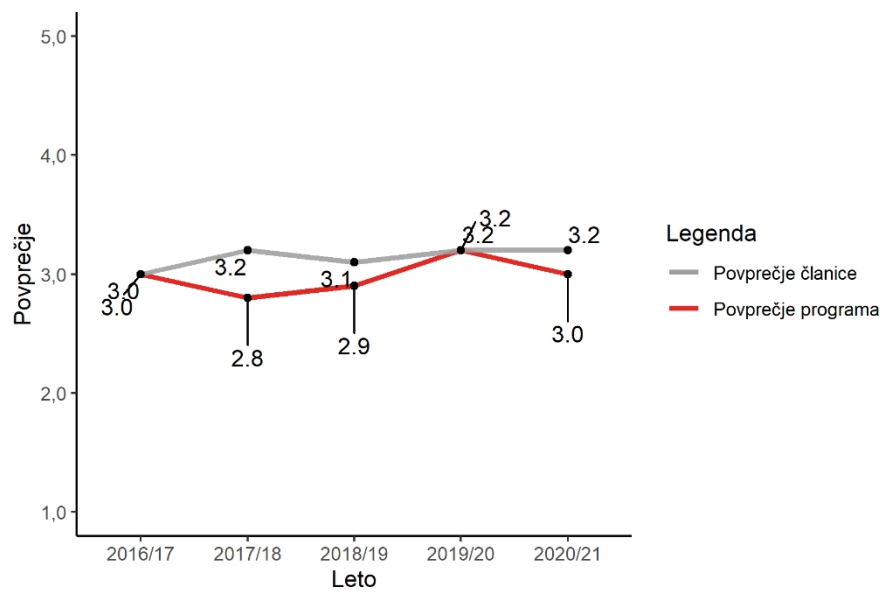
**If the results of the student survey for a course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may be helpful:*

"STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

Evaluate whether you have spent between #ktmin# and #ktmax# hours on the course, as stipulated in the

study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar etc. and all forms of independent work)? (Survey AFTER the exam)



The average grade ranges from 2.8 to 3.2 and only two of the academic years do not deviate from the expected workload. In the academic year 2020/21, no deviations from the expected workload were perceived by Master's students.

Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Do you promote student-centred learning and teaching? If yes, how?*

**For the definition of the term, see point 1.3 in document 1 or document 2.*

The study of music pedagogy in individual subjects is also formally designed to be student-centred. Depending on the student's background and interests, he/she is involved in level-based lessons. In Piano, three levels are possible: A, B and C, and the lessons are conducted in an individual learning format. In Vocal Technique and Improvisation, the study process is conducted in small groups. In many subjects, individualisation and differentiation is reflected in personalised assignments, seminar work and other student activities, as well as ongoing formative feedback from the teacher. In the teaching practice, the student's work is monitored individually and as a group by the UL AG teacher, the mentor teacher at the school and the student's peers. The implementation of all courses of the study programme is based on the student's activity and authentic forms of learning. As the number of individual year groups is small, each HE teacher is able to implement the concept of student-centred learning and teaching. Feedback from students enables the Head of Department to draw the attention of those professors who do not implement this concept in their courses to it and to encourage them to change their teaching methods, the way they monitor and assess student work, etc. Each student has the possibility of individual consultations with the professor, both in and out of class. At the end of their studies, students' interests and areas of strength lead them to choose an orientation course related to their later Master's thesis. At the end of the studies, we can see the results of this approach to study.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

The NACVIS evaluation team wrote in its final report on the sample evaluation of SPs:
"The small teaching groups on both programmes have the opportunity for a lot of individual work, which we see as an advantage, especially in terms of relations with the teaching staff and the flow of information...
It was also perceived through the interviews that the lecturers and the management are sensitive enough to any complaints or warnings from students about various irregularities or problems with the timetable.... However, many elements of the quality itself take place and are realised in informal, personal forms and contacts, which may be a feature of small groups, academic-artistic programmes and considerable individual approaches between lecturers and students...
The small number of students enrolled can make studying more person-centred, so often problems can be solved informally. This was also pointed out by the students that they feel that the institution listens to every student."
Among its recommendations, it makes the following observations:
"The experts suggest a sound and rigorous analytical approach to the causes of the apparent increase in enrolment in teaching programmes and the more visible drop-out after a short period of study. In this context, we also draw attention to the accurate recording of the number of students and graduates enrolled, which, on closer examination of the reports, do not show the same and realistic figures as was realised during the interviews..."

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHALLENGING AND

QUALITY ASSURANCE OF THE TEACHING PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Analysis and treatment of student workload in individual courses and delivery the entire curriculum in each year of study.

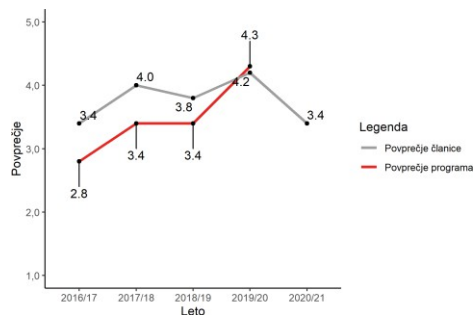
5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

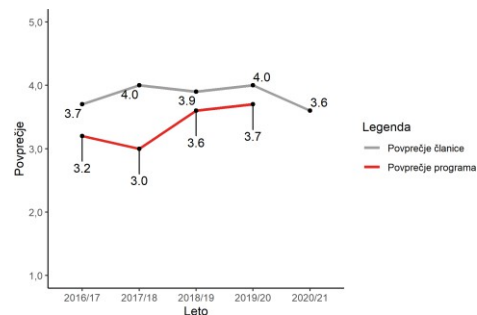
How do you encourage home students of the SP to integrate and work internationally (please include aspects of internationalisation at home*)?

* For a definition, see the document.

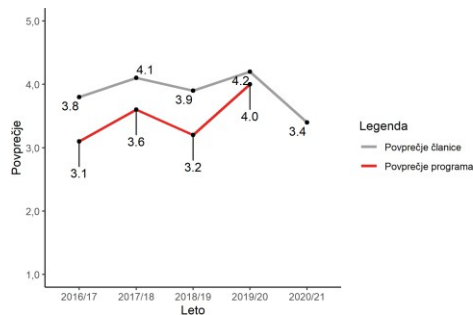
We have sufficient information on possible international exchanges



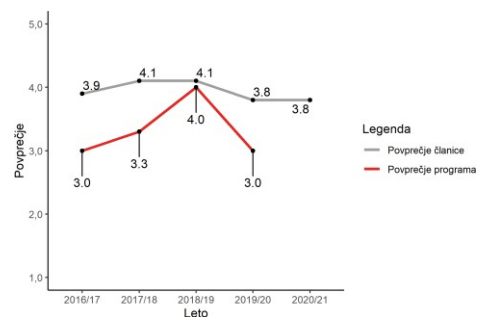
There are plenty of interesting options for international exchange



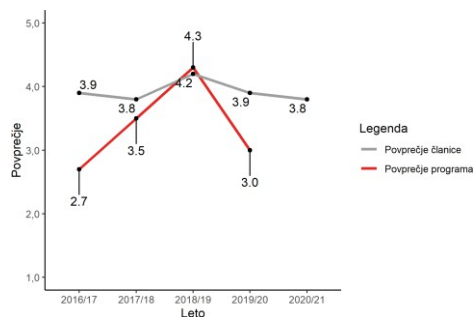
Exchanges are encouraged and supported.



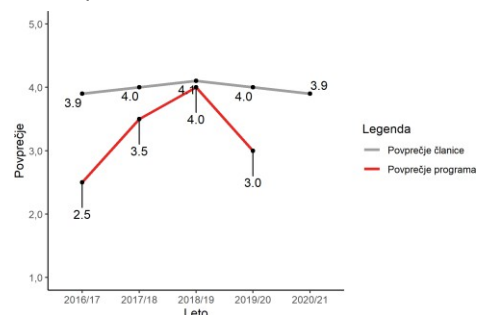
I have the possibility to take compulsory items abroad.



Recognition of the ECTS is appropriate.



Professional support for international mobility is adequate.



The results show that students' awareness of possible international exchanges has improved significantly over the last five years. The average score was 2.8 in 2016/17 and 4.3 in 2020/21.

Support for internationalisation of studies - International students

How do you involve international students in the SP? Please describe the aspects of the integration of both students on mobility programmes (Erasmus) and international students enrolled in the SP.

		Število vpisanih tujih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
Izredni	01	0	0	0	0	0
	02	0	0	0	0	0
	0A	0	0	0	0	0
	Vsota	0	0	0	0	0
Redni	01	0	0	1	0	0
	02	1	0	0	1	0
	0A	0	0	0	0	1
	Vsota	1	0	1	1	1

The number of international students is low, both full-time and ERASMUS exchange students. The reason for this is certainly the fact that special music didactics and related pedagogical practices are oriented towards the Slovenian school system and that the use of Slovenian is obligatory for the implementation of the obligations within the pedagogical practices.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, field trips abroad, international summer schools, events to promote studies/SP abroad) Staff mobility is excluded.

Internationalisation is strengthened by hosting foreign professors, participation of our students in international student forums, publication of students' papers in foreign publications, hosting of students abroad, international choir and choral activities, promotion of study abroad, active participation in the international professional association EAS (European Association for Music in Schools), publishing articles in English in foreign journals and monographs, participating in international symposia and conferences, publishing the only scientific journal in the field of music pedagogy, *The Journal of Music Education of the Academy of Music in Ljubljana*, with an international editorial board.

In the academic year 2020/21, most of the practical activities were carried out remotely, only some of the choral and choir activities could be carried out "live".

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

With the exception of the epidemic-ridden and disrupted academic year 2020/21, the internationalisation of studies, in connection with the description given in point 3, has been strengthened and grown each year in a number of areas. In the academic year 2020/21, it has taken on other forms of activity, which we have learnt a lot from and will apply in a meaningful way in future activities in the field of internationalisation of studies.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORT FOR

INTERNATIONALISING YOUR STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Intensified adaptation of the International Office to support internationalisation in times of the duration of the epidemic.

Improving information for music education students on exchange opportunities.

Tailored implementation of the activities of the International Week of the Department of Music Education during the duration of the epidemic

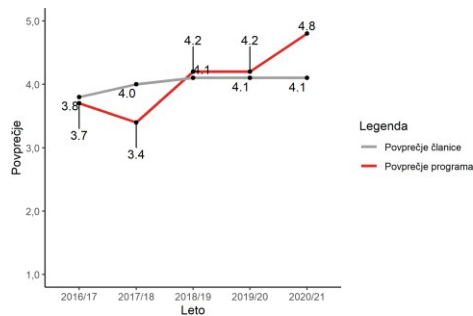
5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

Please list the activities linked to the SP.

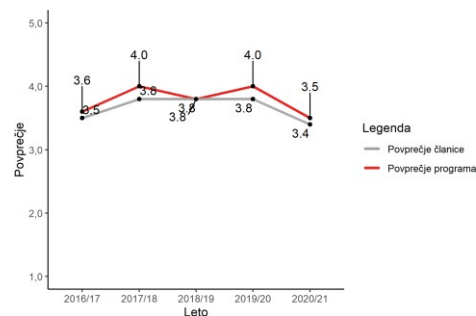
Providing support, encouraging students to study - In connection with implementation the study process

What kind of support do you provide to students in relation to the study process (e.g. tutoring, support with choice of elective courses, addressing different student needs, individual tailoring, different assessment methods, etc.)

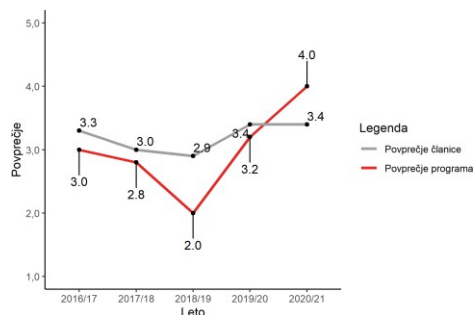
Overall, I am satisfied with my studies.



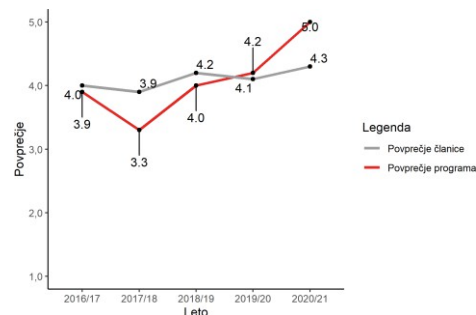
Information about the study process I on time.



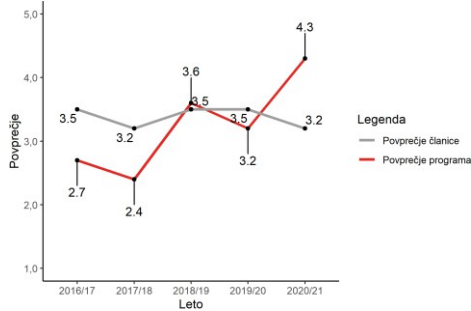
With a wireless network, I'm satisfied/satisfied.



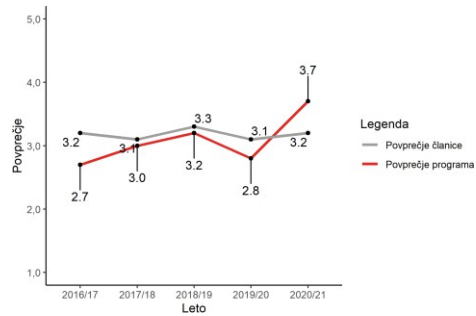
I was offered suitable electives from other UL faculties/academies.



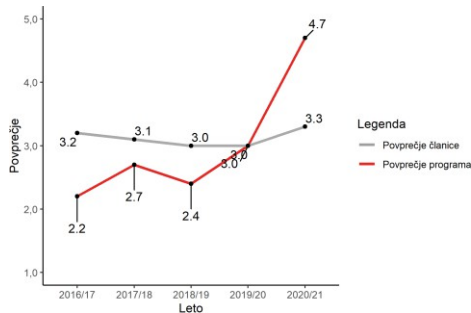
During my studies, I learnt about the relevant
Number of external institutions (through excursions, invitations to seminars, etc.).



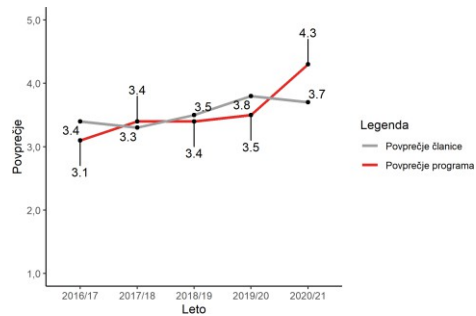
If I need a tutor, I know who to contact
I can turn around.



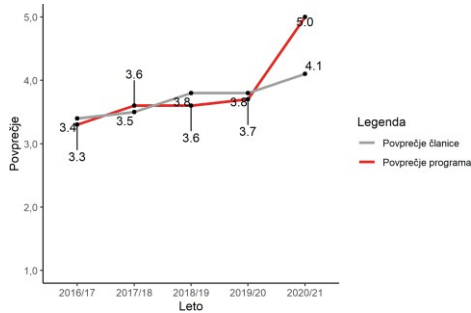
I know who I can turn to for career advice.



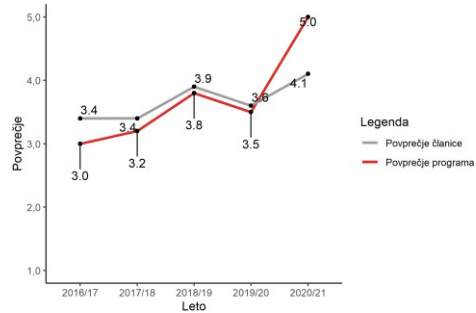
Student Office opening hours are appropriate.



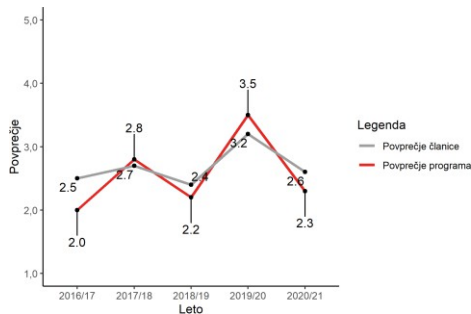
The staff of the Student Office are responsive and efficient.



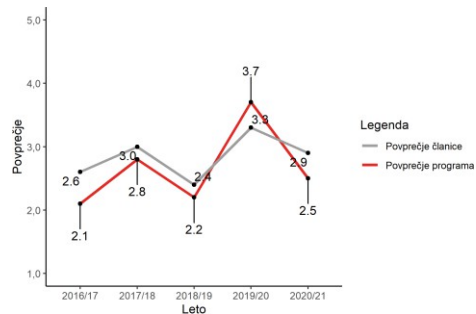
The staff of the Student Office have the right attitude towards students.



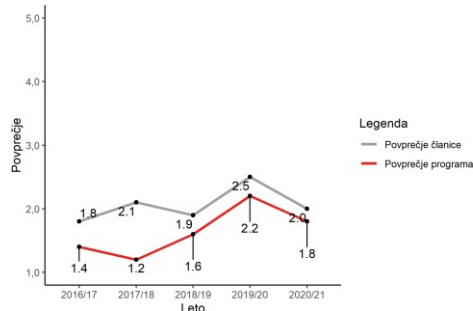
Facilities for lectures, rehearsals and other forms
teaching work are adequate.



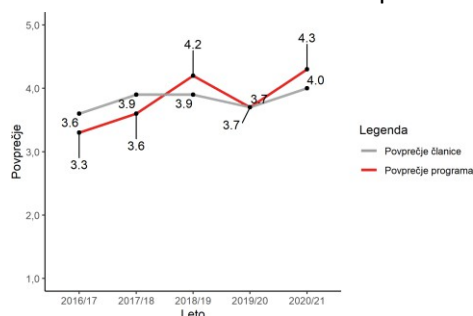
Equipment for lectures, tutorials and other forms of instruction
teaching work is adequate.



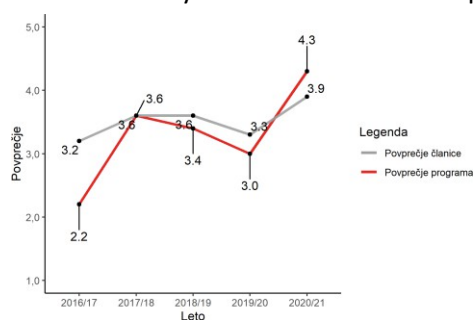
Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).



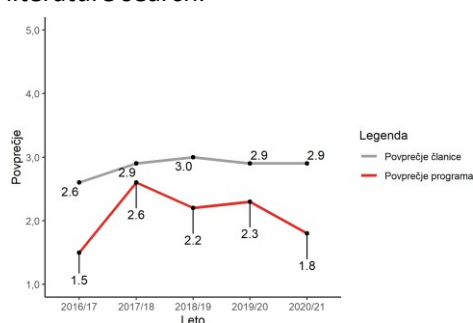
The volume of literature is adequate.



The accessibility of the literature is adequate.



The library staff can advise me on literature search.



The data show an upward trend in overall satisfaction with studies. The lowest level was expressed in the 2017/18 academic year with 3.4. In the academic year 2020/21, the surveys resulted in the highest average level of overall satisfaction with studies, 4.8

Supporting, encouraging students in their studies - Practical, professional, research or artistic work
Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work and projects related to the study programme (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; excluding practical training, which is already part of the SP). Please estimate the number of students involved in research and development or artistic projects outside the prescribed curriculum.*

* Student innovation projects for social benefit.

** The Creative Path to Knowledge programme.

The Department of Music Pedagogy of the UL AG continuously pursues the objectives related to the involvement of students in professional, research and artistic activities, which was documented in the application for the NACVIS model evaluation. In the academic year 2020/21, the number of such opportunities was reduced due to the lack of the call for project tasks of the SIPK and the PKP, and the possibility of carrying out choir projects and some other artistic projects in which students of music pedagogy have participated in the past was also reduced. The students, especially in the field of choir and choral conducting, participate in various artistic projects of the UL AG. They gain practical experience in the framework of the annual Pedagogical Practice, which has been modified in the academic year 2020/21 in line with the epidemiological situation and the constraints in the education sector.

The students were involved in various informal forms of gaining practical experience, e.g. musical holidays organised by the Ljubljana Musical Matica Association, participation in other association projects and activities; project work with the Slovenian Children's Choir, etc. Particularly strong areas of student activity outside the formal study context are choral conducting and choral singing.

Students

take part in various competitions, participate in various co-production artistic projects and gain practical choral experience by leading different choirs.

Providing support, encouraging students to study - Scientific, research or artistic work

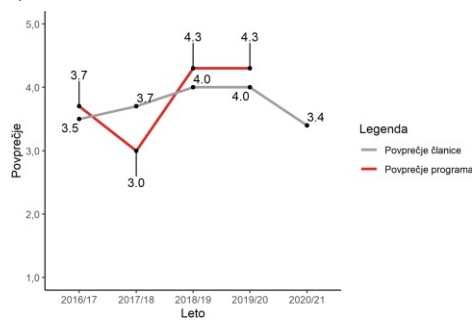
Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme?(e.g. involvement of students in basic and applied research, research programmes, artistic projects, etc.) Estimate the number of students involved in research and development or artistic projects.

The Department of Music Pedagogy of the UL AG continuously pursues the objectives related to the involvement of students in professional, research and artistic activities, which was documented in the application for the NACVIS model evaluation. In the academic year 2020/21, the number of such opportunities was reduced because the epidemic prevented the organisation of a number of concerts and projects.

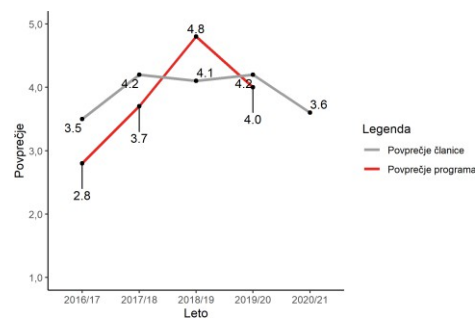
Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)

I have a good choice in my studies sports activities.



Through the Student Council, I am Satisfied.



Among the extra-curricular activities, the graph shows that music education students are involved in sports activities. On average, in the academic year 2019/20, they rated that they were provided with a good choice of sporting activities (4.3). For the academic year 2020/21, these activities were severely limited by the epidemic. We recognise the importance of these activities and will encourage students to take part in sporting activities, which undoubtedly contribute to a healthy life and to the successful completion of their studies.

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. mental health support, etc.)?

We do not have a direct service for special help for students. In cases of financial and social hardship, students' needs are addressed by the relevant UL AG committees, and assistance is also organised by UL AG student organisations. In cases of greater hardship, students are provided with information on where they can get additional help.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

Students are actively involved in various informal activities during their studies, gaining practical experience and developing additional skills and competences. In accordance with the opportunities and in relation to the objectives and competences of the various subjects, they are maximally involved in research, professional and artistic activities at UL AG and in the extensive network of educational institutions, with

They also invest a lot of energy and work in the field of choir and choral conducting in local communities and have already shown their achievements in various music competitions during their studies. Their responsibility for the development of the key lifelong learning competence of Cultural Awareness and Expression is evident.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Efforts to adapt and upgrade the quality of the timetable, taking into account the problems of dispersion of premises and multi-site delivery of the SP
Urgent improvement of space, facilities and infrastructure (Eduroam at all sites)
Long-term provision of financial resources, acquisition of professional literature and the necessary technical resources
Tutoring improved in terms of content and systems
Checking the possibilities for a standardised use of online tools.
Purchase of student licences for the use of computer programmes that are part of the study process

providing practical training

The design and delivery of practical training for students had to change dramatically with the onset of the epidemic. The 2020/21 academic year required a highly adapted delivery of practical training in the light of the changing learning environments and actions in the music schools where we delivered it. Students had even more direct contact with the mentor teachers at the schools, and the monitoring of the whole process by the MA Teaching Practice provider was combined: it took place "in person" and **r e m o t e l y** .

If we already saw before the epidemic the interactional importance of practical training for music students and their mentors in schools, the epidemic has further increased "learning from and with each other". Under the guidance of a mentor, PU students have developed a number of competences that enable them to deliver music lessons in a variety of learning environments. At the same time, they themselves presented new ideas to the mentor teachers and, to some extent, also examples of didactic use of various applications in music teaching. A particularly significant contribution was made in the transfer of knowledge in the field of modern technologies, the use of various software and applications in the teaching of music and solfeggio in music school. All stakeholders were aware that the delivery of pedagogical training was very limited and different from previous academic years. The importance of live music-making in the classroom, regardless of the level and direction of education, was crystallised, as this is the only way to actually achieve the curricular objectives in full.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

Student surveys consistently show a tendency towards high student satisfaction with the organisation and delivery of teaching placements. In personal interviews with students both immediately after the completion of their assignments and even later after their graduation, HEIs repeatedly receive expressions of satisfaction from students/graduates with the organisation, delivery and delivery of teaching placements, where students have gained a very high level of

important practical experience and first skills. Teacher-mentors also express their satisfaction with the organisation and delivery of teaching placements. The Department of Music Pedagogy also fosters close links with mentor teachers outside the teaching practice, inviting them to various events, symposia and concerts of the UL AG. It also maintains contacts with the principals of educational institutions, with whom it also meets in the framework of various UL AG events.

The pedagogical training of students is continuously evolving and we are always identifying opportunities for improvement related to the development of education, the situation in the wider social environment and locally in individual educational institutions. In the guidelines we received from the NAKVIS evaluators after the model evaluation of the study programme (2020/21), they recommend that we formalise and document all communications and professional consultations with mentor teachers, which we have already started to implement in the academic year 2021/22. The evaluators also wrote that the Music Education I and Music Education 2 programmes are well connected to the environment and that students are quickly and meaningfully introduced to the labour market through their mentors.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of PRACTICAL TRAINING OF STUDENTS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

More coordinated and timely scheduling of teaching placements.

Encouraging students to demonstrate their knowledge and competences in developmental psychology, children's choir conducting and piano improvisation in their teaching practice in accordance with the year of study and the stage of their professional development.

5.e. STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators who implement, support and contribute to SP - Career Development and

List of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on different aspects of learning and teaching that we have prepared for HEIs, we ask you to indicate the HEIs and colleagues who teach most of their teaching load at your institution.

programme. Please enter each person on a new line, separated by semicolons. Please note: We will review the validity of the entry from the point of view of the protection of personal data. For this reason, you do not need to enter the list of teachers and staff for the time being.

The autonomy of the teachers and staff in their teaching and research is guaranteed by the curricula, the guidance given by the course leaders and the support of the management of the Department of Music Pedagogy and the management of the UL AG. Assistance and advice in developing the career paths of the teachers and staff is provided individually among the individual stakeholders and collectively, in discussions at the meetings of the Department of Music Pedagogy, in the International Office of the UL AG, in the framework of the individual committees operating at the UL AG (e.g. the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the International Committee of the Music Pedagogy Department, the Assistance and advice is also provided in the development of career paths through various projects and additional training.

Promoting the professional development of staff and participants implementing, supporting and delivering SP - Training for acquisition of teaching competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

///

Promoting the professional development of staff and collaborators implementing, supporting SP - International Mobility

Please indicate the extent of international mobility of higher education teachers, staff and assistants directly involved in the implementation and support of the SP.

The data for the academic year 2020/21 are valid for the entire UL AG:

Incoming mobility Professors: 7

Outgoing mobility Professors: 5

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

The material and technical possibilities are inadequate (practically non-existent) and it could be said that this situation hampers the possibilities for higher education teachers to carry out scientific research. The support of the UL AG in the academic year 2020/21 was mainly moral, and the new Strategy 2021-2027 aims to make positive developments both in terms of providing adequate material and technical conditions for work and in terms of staff development and the expansion and establishment of the Research Group of the UL AG.

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP? (Please also take into account the results of satisfaction surveys, annual interviews, etc.)

At the level of the Department of Music Education, the organisational climate is very supportive and encouraging. At the level of the UL AG as a whole, the greatest attention is paid to artistic education, concerts, artistic projects, masterclasses, seminars and summer schools. This puts teachers of higher education, systematised in the Department of Music Pedagogy, who are habilitated in the scientific field, in an unequal position. For many years we have been drawing attention to the abolition of funding for individual research work. More support is expected for international cooperation, visiting professors, the organisation and implementation of international scientific symposia, the International Week of the Department of Music Education, and project applications.

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

We want to further improve the staffing structure at the level of the study programme by systematising or transferring one post in the Department of Music Pedagogy. Changes in society require the immediate systematisation of one more post of a higher education teacher, habilitated in the field of music pedagogy, who would work in the field of didactic application of modern information and communication technologies in music subjects at different levels of education and training.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

The human resources structure, the organisational climate, the promotion of the professional development of the employees and the support for their scientific research and development work have a significant impact on the quality of the implementation of the SP. In the Strategy of the UL AG for the period 2021-2027, one of the strategic activities is focused on Investing in the human resources and the organisation, and the other one is focused on "Shifting minds" and refers to the ARRS both in terms of research in its fields and in terms of launching new initiatives for project calls for proposals in which the Research Group of the UL AG could compete as well. The Strategy of the UL AG for the period 2021-2027 includes a number of strategic activities.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Systematisation of the post of a higher education teacher habilitated in the field of Music and Pedagogical Subjects for the implementation of the courses Didactic Use of Information and Communication Technology in Music Teaching, Multimedia 1 and Multimedia 2.

Resolution of the spatial and material conditions for the implementation of the SP at the level of the UL AG

Provision of funds for Individual Research, administrative and professional assistance to staff preparing project documents and applying for calls for tenders

Solve the problem of obtaining researcher codes, expand the UL AG research group or establish a new research group in the field of musical arts (link with the Doctorate of Arts), review the ARRS code lists;

Ensure that the interpretation of the UL AG habilitation criteria is respected; ensure the transfer to the programme for the evaluation of scientific research work in the field of music education (Bibliographic Performance Indicators for the Election to the Degree).

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their

(e.g. HE teachers and colleagues, mentors, students, alumni, professional colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)

The discussions on the study programme and the final report on the sample evaluation of the study programme Music Pedagogy by NAKVIS were included in the preparation of the self-evaluation report for the academic year 2020/21.

- higher education teachers and collaborators, members of the Department of Music Pedagogy and other providers of study programme courses (meetings of the Department of Music Pedagogy, membership of various bodies and committees of the UL AG),
- students, who are represented at meetings of the Department of Music Pedagogy, in the UL AG Student Council, as well as in various UL AG bodies and committees),
- AG management and professional staff,
- teacher-mentor representatives from the VIZs where the teaching practices are carried out and who were involved in the interviews with the NAKVIS evaluators,
- representatives of employers who were involved in discussions with NAKVIS evaluators.

During the preparatory phase, interviews were conducted in person and remotely via videoconferencing and email correspondence. The self-evaluation report was sent to stakeholders for discussion via e-mail.

On the recommendation of the NACVIS evaluation team, all discussions and agreements under the action plan shall be documented and formally recorded.

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you discuss it, etc.).

The self-evaluation report for the academic year 2020/21 was prepared by the study programme administrator and presented at the departmental meeting (familiarisation of the department members, student representatives). It was sent to the representatives of the teacher-mentors from the HEIs involved in the implementation of the teaching placements, potential employers and alumni representatives, the UL AG management. All stakeholders had the opportunity to provide feedback. The self-evaluation report was discussed at the UL AG Quality Commission and the UL AG Senate.

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe:

- *the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);*
- *how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).*

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Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Publication of updated curricula on the website AG	As the main activity was focused on the transfer of the curricula to the EVS, the last updated curricula were not placed on the AG website.
Student outreach through student organisations, liaison with student survey designers and presentation of needs or areas of validation relevant to studies in music pedagogy and for the field of music professional subjects.	This was only partially realised because direct animation is most easily conducted 'in person', and the 2020/21 academic year was marked by an epidemic in which a large proportion of conversations and animations took place in virtual environments
Planned recruitment of new teachers working in scientific research	

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
<p>The identified shortcomings, which were noted in the final report of the NAKVIS evaluation team on the sample evaluation of the Music Education Level 1 and Music Education Level 2 programmes, were started to be resolved in accordance with current possibilities. Some deficiencies require procedural resolution and longer resolution times, others can be resolved immediately.</p> <p>The process of preparation of the UL AG Strategy 2021-2027, which was approved by the UL AG Senate in the winter semester of the academic year 2021/2022, has also provided important impetus and guidance for quality upgrading.</p>	Developing action plans to upgrade the quality of delivery of study programmes and improve the visibility of the quality circle.

	OPPORTUNITIES FOR IMPROVEMENT	KEYWORDS WEAKNESSES	KEY RISKS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	RESPONSIBILITIES WITHIN THE MEMBER
2.	Department for Musical Pedagogy planned by more complex Evaluation of the SP with to the targets checks eligibility identified objectives and	Time availability researchers - members Research UL AG - for implementation in-depth research; Issues contact with	Poor responsiveness graduates, former students of first instance and in second instance the programme Music pedagogy, on survey; poor	Check Relevance identified objectives and the SP competences in in accordance with up-to-date needs in slovak school space,	Selection Research groups, Preparation Methodologies research, Implementation research	President Department, Administrator study programmes, Members of the Department for music Pedagogy

	the SP competences in accordance with current and coming needs in	graduates regarding on protection personal data	Responsiveness of VIZ directors, employing our graduates, the			
	slovak Educational system, flexible learning environments and a changing society.		survey; low representation of graduates among UL AG alumni			
2.	Formally recording all a conversation with SP stakeholders and with related changes SP. Familiarisation and meaningful getting involved stakeholders in preparation the annual Self-evaluation OUR REPORT.	Possibly unfavourable timeline for creating Self-evaluation our report for individual stakeholders; possible low Motivation individual stakeholders for participation in preparing the report	Poor responsiveness individual Stakeholders	Formally record everything discussions with SP stakeholders; Encourage stakeholders to participation in the preparation process Self-evaluation our report	Archiving in documentary UL AG system; collection documents in specific groups Ms Teams	President Department, Members of the Department for music Pedagogy
2.	Mode analysis describing objectives, competences and foreseen results at the UN individual objects and clear wording in cases interdisciplinary more integration to avoid To any	Part of the objects is also implemented for other SPs by UL AG (professional optional objects); for these subjects is interdisciplinary the rest is harder to see clearly to be defined in connection only with to study	part of the expertise optional subjects Visit students of other Faculty of UL (can also be general electives objects)	Analyse the way describing objectives, competences and foreseen results at the UN according to their diction and interdisciplinary o integration	Carrying out the analysis, link to a study on eligibility identified objectives and the SP competences in accordance with up-to-date needs in slovak school space	President Department, Administrator study programmes, Members of the Department for music Pedagogy

	to the virtual Duplication Objectives, competences and foreseen results.	the GP programme				
3.	More precisely described Links subject objectives and competences with those at the level of study in accordance with recommended by Groups	Part of the objects is also implemented for other SPs by implemented by UL AG (professional optional objects); for these subjects is interdisciplinaros t harder to clear to be defined in	part of the expertise optional subjects Visit students of other Faculty of UL (can also be general electives objects)	Analyse accuracy of description links subject objectives and competences with written objectives and Competences at SP level	Carrying out the analysis, link to a study on eligibility identified objectives and the SP competences in in accordance with up-to-date needs in slovak	President Department, Administrator study programmes, Members of the Department for music Pedagogy
	NACVIS evaluators	in connection only with to study the GP programme			school space	
4.	- encourage students to complete student surveys,	most students respond less well to invitations to complete surveys	the inadequacy of the questions and individual items in the questionnaires questionnaires prepared for all UL study programmes	Encourage students to complete student surveys	encouraging students to complete student surveys	Head of Department , Members of the Department of Music Education
4.	- to check issues, expressed in Student surveys, and design appropriate action its roadmap Resolution	low numerus completed Student surveys, large dispersion (SD) in the estimates for individual items Student surveys	issues and items Student surveys are made for the whole of OJ and not Please note specifics study programmes that	Analyse issues, or. Instructed trends in Student surveys; Resolution issues in in line with real options,	Carrying out the analysis and the production of action plan Resolution	President Department

			including Musical art in in conjunction with education and education	related to material, spatial and HR conditions		
4.	- upgrade questions existing Student surveys in terms of larger connections with study programmes on field Music art and Music Pedagogy	low motivation students and Higher education teachers for Improvements issues and items Student surveys	issues and items Student surveys are made for the whole of UL, difficult to adapt for specifics individual UL members	Upgrade issues and items in Student surveys in in conjunction with the specificities of the SP	Continue with striving for upgrade issues and items in Student surveys	Vice-Dean for Study Matters, President Department, Representatives GP students, Members of the Department for music Pedagogy
4.	- obtain additional feedback information with the use of surveys and other Research instruments in in the context of research	limited timing and material availability for development of own Research instruments	Evaluation collected in this way data from External stakeholders and OJ	Retrieved from additional information with the use of surveys and of others Research instruments	Preparation action plan for the acquisition of feedback information with the use of surveys and of others Research instruments	Vice-Dean for Study Matters, President Department, Members of the Department for music Pedagogy
	students and higher education teachers					
5. a	Closer monitoring and Analysis study of the process and study achievements in each to a generation	rules, related to by personal Data, make it difficult closer Follow	misunderstanding specifics study a process which, from of the individual requires a lot and Continuous investing effort	create relevant a mechanism for tighter monitoring and analysis study of the process of the process	Preparation action plan for closer monitoring and analysis study of the process and study	Vice-Dean for Study Matters, President Department, Members of the Department for music Pedagogy

	students from applications for enrolment, transitions to completion of studies	individual Generations students	for individual subjects. According to baseline dispositions and individual's interests can be in a certain to a generation	and study achievements in each to a generation	achievements in each to a generation	
5. b	Analysis and read more working loads students at individual subjects and implementation complete the curriculum in individually year of study.	Individual differences between students regarding working load at individually subject (quantity needed training and time invested for study achievement)	misunderstanding nature individual objects, with most of which activities take place in lectures (e.g. choral singing) and nature objects that request individually work at home (e.g. practicing the piano, score games, solfeggia...)	create relevant a mechanism for analysis of working load students at individually subject	Preparation action plan for analysis working load students at individual subjects	President Department, Members of the Department for music Pedagogy, GP students
5. c	Intensified customisation operations international offices in support internationalisation during the duration of the epidemics. Improving information	modest and too little Impressive presentations and publications on the website UL AG, inferior monitoring publications on the UL AG, Insufficient	Retrieved from platform for UL website AG	Making it more visible and more frequent publications on both UL website AG as well as in other social media. At Internal websites to be published study	Creation of more prominent and more common publications on the website of the UL AG and in other social media. Publishing Study issues on Internal	Vice-Dean for International activity, International scribe UL AG

	students Music Pedagogy	Information through others Social media by		issues.	websites.	
	on the possibility of exchanges	used Students.				
5. c	Adapted from implementation activities International Department Week for music pedagogy in duration epidemics	the impact of the epidemic on the implementation International "Live" weeks	disabled mobility and hosting of foreign Higher education teachers "live"	design customised model implementations International Department Week for music pedagogy with by including lectures at distance, hybrid design and implementations live activities	Design customised the performance model International Department Week for music Pedagogy	President Department, Members of the Department for music Pedagogy
5. č	Efforts to adaptation and quality upgrade the timetable at with regard to issues dispersion premises and implementation of the SP on multiple locations	work on three locations	spatial and materials conditions for the implementation of the SP	adapt and quality upgrade the timetable when moving to Casino	design Optimal Related the timetable according to Spatial the conditions of implementation SP	Vice-Dean for Study Matters, President Department
5. č	Urgent improvement spatial and material the situation and Infrastructure (Eduroam on all locations)	HR needs at work for Informatics UL AG	system Funding	provide better spatial and material the situation at moving to the Casino, to be provided by Eduroam on all locations	Improving spatial and material the situation at the time of the move Casino, ensure Eduroama on all locations	Management of UL AG

5. č	Long term Providing Financial assets, purchases Expert literature and needed technical resources	Lack of and misunderstanding leadership in allocation Financial funds for each Department at UL AG	system Funding	provide better opportunities for procurement Expert literature and needed technical resources	Improving opportunities for procurement Expert literature and needed technical funds even when definition Financial funds for Department for Musical Pedagogy	Management of UL AG
5. č	Tutoring improved in terms of content and systems	low student interest in tutoring		develop an action plan for improving the content and systems of tutoring	Tutoring improved in terms of content and systems	UL AG Management, Head of Department
5. č	Check opportunities for Unified use of the internet tools. Purchase Student licences for use Computer programmes that are part of the study process.	diversity of opinions Higher education teachers on usability of a specific online tool and programmes for implementation individual subject; HR needs at work for Informatics UL AG	generalisation in the use of ICT in at UL level no See the specifics of implementation music subjects	Analyse use of the internet tools and make an action plan for purchase Student licences for use specific music Computer programmes	more efficient use of the internet tools and specific programmes	The Management of UL AG, service for Informatics UL AG
5. d	More coherent and on time Arranging dates for implementation Teaching practices.	Differences between workflow in VIZ in school year (start and end of school years, holiday time and various activities in work plans	Differences between workflow in VIZ in school year (start and end of school years, holiday time and various activities in work plans	upgrade process planning and implementation system Teaching practices on different VIZs at providing quality	Optimal planning and implementation Teaching practices on different VIZs at providing quality Accompaniments	President Department, Contractors pedagogical practices, operators Special music didactician

		VIZ) and study years at UL AG (start and End of the academic year, semester break and examination periods, different projects and other Activities at UL AG), Issues timetables at VIZ and at UL AG	VIZ) and study years at UL AG (start and End of the academic year, semester break and examination periods, different projects and other Activities at UL AG), Issues timetables at VIZ and at UL AG	Accompaniments Higher education a teacher from UL AG	Higher education a teacher from UL AG	
5. d	Promoting students to teaching practice in accordance with years of study and the phase professional of development	Reflection and raising awareness cross-curricular a integration in the implementation pedagogical practice, inexperience in	Issues generalised external evaluations Stakeholders (individual of head teachers)	to make sense of and to raise awareness cross-curricular integration, Reporting competences and all skills in teaching practice	Promoting students to teaching practice in accordance with years of study and the phase professional of development	Higher education Teachers, involved in implementation of the SP, GP students
	knowledge and competences in developmental psychology, conducting children's choirs and piano improvisation.	Professional field			knowledge and competences in developmental psychology, conducting children's choirs and piano improvisation.	
5. e	systematisation cities Higher education teacher, habilitated to field Music-pedagogical objects for implementation subjects Didactic	slow reacting to Human Resources need	limiting new Systematisations Cities Higher education Teachers	Systematise City Higher education teacher, habilitated to field musicopedago objects for implementation listed subjects, related to	systematisation cities Higher education teacher, habilitated to sub-eyes musicopedago objects for implementation listed subjects, related to	UL AG Management

	Use information-Communications technologies in Music lessons, Multimedia 1 in Multimedia 2			didactic the use of ICT in Music lessons	didactic the use of ICT in Music lessons	
5. e	Resolution spatial and material the conditions for implementation of the SP on UL AG.	Insufficient Funding; work on three locations	Insufficient Funding; work on three locations	Continuous draw attention to Insufficient funding and scarcity relevant premises and equipment; Retrieved from relevant financial resources and material the conditions for implementation of the SP	Continuous drawing attention to Insufficient funding and scarcity relevant premises and equipment; Retrieved from relevant financial resources and material conditions for implementation of the SP	UL AG Management
5. e	Providing funds for Individual Research work, Administration-Expert Help	Insufficient Funding, HR the need for Expert to a worker who is deals with calls for tenders and projects on	Insufficient Funding, misunderstanding and unrecognised e issues sciencedisc	to be provided by funds for individually Research work; obtain Expert an associate for Administration-	Providing funds for individually Research work; obtain City Expert an associate for	UL AG Management
	for staff to prepare project documents and apply for calls for tenders	field Science	Oval Office at UL AG	providing staff with expert assistance in the preparation of project documents and tender applications	administrative and technical assistance to staff in the preparation of project documents and tender applications	
5. e	Resolve issues Retrieved from ciphers researcher,	argumentation for ARRS and the relevant authorities OJ; non-compliance	misunderstanding issues on ARRS and relevant UL bodies;	resolve issues Retrieved from ciphers researcher;	Resolution issues Retrieved from ciphers researcher;	Vice-Dean for Science and Technology scovalno activity on UL AG,

Expand Research	interpretations Habilitation	non-compliance interpretations	Expansions Research	Expansions Research	President Department, members of the Commission for Science and Technology scovalno activity and Doctoral studies at UL AG
UL AG	UL AG criteria	Habilitation	groups;	groups;	
or the establishment of new Research groups for area Music art	or their of transmission in programme for Evaluation sciencedisc the oval part of the field	UL AG criteria or their of transmission in programmes for Evaluation sciencedisc	to be provided by Compliance interpretations Habilitation UL AG criteria; to be provided by transfer in	Providing Observations interpretations Habilitation UL AG criteria; ensure of transmission in	
(link to for PhDs art), weathering	musicopedago objects (Bibliographic	the oval part of the field musicopedago objects	programme for Evaluation sciencedisc the oval part of the field musicopedago objects	programme for Evaluation sciencedisc the oval part of the field musicopedago objects	
ciphertexts on ARRS; ensure Compliance	Indicators performance for election to a title)	(Bibliographic Indicators performance for	field musicopedago objects	field musicopedago objects	
interpretations		election to a title)	(Bibliographic	(Bibliographic	
Habilitation UL AG criteria; to be provided by			Indicators performance for election to a title)	Indicators performance for election to a title)	
transfer in programme for Evaluation sciencedisc the oval part of the field musicopedago objects (Bibliographic Indicators performance for election to a title)					

3. Musical Arts - Level 1

1. General information SP

Information about the study programme administrator(s)

Please write down the name, surname and habilitation title of the supervisor.

Simon Klavžar, doc.

Name of the study programme

Musical art

Study programme level

first stage

Type of study programme

University

Study delivery method

full-time, part-time

Accreditation

Additional description

University higher education (first Bologna degree)/university higher education education (first Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

Fundamental objectives

The programme aims to train graduates to work in the field of music. Depending on the field of study, graduates may work as performing artists (instrumental soloists, chamber musicians, orchestral musicians, choral soloists, choral singers, sacred musicians, conductors) or as creative artists - composers.

General competences of the graduate

- Ability to gather, analyse and synthesise information
- Ability to develop new ideas and arguments critically (creativity)
- Ability to self-motivate and self-lead
- Ability to plan and work independently
- Ability to listen dynamically (two-way flow of information)
- The ability to think creatively
- Ability to apply knowledge in practice
- Ability to use imagination and intuition effectively
- Ability to think flexibly in different circumstances
- Ability to understand emotionally
- Ability to express thoughts and feelings
- The capacity for fine sensitivity in the distinction between emotional and rational intelligence
- Self-awareness and self-determination
- Ability to understand individual values and value systems
- The capacity for critical self-awareness
- Ability to use critical communication skills constructively
- The ability to respond to social, artistic or ethical problems related to one's by
- Ability to self-criticise, critique, communicate and communicate as a team
- Ability to analyse rationally and emotionally
- Ability to synthesise and form comprehensive judgements
- Ability to communicate orally and in writing
- Ability to express yourself
- Organisational skills for working in teams and managing teamwork
- Ability to recognise social processes and lead group work
- Ability to work in an international environment
- Ability to research

Subject-specific competences

1. Composition and music theory:

- the ability to express oneself in depth as an artist in the field of music,
- the ability to articulate musical imagination, emotion and intuition in depth,
- in-depth knowledge of the repertoire of different stylistic and historical periods,
- mastery of artistic creation in the field of composition and music theory, with a comprehensive and in-depth mastery of technical and expressive means,
- a deeper understanding of cause and effect processes in the field of composition and music theory,

- in-depth knowledge and independent application of the processes of studying different artistic works in terms of aesthetics, style, compositional technique and music theory,
- knowledge of the specific requirements of preparing and organising artistic performances,
- knowledge and orientation in Slovenian and world music history and literature,
- the ability to understand and analyse musical content and forms in depth and in a music-theoretical way,
- the ability to critically evaluate musical and artistic expression,
- the ability to recognise and remember musical creations by ear,
- the ability to communicate intellectually in writing and orally about the art of music.

2. Directions orchestral and choral conducting, singing, piano, organ, accordion, harpsichord, guitar, harp, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, recorder, sacred music:

- the ability to express oneself in depth in the musical field of one's specialisation,
- the ability to articulate the musical imagination in depth,
- the ability to understand musical content and forms,
- mastery of artistic interpretation in the field of their specialisation, with a comprehensive mastery of technical and expressive means,
- understanding of cause and effect processes in the field of engineering of your major,
- knowledge and application of stylistic interpretation in all periods from the Middle Ages onwards,
- in-depth knowledge and independent application of the processes of studying different artistic part,
- knowledge and application of the preparation of artistic performances,
- orientation in Slovenian and world music history and literature,
- evaluation of musical and artistic expression,
- the ability to communicate their musical knowledge to professional and lay audiences.

The main objectives of the study programme and the expected competences of graduates -

Monitoring the achievement of objectives and competences

Describe how you monitor the achievement of the objectives and competences at SP level.

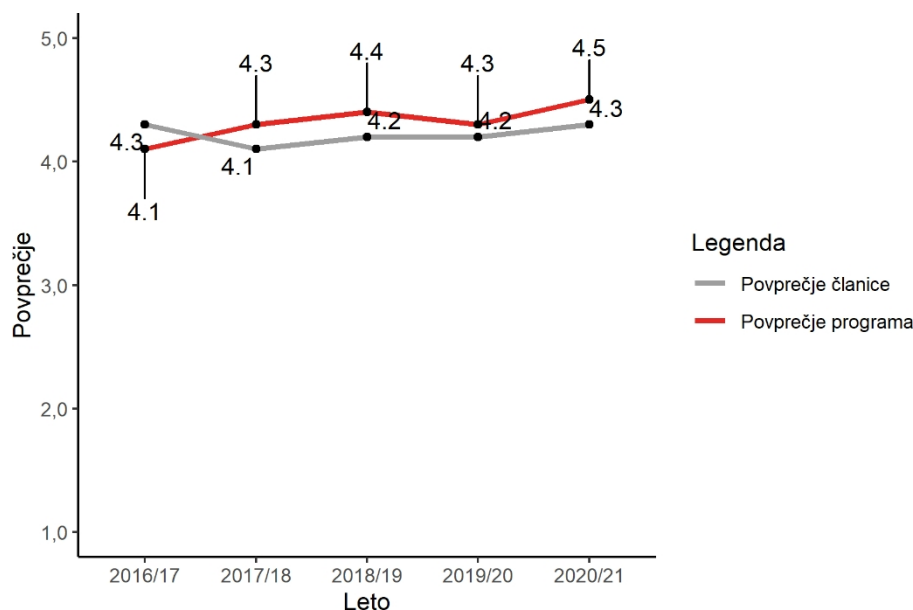
Achievement of the objectives and competences is measured annually by the results of student surveys and by monitoring the study process in the form of colloquia, auditions and examinations within departments and chairs. The Academy of Music encourages all students to perform publicly in concert series and in some compulsory and elective courses. The achievement of objectives and competences is also monitored as part of public performance. We also track the success of the transition of a good proportion of our students to further study at foreign academies and to further training under the Erasmus programme. Finally, we also draw conclusions about the objectives and competences acquired on the basis of the employability of graduates at home and abroad.

The main objectives of the study programme and the expected competences of graduates -

Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of the graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

To what extent have you acquired the expected competences in the course (Post-exam survey)?



The first degree programme in Music Art at UL AG is comparable in terms of content and quality to a large extent with similar institutions around the world. It prepares graduates in an exemplary manner for all relevant professions in the field. Upon completion of the programme, students typically acquire the expected competences. They are mostly employed by Slovenian employers, but there is also good employability in an international environment. The quality of the final work

The trend is expected to continue with the move to the new premises, as the current infrastructural situation is crippling and preventing major projects and developments in some fields. We also expect increased programme enrolments with the move to the new premises, as well as the more demanding the entrance exams, which in the long run will certainly have an impact on the competences acquired by graduates.

I think we can do much better in providing performance opportunities for all, and in making the practice of orchestral playing much more regular and inclusive (for the sake of student composers, performers and conductors).

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

renovation of the orchestra course

introducing public performances within departments

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the discipline or field (include the most recent research or artistic developments in the field of the SP) Justify or support with basic guidelines or concrete examples.

Developments in the field suggest that a broader musical knowledge is required of graduates in professional activities than in the past. The study programme therefore offers them a wide range of elective subjects in addition to the compulsory ones, which broaden their artistic competences. These include courses in improvised and jazz music, new music studio, performance psychology, music career development and others. Students receive training in arranging and the use of musical computer programmes. In recent years, the fields of jazz and contemporary music have developed rapidly and we anticipate that development will continue at a similar pace.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations?

Attached you can find data on the employability of graduates for your programme from the eVŠ database (2016-2020).

The teachers at the Academy of Music are intensively involved in artistic developments in Slovenia and abroad and have a good overview of the state of music education in Slovenia and the employability of Students. To some extent, the content of the teaching units is adapted by the tutors to the needs of the graduates in their future professions, in which they have a good insight, although subjectively I think there is still plenty of room for real student-centred teaching. Certainly, trends in the profession dictate an increasingly targeted education of musicians, with a lot of specific work for each chosen professional activity, but at the same time graduates are also expected to a broad theoretical and practical musical outlook and flexibility. As I wrote above, UL AG offers many opportunities to acquire a broad musical knowledge, but I see opportunities for improvement in the area of providing support for the specific needs of graduates.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of INTEGRITY?

CONTENT?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

introduction of a new elective course Digital production of music publications (computer notation: course for advanced users)

the course Compositional Techniques of the 20th, 21st Century becomes compulsory in the study of composition

the course Polyphonic Rhythmic Movements becomes compulsory for instrumentalists, composers and conductor

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key advantages and disadvantages of the SPs as derived from the results of student surveys or other comparable*

mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.)

The individual results from the student surveys are presented in the other sections of the self-evaluation.

**For Level 1 and 2: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study placement. For Level 3: survey after the first and second year of study.*

Disadvantages:

- students miss more performance opportunities for all (organised public performances within UL AG),
- string students express a desire to participate in a chamber string orchestra, but in practice they do not everyone gets a chance,
- lack of joint events, such as a reception for new students with teaching staff present,
- places fill up (too) quickly in some elective subjects,
- there is too much overlap in exam dates, the date in the Visa should always match the actual date,
- There is no functional unified system for sending messages to students (messages travel through different channels),
- The introduction of an elective course in Physiotherapy is proposed,
- poor response from students to join the Student Council, the Student Council itself commits to better promotion at the next elections.

Benefits:

- Student surveys show how satisfied students are with the content, knowledge and criteria of individual units,
- a wide range of elective courses and project opportunities within the UL AG,
- good information about calls for tenders or auditions within the UL AG,
- good information and assistance on international activities.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of the STRENGTHS AND IMPORTANCE OF THE SP IN THE light of the results of the STUDENT SURVEYS OR OTHER COMPARABLE MEANS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

to examine the possibility of increasing the number of places in some elective subjects

standardising the sending of messages to students via VIS

5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

Monitoring the student population - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SPs and give your views on the following indicators.

Please note the call for applications, registration.

Število vpisanih študentov v letnik po letih in načinu študija						
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
IZREDNI	01	6	3	3	4	6
	02	7	4	1	4	5
	03	6	5	2	2	4
	0A	3	4	1	1	1
	Vsota	22	16	7	11	16
REDNI	01	77	68	74	74	66
	02	60	65	60	66	71
	03	54	58	61	55	66
	0A	16	7	17	18	17
	Vsota	207	198	212	213	220

The following places are available for the academic year 2021/22:

Slovenians and the EU - 60 ordinary and 15 extraordinary

Foreigners/Slovenians without Slovenian citizenship - 5 regular and 5 extraordinary

Parallel studies and graduates - 3 full-time and 10 part-

time Enrolment according to the transition criteria - 2

full-time and 6 part-time

79 students enrolled in the first year, 71 in the second year and 72 in the third year.

Fewer students enrolled in the 2021/22 academic year than the number of places offered, mainly due to a higher number of part-time places offered. Otherwise, there are no significant deviations in the call for applications and enrolments from previous years.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the transition rate.

Prehodnost iz 1. v 2. letnik po letih				
2016/17	2017/18	2018/19	2019/20	2020/21
85,7 %	83,1 %	84,5 %	88,3 %	97,4 %

The pass rate from 1st to 2nd year in 2021/22 was 84%, a figure similar to that of the pre-Epidemic years.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the end of the study.

Število diplomantov po letih				
2016	2017	2018	2019	2020
59	60	52	57	50

The number of students completing a first degree programme at GU in 2020/21 is 58, which is significantly higher than in the previous year (50). This increase is probably mainly attributable to the many postponements of graduation due to the epidemic in spring 2020. The current figure is also closer to the figures of previous years.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators. Justify your assessment by citing trends in indicators, opinions, findings.

The figures in this chapter have somehow returned to pre-Epidemic levels in 2021. In the future, we should aim to attract a much larger number of candidates from abroad to the UL AG, as the conditions in which we will be operating will be fully comparable to most similar institutions abroad.

In this context, the renewal of the preparatory programme, which was introduced some time ago, is necessary, as it will be increasingly attractive to foreign students, but so far there is little interest.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

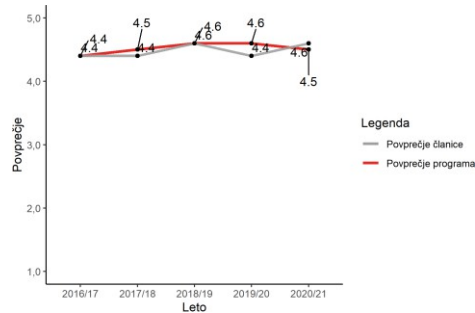
reform of the Preparatory Programme

5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

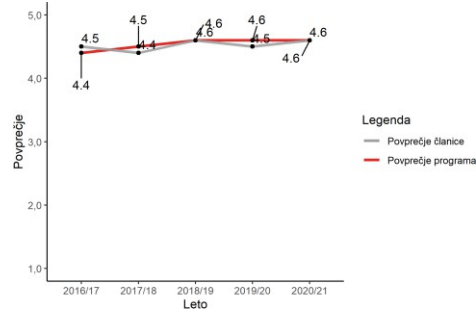
Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

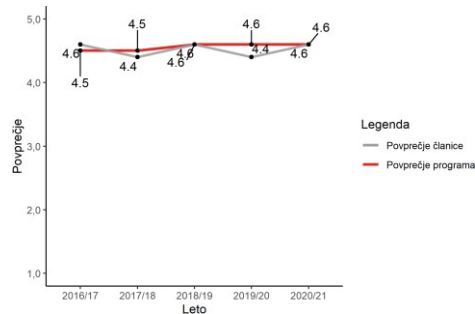
Agreement with the claim: Overall, I agree with the Satisfied with the subject (Pre-exam survey)



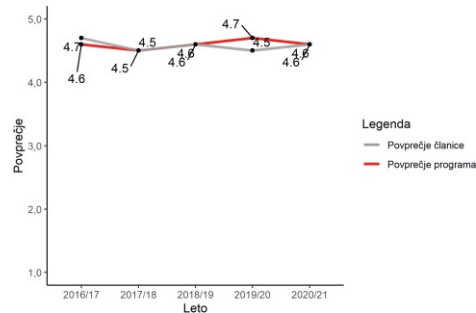
Agree with statement: Different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



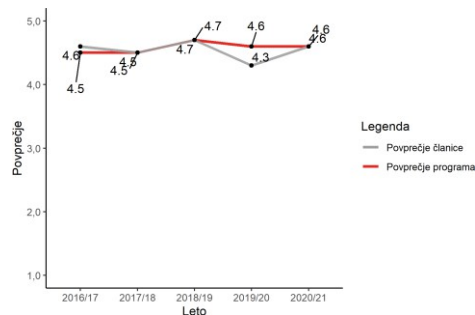
Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).



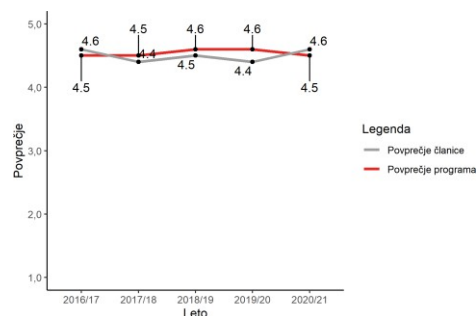
Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)



Agreement with the statement: I find that ongoing assessment of knowledge in the course (in whatever form: colloquium, test, homework, projects, seminars, etc.) is appropriate to the nature of the course (Pre-exam survey).

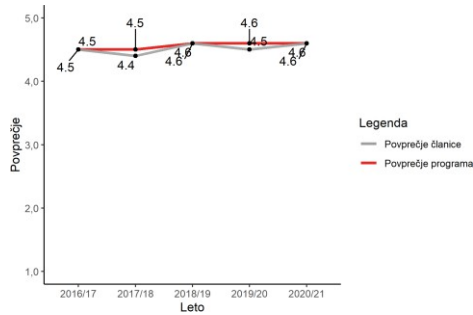


Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)

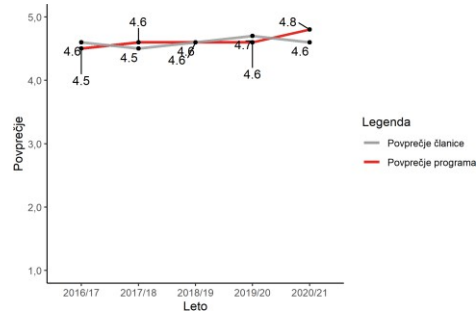


Agree with the statement: The way I work in the course encourages me to think independently (Pre-exam survey).

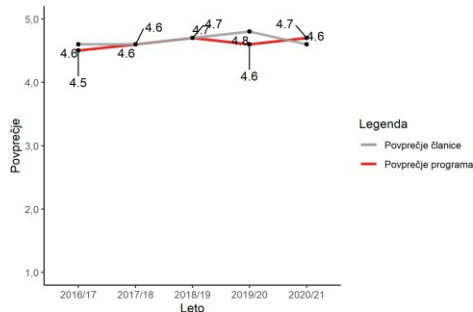
Agreement with the statement: The course content was adequately represented in the assignments (in



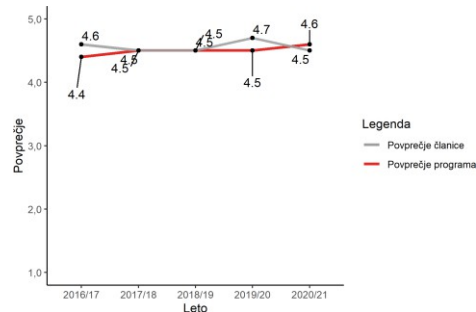
lectures, independent study etc.) (Survey AFTER the exam)



Agree with the statement: The assessment and verification criteria were respected (Post-exam survey).



Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)



The quality of the teaching process is monitored through student surveys and annual interviews.

department heads with the dean, and the quality of certain courses is monitored in the link courses of chamber music, new music studio and orchestra. There is certainly a lack of certain competences in some students which, based on the following curricula, to be acquired at secondary school level. With the move to suitable premises for the functioning of the UL AG, we foresee an increased influx of students to our institution, both from Slovenia and abroad. The admission tests are therefore expected to be more demanding and we anticipate a gradual increase in the quality of student enrolments.

Despite the multi-subject and inter-subject integration provided by the UL AG, at the level of individual subjects, the improvement of the quality of the pedagogical process is largely left to the commitment of individual teachers. In particular through annual interviews of the Heads of Departments with the Dean, there is a strong commitment of the management to address the material needs of the fields of study, which has otherwise been one of the major obstacles to ensuring the quality of the teaching process in many fields. Surveys show considerable satisfaction with the quality of the teaching process at the level of learning Units.

Monitoring and quality assurance of the teaching process - Cross-curricular integration How do you ensure the integration between individual subjects or learning units (cross-curricular integration)?

The way the programme works allows for a great deal of cross-curricular integration. Composers, conductors and instrumentalists collaborate on projects in orchestra, chamber music, new music studio and other subjects. The integration of theoretical and practical subjects is certainly based more on the self-initiative of tutors and students, or does not currently envisage a more tangible collaboration, even if the knowledge of theoretical and practical music subjects is inevitably intertwined. In every way, the committed tutors also concretely incorporate knowledge from other subjects into their lectures and build on knowledge acquired elsewhere.

Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, how?

In addition to the curriculum, we largely follow the expected competences in teaching and assessment. The staff has a very broad overview of job opportunities at home and abroad and is thus able to influence the curriculum according to the career aspirations of individual students.

Monitoring and quality assurance of the teaching process - Student workload

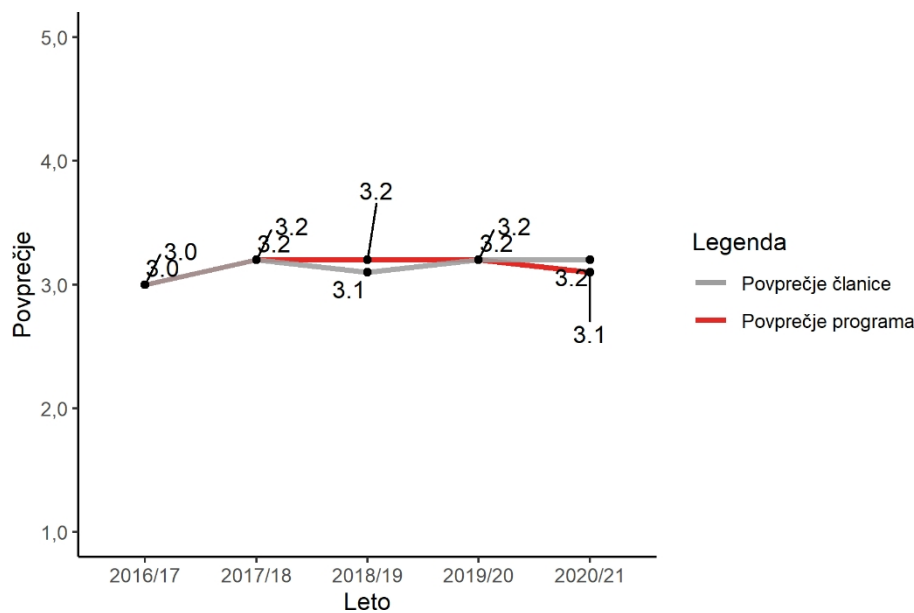
How do you monitor and ensure an adequate student workload in relation to ECTS assessment?*

**If the results of the student survey for the course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may help you to do this:*

"STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

Rate whether you have spent between #ktmin# and #ktmax# hours on the subject, as for this subject provided for in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminars, etc. and all forms of independent work)? (Survey AFTER the exam)



The result of the survey shows that the student body considers the student workload to be adequate, the number of
 The ECTS corresponds to the established evaluation formula. My own view is that students achieve the required number of ECTS quite easily.

Monitoring and quality assurance of the teaching process - Student-centred learning and teaching
 Do you promote student-centred learning and teaching*? If yes, how?
 *For the definition of the term, see point 1.3 in document 1 or document 2.

Students on the programme take their main course individually, which by definition allows for student-centred teaching. Mentors throughout the course of study support and guide students according to their career expectations and aspirations. In all programme, we encourage students to choose elective courses that match their required competences according to their specific career goals, while at the same time urging them to broaden their musical knowledge as much as possible, notwithstanding their sometimes very narrowly focused profiles, as this is also increasingly expected of them in the professional world. In addition to the compulsory programme of studies, the Academy offers a wide range of subjects that sharpen students' very specific skills, while at the same time providing a broad knowledge base.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

The Academy of Music offers a wide range of up-to-date knowledge and actively introduces new subjects, which are becoming topical or missing in the labour market. Thus, in a relatively short period, it has introduced the study of baroque and sacred music and is developing the field of jazz and contemporary music. The study programme has certainly been enriched and the direction of development is the right one. My subjective view is that a step forward could be made at institutional level in the area of student-centred learning and teaching. I think that we could follow to a greater extent the new approaches to learning and teaching, student support and management, and making the study process clearer focus on the student, with a view to achieving better quality, flexibility and a personalised study pathway.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of IMPROVING AND ENHANCING THE QUALITY OF THE EDUCATIONAL PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

No action foreseen in this area

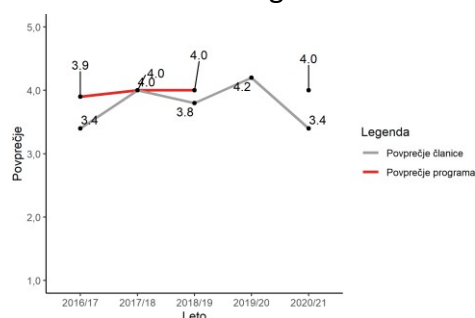
5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

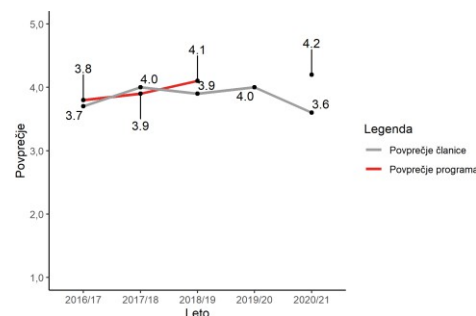
How do you encourage home students of the SP to integrate and work internationally (please include aspects of internationalisation at home*)?

* For a definition, see the document.

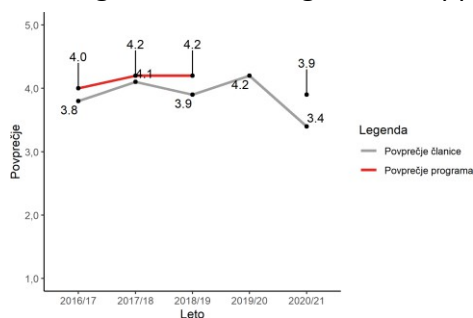
We have sufficient information on possible international exchanges



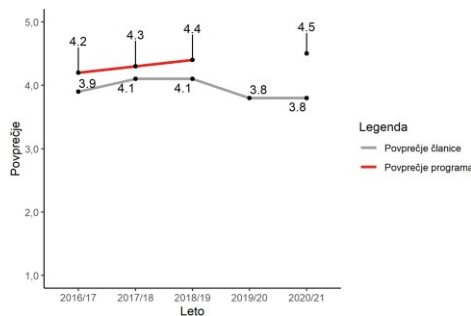
There are plenty of interesting options for international exchange



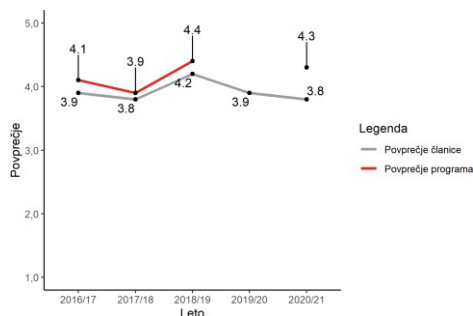
Exchanges are encouraged and supported.



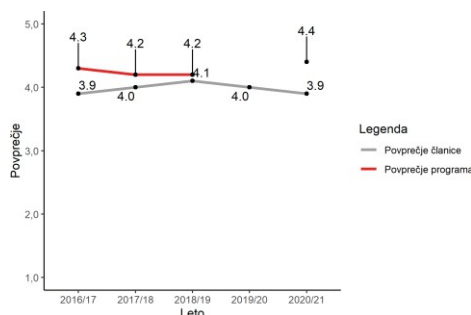
I have the possibility to take compulsory items abroad.



Recognition of the ECTS is appropriate.



Professional support for international mobility is adequate.



The internationalisation of studies at UL AG is working well. Often, students are already secondary education, participate in international orchestra projects and seminars in abroad and thus already have some international contacts and, above all, a basic overview of the international landscape.

At UL AG, we encourage students to be internationally involved, as this is essential in artistic fields. In addition to the international projects carried out by UL AG itself, the teaching staff and management provide information on international seminars, workshops, international orchestras, competitions, etc.

According to the results of the surveys, the students of the SP feel slightly more encouragement to engage and act in the international arena than the average for the Member States. While UL AG is trying to expand its international activities and offers many opportunities, there are certainly many the encouragement and assistance expected from mentors in this area for each

I think that some kind of international exposure is almost a necessity in the profession we are in, and I am sure that mentors to a large extent we also express this conviction during the study process. The stagnation caused by the epidemic has

has come to an end and the possibilities for international student activities are more than

likely open again.

Support for internationalisation of studies - International students

How do you involve international students in the SP? Please describe the aspects of the integration of both students on mobility programmes (Erasmus) and international students enrolled in the SP.

Število vpisanih tujih študentov v letnik po letih in načinu študija						
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
Izredni	01	0	0	0	0	1
	02	0	0	0	0	0
	03	0	0	0	0	0
	0A	1	0	0	0	0
	Vsota	1	0	0	0	1
Redni	01	17	13	12	16	11
	02	13	14	12	11	15
	03	3	11	12	8	11
	0A	3	0	1	3	2
	Vsota	36	38	37	38	39

UL AG should certainly strive to attract foreign permanent students, as the quality of the study programme will be enhanced in many ways. The new premises of the College will certainly be a major step towards this goal, as the infrastructure situation is one of the main criteria when deciding on the destination of prospective students. In recent years, the number of foreign students enrolled has stagnated.

The Vice-Dean for International Activities monitors the international activities of teachers and departments, also with a view to promoting our institution abroad and attracting international students. In the future, UL AG must certainly find innovative ways of promotion to attract quality international students. The competition in this field is really fierce and the Academy must clearly and rationally formulate in which segments it is better or very competitive in comparison with its peers.

The issue of Erasmus coaching for visiting students - both our students and those visiting us - remains unresolved. The problem was described in detail by predecessor and is still waiting for a system solution.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, field trips abroad, international summer schools, events to promote studies/SP abroad) Staff mobility is excluded.

Through the annual work plans and activity reports for the previous year, management and the heads of an overview of the international activities of the divisions and of the individual educators. In addition to the international projects led by the UL AG (BIP projects, guest conductors orchestra projects, international summer school, etc.), the teaching staff of the UL AG organises many seminars of internationally renowned teachers and exchange concerts during the academic year.

There is a lack of systematised partial financial support from the UL AG for the organisation of seminars.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

UL AG is certainly strengthening internationalisation in many areas. Number of organised seminars and workshops is high, and the number and quality of the projects we run is growing. The drastic improvement of the infrastructure will make studying at the Academy of Music much more attractive.

not only for local musicians, but also for potential applicants from abroad. One of the key elements of quality music study is certainly a quality working environment. The result of the student survey on the possibility to get to know external institutions is drastically lower than most results. I believe that UL AG is, however, making progress in the scope of international activities in the field of visiting foreign experts.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORTING THE INTERNATIONALISATION OF STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

continue to find solutions to the problem of Erasmus student accompaniment

active promotion of studies and work at UL AG at home and abroad

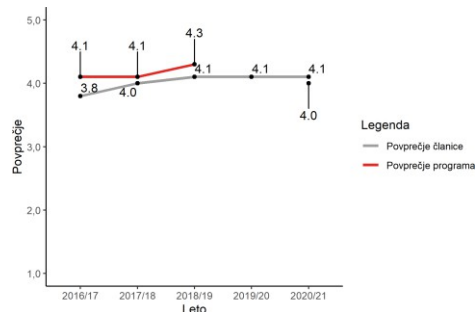
5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

Please indicate the activities linked to the SP.

Providing support, encouraging students to study - In connection with the implementation of the study programme process

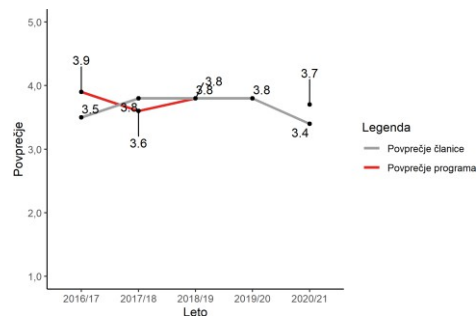
What kind of support do you provide to students in relation to their studies?(e.g. tutoring, recruitment support) elective courses, addressing different student needs, individual tailoring, different assessment methods, etc.)

Overall, I am satisfied with my studies.

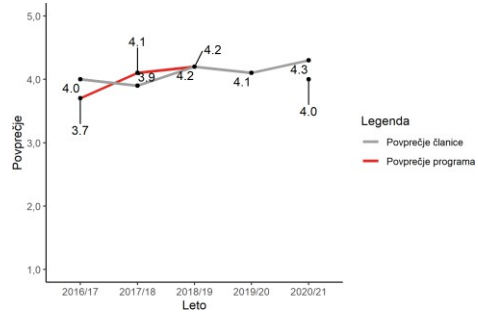
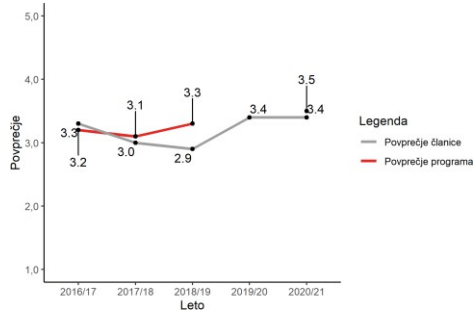


With a wireless network, I'm satisfied/satisfied.

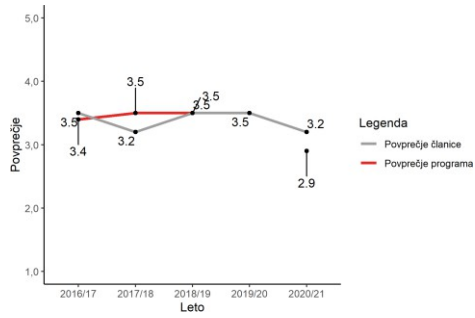
Information about the study process on time.



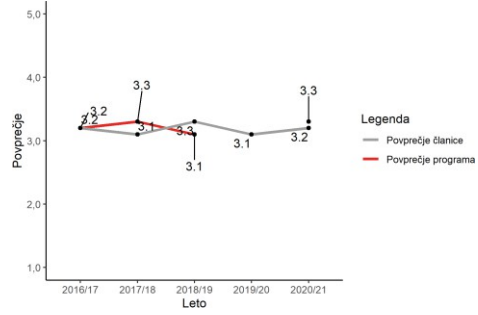
I was offered suitable electives from other UL faculties/academies.



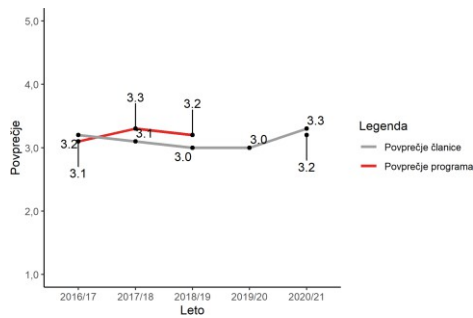
During my studies, I have got to know a fair number of external institutions (through excursions, invitations to seminars, etc.).



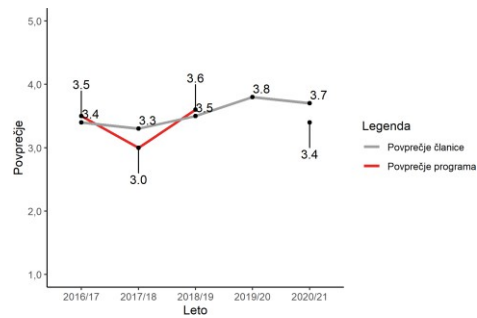
If I need a tutor, I know who to contact I can turn around.



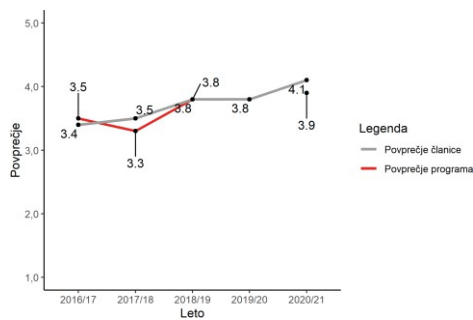
I know who I can turn to for career advice advice.



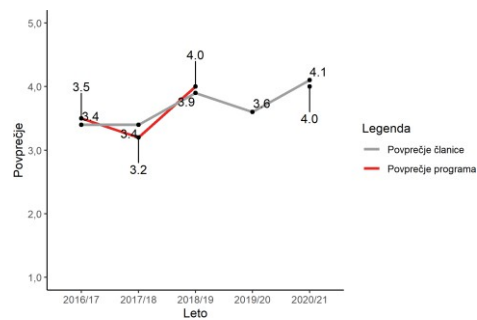
Student Office opening hours are appropriate.



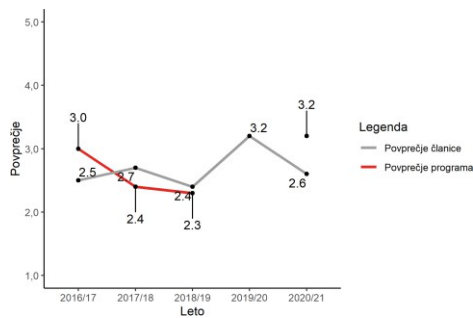
The staff of the Student Office are responsive and efficient.



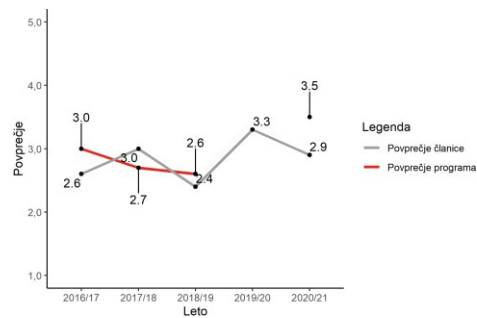
The staff of the Student Office have the right attitude towards students.



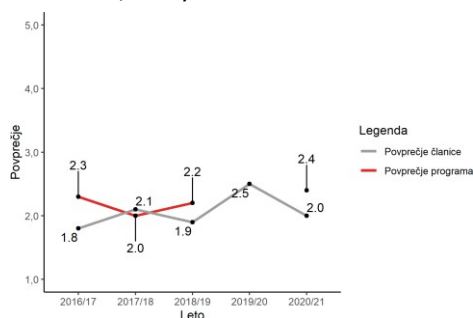
Facilities for lectures, rehearsals and other forms teaching work are adequate.



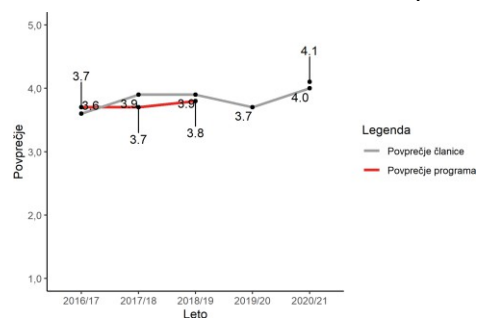
Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.



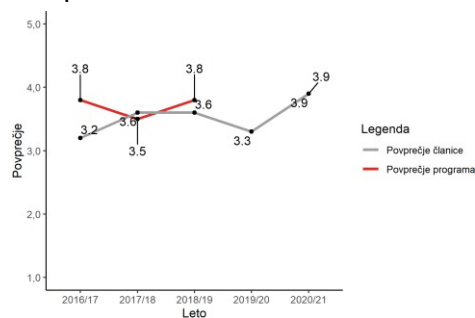
Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.)



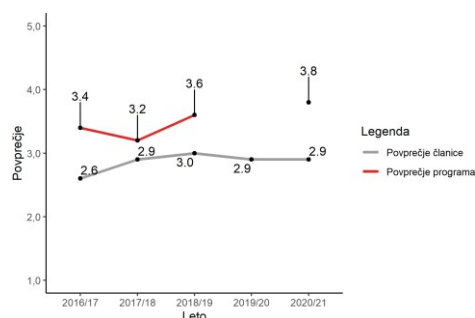
The volume of literature is adequate.



The accessibility of the literature is adequate.



The library staff can advise me accordingly literature search.



The UL AG website is clear and offers clear access to information. Communication via websites for group courses are effective. The website is not the most up-to-date and youthful, and a comprehensive renovation is planned for the future. The two-way communication between professors and students through the VIS system is inefficient. Student representatives are involved in committees, executive bodies and meetings of UL AG bodies. Student tutoring and student surveys are available to students, and they can easily get in touch with professors and management. Students who already have a clear visualisation of their career future can choose from a wide range of elective courses and thus also make contact with mentors working in the relevant fields of artistic activity. UL AG also offers artistic projects in collaboration with professional ensembles, which certainly helps to concretise the knowledge acquired. Surveys generally show dissatisfaction with equipment and facilities, which is currently quite understandable. It is also clear from the surveys that students are not entirely satisfied with the attitude and support from professional services. In relation to the implementation of the study process, they show dissatisfaction in the areas of tutoring and career guidance. The student surveys show that students are satisfied with the content, knowledge and criteria of the individual units. In 2020/21, there has been a significant increase in tutoring, and students want to see more in this area assistance.

Supporting, encouraging students in their studies - Practical, professional, research or artistic work
Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work?

projects related to the study programme? (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; except for practical training, which is already part of the SP) Please estimate the number of students involved in research and development work or artistic projects outside the prescribed curriculum.*

** Student innovation projects for social benefit.*

*** The Creative Path to Knowledge programme.*

UL AG offers a wide range of mainly artistic projects, which are not a compulsory part of the curriculum. These are projects organised by the AG itself, such as the 'Mini Operas', and above all the strengthening of the International activities (BIP, CEEPUS). Students are regularly invited or informed about opportunities for additional artistic activities within the framework of the UL AG. Of course, participation in international or our projects is conditional on the students' and tutors' self-initiative in their main courses and their awareness of project opportunities. More projects in cooperation with top Slovenian music ensembles are proposed, as the building links between students and the professional music community at home is of paramount importance and here UL AG has a lot to contribute.

Providing support, encouraging students to study - Scientific, research or artistic work

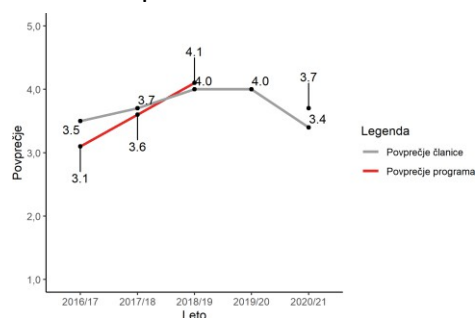
Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme?(e.g. involvement of students in basic and applied research, research programmes, artistic projects, etc.) Estimate the number of students involved in research and development or artistic projects.

/

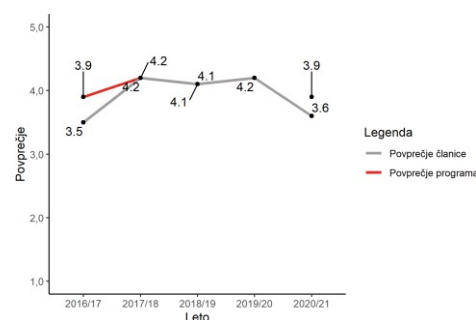
Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)

My studies give me the opportunity to have a good choice of sports activities



Through the Student Council, I am Satisfied.



According to the results of the surveys, the range of activities during the study period is increasing (if epidemic time is excluded). The surveys show that students are not fully satisfied with the work of the Student Council. There is a lack of a more visible role for the Student Council and better self-promotion.

In addition to the above-mentioned joint events to open or close the academic year, there is a lack of regular or one-off sporting activities for staff and students.

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. mental health support, etc.)?

/

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

At UL AG, major progress can be observed in some segments of student support (the expansion of international art projects, the excellent pilot project on distance learning, the LOLA/SWING) and, for the time being, a mild improvement of some others (tutoring, desk, web pages...). Overall, I think the quality of the study programme is steadily increasing. This is also reflected in the student surveys.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

the recruitment of a tutoring assistant to advise students on the content and timing of their student commitments

providing (limited) distance learning via SWING/LOLA

the possibility to record students for auditions and competitions free of charge

5.e. STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and of participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development

and a list of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on different aspects of learning and teaching that we have prepared for higher education teachers, we ask you to indicate the higher education teachers and colleagues who teach most of their teaching load at your institution.

programme. Please enter each person on a new line, separated by semicolons. Please note: We will review the validity of the entry from a data protection perspective. For this reason, you do not need to enter the list of teachers and staff for the time being.

Teaching and administrative staff have access to a wide range of training courses, mainly provided by the UL. The AG also offers a variety of workshops and seminars, mainly for teaching staff, which are organised by individual teachers, departments or chairs. These events are mainly aimed at students and teachers.

Promoting the professional development of staff and participants implementing, supporting and delivering SP - Training for acquisition of teaching competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

After the epidemic lull, many seminars, workshops and projects with foreign guest teachers are being planned, especially in the departments of the UL AG, primarily aimed at our to local professors and students. The academic year 2020/21 has seen a drastic decline in international exchanges for reasons known to all, making it more difficult to gain additional knowledge, but the number, quality and frequency of events here is being rehabilitated. In this area, there is a lack of (at least) soft funding for events (artistic/pedagogical workshops). At present, the the organiser of the seminar at UL AG is largely left to his own devices. The UL AG should strive for much more regular attendance at staff training sessions at home and abroad. One of the reasons for the frequency not being the highest is certainly the marked overload of a large part of the teaching and professional staff. At this rate

it is often difficult to find time for teacher training.

**Promoting the professional development of staff and collaborators implementing, supporting SP -
International Mobility**

Please indicate the extent of international mobility of higher education teachers, staff and assistants directly involved in the implementation and support of the SP.

The International Office and the Vice-Dean for International Activities provide excellent and timely information and encourage staff to take action. I consider staff mobility to be quite intense and, above all, international activity in general to be on the rise. The SP is involved in as many a few international projects, the number of which is slowly increasing. There is a strong feeling of support and the commitment of the staff in charge to involve the institution in cross-border projects. The Academy It also takes a leading role in projects and actively encourages students to be mobile. The severely understaffed international team is an efficient, highly up-to-date and respected partner by its foreign counterparts.

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

/

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP?(Please also take into account the results of satisfaction surveys, annual interviews, etc.)

I believe that the organisational climate is improving year by year, and the forthcoming move to renovated premises suitable for the UL AG has/will certainly give a great impetus to the further work of all employees. With the improvement of the material conditions, the organisation (recently a lot of processes have been digitised in an exemplary manner) and the dedicated work of the Academy's management is also visibly improving proactive employees and a belief in a positive future and development of UL AG. We certainly see room for improvement in the area of organisational climate. Roughly speaking, improvements can be made in the areas of timely and clear communication and networking, as well as in the supervision of work. We welcome the annual discussions between the Dean and the Heads of Departments and Chairs, but would like to see more joint events (kick-off conference, etc.).

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

The staffing structure is mostly linked to funding, and here, unfortunately, UL AG has always been on the margins. I believe that, with the efforts of the management, the staffing structure has been on a mild upward trend for some time, but that some of the professional services, teachers and members of the management are severely overstretched, which has a major impact on their ability to carry out the activities under points 1 to 2.

5. The staff of the UL AG is unanimous in the opinion that the staffing structure is not yet fully adequate and that it is deficient in many areas (e.g. in the area of accompaniment or international activities).

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

International mobility is also exemplary among workers, as it is in the student population. A more appropriate staffing structure would certainly contribute to reducing the workload of the busiest workers. This and a mild financial incentive for seminar organisers and workshops at UL AG would certainly contribute to more intensive and frequent training in the field of teaching. It is suggested that surveys be introduced to measure staff satisfaction, as in my personal opinion it is really difficult to evaluate the promotion of staff professional development without this kind of enquiry.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

introduction of surveys to measure employee satisfaction

systematic financial support for the organisation of seminars and workshops at UL AG

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their

(e.g. HE teachers and colleagues, mentors, students, alumni, professional

colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)

In the preparation of the self-evaluation report, the author has primarily referred to the work of the previous rapporteur and the new UL AG Strategy 2021-2027. In addition, thanks are due to the assistance of the Heads of Departments, Heads of Chairs and other colleagues and representatives of the Student Council. All of them have influenced the report with their constructive suggestions. The help of the professional services was also invaluable.

Although university teachers and staff can influence curriculum development, planning and monitoring, they can generally do so through the working bodies of the UL AG Senate and the departmental and chair meetings. Students submit their suggestions and observations via Student Council or individually directly in the classroom. Professional staff are involved in the development of the programme through the Senate and its working bodies, and external staff share their observations and opinions at departmental and chair meetings. UL AG involves employers in the study programme through the Strategic Council, as well as through the music schools and orchestras with which our students and professors collaborate in one way or another. With a great the number of public art events, we are well integrated into an environment whose opinion is certainly

influence the development of certain aspects of the curriculum.

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you discuss it, etc.).

The self-evaluation report was prepared by Assoc. Simon Klavžar, and in part or in full by reviewed and peer-reviewed by the members of the UL AG Quality Committee, the administrators of the strategic activities, and Leadership.

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe:

- *the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);*
- *how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).*

/

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Extending the transfer of piano tuning orders and reversals for UL AG instrument loans to online documents.	Reversals for borrowing instruments of UL AG are transferred to online documents, the whole process is thus clearer and simpler.
The grade in the orchestra course must be based on all the projects that the student has carried out in the current academic year. If one of the projects a negative grade, the student cannot obtain a positive final grade in the course.	The measure has not yet been implemented in practice.
Resolve the issue of tutoring in favour of foreign students on an exchange with us.	The problem still remains. We propose that a fund be created and made available for tutoring foreign students. Honoraria are foreseen according to the Ag price list as contact hours or jump-ins. Information on who will be on exchange comes very late, when classes are already starting and students are being allocated to tutors.

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Introduction of new preparatory and advanced training programmes	Through these programmes, we have provided a systematic framework for applicants to study at UL AG to get to know their future mentors and the institution. Previously, they were left to their own devices in this area.
Implementation of the SWING/LOLA pilot project	A test case for high-quality distance learning, which we predict will replace environmentally, time- and cost-consuming travel in the future students before entrance exams and auditions. Students can no longer rely solely on their application to study under the Erasmus programme, but are almost obliged to visit the institution beforehand. For some students, the process of travelling, preparing a programme and other tasks takes several weeks in order to be accepted on a programme. study time, so it often seems that in the annual semester are more concerned with the organisation of the winter semester, rather than by actually studying. Because of all It is proposed to continue to provide lessons in this way as necessary.

	OPPORTUNITIES FOR IMPROVEMENT	KEYWORDS WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	RESPONSIBILITY WITHIN THE MEMBER
2.	redesign subject orchestra	Students who enter the subject orchestra, working project-based, i.e. in condensed the rehearsal period and concerts. Because is an activity gameplay in orchestra for Instrumentalist one most common employment after Conclusion study, such the system is not ideal and not allows sufficient Intensive practices in this area. Right both in the current system students Conducting they don't have enough opportunities for your practice.	Current Infrastructure UL AG of this kind regular operations orchestras not enables. This the fact will be drastic changed by moving to new premises. Work motivation students can stagnates due to limited options participation in Slovenian Professional orchestras (in particular thanks to absences programmes practices or academies in orchestras).	Top Qualifications students for Professional work in orchestras. Much more played of the standard repertoire and many more hours practices in orchestra.	Moving to new the premises shall be two Options: 1. orchestral concert Projects remain structured as so far, in intermediate periods are carry out 'exercises repertoire' after following the example of many music academies in abroad, 2. orchestral concert projects are extended to longer time period, in which shall be play a few more Other of the standard repertoire.	Vice-Dean for artistic activity
2.	introduction of public performances in within departments	So far often organising public appearances Difficult	/	The goal is better and wider possibilities public performing for all students, not	From 2022/23 we suggest at least two organised public appearances each	Vice-Dean for study activity, Chairpersons Departments

		thanks to Spatial distress, in the future will be all much easier.		necessarily only The best.	the department where can apply All UL students AG.	
3.	introduction of a new optional subject Digital production of sheet music publications (computer notation: course for	/	/	Students compositions have many technical questions regarding Computer notations, for which a lot is spent	Introduction of a new optional the subject for Students compositions (and Others interested parties): Digital	Vice-Dean for study Activity, Assoc. Prof. Vito Žuraj
	advanced users)			time in lessons compositions. Optional described the subject would thus made possible by complete concentration on exclusively notation- the technical side. V in this context lectures would be Dedicated to to the notary of the programme MakeMusic Final, a programme for desktop publishing, as so Adobe Indesign or similar for the creation of a legend and covers, a programme for creating Computer	production of sheet music publications (computer notation: course for advanced users) Operator Subject: Assoc. Prof. Vito Žuraj	

				<p>fonts and formatting PDF-files. Both students acquire knowledge for independent Digital the production of sheet music publications.</p>		
3.	<p>Subject</p> <p>Compositional Techniques 20., 21. st. becomes mandatory for study compositions</p>	/	/	<p>In the light of adaptations study of the programme regarding on the development of the profession seems appropriate, in order to the subject became mandatory.</p>	<p>The curriculum for study compositions are adjust so, to become referred to Subject mandatory.</p>	<p>Vice-Dean for study activity, prof. Rojko</p>
3.	<p>Subject</p> <p>Polyphony rhythmic movements becomes mandatory for</p>	/	/	<p>In lessons Solfeggia is on Available at not enough time for development and</p>	<p>Optional subject Polyphony rhythmic movements becomes mandatory for</p>	<p>Vice-Dean for study activity, prof. Pompe</p>
	<p>Instrumentalist , composers and conductor</p>			<p>consolidation steady and accurate pulsations, yet Special polyrhythmic movements. Rhythmic weakness is with us visible for a long time years and compulsory the subject would significantly contributed to improving and</p>	<p>Instrumentalist , composers and conductor</p>	

				Understanding pulse, rhythm.		
4.	Check Option Increases the number of places at some optional subjects	Inability Increases numbers due to limit	/	According to members Student of the world are often is going to be fill up quickly all places at specified optional subjects. Our interest is surely, to this is not happening, if possible.	Overview places available for optional subjects in participation The Vice-Dean for Study Matters, Student of the Council and Administrator programme. Enquiry about options Increases the number of places there where it is detected interest/request Eating.	Vice-Dean for study activity, the administrator of the SP, members of the SB(s)
4.	unification sending messages to students via the system VIS	non-compliance calls for sending via VIS-a	/	Primarily in group subjects Communication among professors and students is strictly via the system VIS.	Due to the confusion in communication is Invite mentors and students to use of the system VIS for sending messages. V next the report shall be representatives of the SBs check Improving Sheet.	Vice-Dean for study activity, the administrator of the SP, representatives of the SB

5.a	reform of the Preparatory Programme	/	/	the preparatory programme becomes attractive to more candidates and enrolment increases over time.	My subjective opinion is that the price and the estimated length of the programme are very crippling at the moment. The preparatory course would be very interesting as a substitute for the other contact between the candidate and the professor. In this sense could be shorter, cheaper and more attractive.	Vice-Dean for Academic Activities
5.b	No action foreseen in this area					
5.c	further exploring solutions to the problem of accompaniment in Erasmus students	in the case of an unresolved issue it remains bad publicity for our institution.	the specific nature of the problem at UL AG makes the situation more difficult to resolve.	A formally assigned tutor for each guest student in Erasmus.	It is proposed to set up a fund to be made available for tutoring (and individual tuition) of foreign Students. Honoraria are provided according to the Ag price list as contact hours or skips.	International Office, Dean

5.c	active promotion study and work at UL AG at home and abroad	/	Fierce competition in Central Europe, affordability of postings on online recruitment platforms.	Achieving the widest possible international the number of potential candidates for work or study at UL AG. Attracting Best quality h human resources and	Exploring the best access routes for us a wide international audience. Posting vacancies on international platforms,	Dean, Informatics, Human Resources
				candidates for enrolment.	promoting study at UL AG on international platforms.	
5.č	the recruitment of a tutoring and advisory assistant the content and timing of the application Student commitments	/	/	Quality and accessible tutoring, with responsibility and workload widely dispersed.	Recruit a tutoring assistant, ensure good promotion through the management and the SB.	Vice-Dean for Student Affairs, Student Council
5.č	providing (limited) distance learning via SWING/LOLA	High cost, complex preparation and multi-stakeholder involvement.	Restrictions the use of the technologies.	Students replace many short trips to other music institutions with lessons or meetings through LOLA.	When moving, we analyse the possibilities of distance learning (space, finances, staff, etc.). From 2022/23, the framework or scope of such lessons will be defined.	International office, sound technicians
5.č	Option Free recordings students for auditions and competitions	Lack of properly trained staff.	/	Students will free recording for for auditions and competitions.	When moving to A new service is defined for the Casino Palace Students.	Tone Technician, Dean, SP Administrator

5. d	The ŠP does not have organised practical training for students as a separate learning unit.					
5. e	introduction of surveys to measure employee satisfaction	Risk of poor worker response, additional cost surveys.	/	Over time, to gain a clearer understanding and appreciation of workers' views of UL AG and their satisfaction with	A pilot survey in 2022.	Dean, Service for Informatics
				workplace.		
5. e	systematic financial support for the organisation of seminars and workshops at UL AG	lack of funds	/	A certain number of UL AG seminars are financially supported.	Reflection on the possibilities of financial support for seminars within UL AG.	Dean, Secretary

4. Musical Arts - Level 2

1. General information SP

Information about the study programme administrator(s)

Gal Faganel, Assoc. prof.

Name of the study programme

Musical art

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Accreditation

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)
rate)

Name of the Member(s) involved in the implementation of the study programme

Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

Fundamental objectives

The objectives of the programme are to train graduates to work in the artistic field of music - depending on the field of study - as creative artists (instrumental soloists, chamber musicians, orchestral musicians, vocal soloists, choral singers, sacred musicians, conductors, composers). The learning outcome will be the graduate's competence to compete in the international art labour market.

General competences of the graduate

- Ability to gather, analyse and synthesise information
- Ability to develop new ideas and arguments critically (creativity)
- Ability to self-motivate and self-lead
- Ability to plan and work independently
- Ability to listen dynamically (two-way flow of information)
- The ability to think creatively
- Ability to apply knowledge in practice
- Ability to use imagination and intuition effectively
- Ability to think flexibly in different circumstances
- Ability to understand emotionally
- Ability to express thoughts and feelings
- The ability to be thin-sensitive in distinguishing between emotional and rational intelligence
- Capacity for self-awareness and self-determination
- Ability to understand individual values and value systems
- The capacity for critical self-awareness
- Ability to use critical communication skills constructively
- Ability to respond to social, artistic or ethical issues related to their work
- Ability to self-critique, critique, communicate and communicate as a team
- Ability to analyse rationally and emotionally
- Ability to synthesise and form comprehensive judgements
- Ability to communicate orally and in writing
- Ability to express yourself
- Organisational Ability to work in a team and to manage team work
- Ability to plan independently, motivate self and others and work
- Ability to recognise social processes and lead group work
- Ability to work in an international environment
- The ability to explore artistically

Subject-specific competences

1. Composition and music theory:

- the ability to express oneself in depth as an artist in the field of music,
- the ability to articulate musical imagination, emotion and intuition in depth,
- in-depth knowledge of the repertoire of different stylistic and historical periods,
- mastery of artistic creativity in composition and music theory with a comprehensive and in-depth mastery of technical and expressive means,
- a deeper understanding of cause and effect processes in composition and music Theories
- in-depth knowledge and independent application of the processes of studying different works of art with

aesthetics, style, compositional technique and music theory,

- knowledge of the specific requirements of preparing and organising artistic performances,
- knowledge and orientation in Slovenian and world music history and literature,
- the ability to understand and analyse musical content and forms in depth and in a music-theoretical way,
- the ability to critically evaluate musical and artistic expression,
- the ability to recognise and remember musical creations by ear,
- the ability to communicate intellectually in writing and orally about the art of music.

2. Directions orchestral and choral conducting, singing, piano, organ, accordion, harpsichord, guitar, harp, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, recorder, sacred music:

- the ability to express oneself in depth in the musical field of one's specialisation,
- the ability to articulate the musical imagination in depth,
- the ability to understand musical content and forms,
- mastery of artistic interpretation in the field of their specialisation, with all-round mastery of technical and expressive means,
- understanding of cause and effect processes in the field of engineering of your major,
- knowledge and application of stylistic interpretation of all periods from the Renaissance onwards,
- in-depth knowledge and independent application of the processes of studying different works of art,
- knowledge and application of the preparation of artistic performances,
- orientation in Slovenian and world music history and literature,
- evaluation of musical and artistic expression,
- the ability to communicate their musical knowledge to professional and lay audiences.

Core objectives of the study programme and expected competences of graduates - Changes

Please give reasons for the changes in the definition of the core objectives of the SP and the expected competences of graduates. Please enter only if,

changes have taken place in the last year (e.g. renewal of accreditation of the SP, renovation of the SP).

///

The main objectives of the study programme and the expected competences of graduates -

Monitoring the achievement of objectives and competences

Describe how you monitor the achievement of the objectives and competences at SP level.

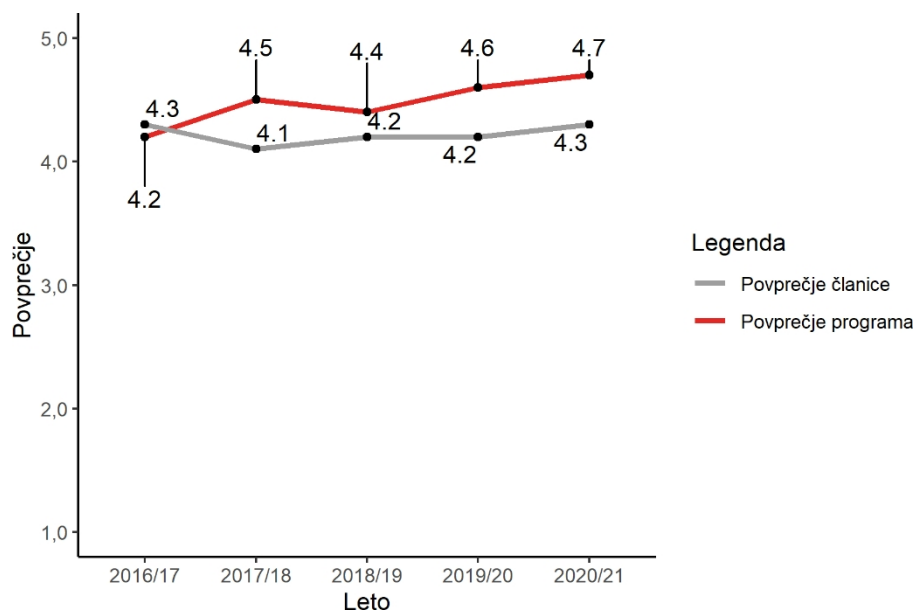
The achievement of the objectives and competences is determined by the results of student surveys and the monitoring of the study process in the form of colloquia, auditions and annual examinations within departments and chairs. The Academy of Music encourages all students to perform publicly in concert series and in some compulsory and elective courses. The achievement of objectives and competences is also monitored in the context of public performance. We also track the success of the transition of a good proportion of our students to further study at foreign academies and to further training under the Erasmus programme. We also draw conclusions on the attainment of objectives and competences on the basis of the employability of graduates at home and abroad.

The main objectives of the study programme and the expected competences of graduates -

Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

To what extent have you acquired the expected competences in the course? (Post-exam survey)



In surveys, students rate the acquisition of expected competences relatively highly. Achievement of the objectives and competences is evident from the publicly presented final works - Master's concerts and Master's theses, as well as from the publicly presented group projects - concerts of small and large ensembles. There is a lack of stage experience and performance opportunities in the programme. Most of the graduates are employed in Slovenia, some also abroad. Some graduates continue their studies or further their education at the most selective reputable postgraduate programmes abroad, which confirms their competitiveness in the international arena. At the same time, not all graduates are competitive in an increasingly open and fast-changing labour market.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

To gain more insight and a better understanding of the achievement of graduates' objectives and competences, it would be useful to explore more extensively the employment patterns of graduates.

The level of musical and artistic exploration can be improved.

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the profession or field (include the most relevant ones)?

research or artistic achievements in the field of SP) Justify or support with guidelines or concrete examples.

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, the competitiveness of graduates in orchestral auditions has decreased. 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' employment prospects are changing due to increased competition as

as a result of international calls for applications and an increasingly open labour market. The professional 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.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations?

Attached you can find data on the employability of graduates for your programme from the eVŠ database (2016-2020).

The content of the SP and its teaching units are regularly updated to reflect as far as possible the needs of graduates and their work organisations. To this end, we offer a diverse range of elective courses.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CONTENT CONSISTENCY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

A more detailed insight and 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 a more comprehensive graduate employment survey.

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key strengths and weaknesses of the SP as derived from the results of student surveys or other comparable mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.).*

The individual results from the student surveys are presented in the other sections of the self-evaluation.

**For level 1 and 2 studies: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study placement. For Level 3: survey after the first and second year of study.*

Out of 111 students, only 41 took part in the survey. Only 20 students answered the questions. For most subjects, the response rate was so low that the data is not available due to anonymisation. With such a low participation rate, it is difficult for the teacher educator to help himself or herself and for the management to rely on the opinions of 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.

STRENGTHS:

- the professionalism of the teaching staff
- responsiveness of the student desk
- the possibility to perform solo with orchestra
- good support from the AG International Office

SHORTCOMINGS:

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

In addition, students expect:

- More information on individual courses online.
- Better information
- Better advice from library staff on literature searches.
- Consistent operation of the library during the published opening hours.
- Better user-oriented attitude of library staff.
- Better information on student exchanges.
- Better information on career guidance.
- Better information on tutors.
- Better equipment for lectures, tutorials and other forms of teaching.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of STRENGTHS AND

THE SHORTCOMINGS OF THE SPS ACCORDING TO THE RESULTS OF STUDENT SURVEYS OR OTHER COMPARABLE MECHANISMS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Timely call and strict adherence to exam deadlines. For individual examinations, students are informed of the timetable or schedule with at least approximate timing.

Information and training for new students on how to use the VIS.

5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring student population at the

level of the SP Monitoring student population - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented.

Please note the call for applications, registration.

		Število vpisanih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
IZREDNI	01	2	1	2	1	1
	02	3	1	1	1	1
	0A	0	1	1	1	0
	Vsota	5	3	4	3	2
REDNI	01	35	48	39	39	36
	02	33	33	44	35	48
	0A	32	24	20	28	27
	Vsota	100	105	103	102	111

The following have been called for the 2021/2022 academic year:

- 60 regular and 15 extraordinary (Slovenians and EU)
- 5 regular and 5 extraordinary (foreigners/Slovenians without Slovenian citizenship)
- 3 full-time and 10 part-time (parallel studies and graduates)
- 2 full-time and 6 part-time (entry according to the gateway criteria)

A total of 111 students were enrolled. The slightly higher enrolment may be related to the covid-19 pandemic.

a below-average proportion of students completed their studies in the previous year.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the transition rate.

Prehodnost iz 1. v 2. letnik po letih				
2016/17	2017/18	2018/19	2019/20	2020/21
100,0 %	91,9 %	91,8 %	87,8 %	122,5 %

It is not clear how the throughput can be more than 100%.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the end of the study.

Število diplomantov po letih				
2016	2017	2018	2019	2020
46	41	36	38	29

The markedly low number of students graduating in 2020 is probably the result of the difficult conditions for study, especially for the public presentation of artistic work, in the wake of the covid-19 pandemic.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators. Justify your assessment by citing trends in indicators, opinions, findings.

Overall, the implementation of the SP has been successful. Changes in the indicators in 2019 and 2020 are mainly influenced by the situation for studies during the covid-19 pandemic.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

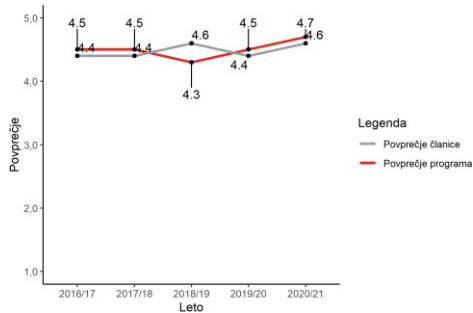
No action is foreseen in this area.

5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance the teaching process

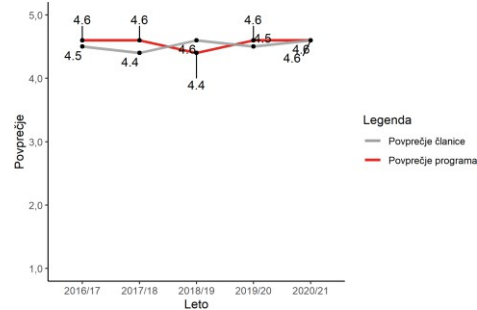
Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

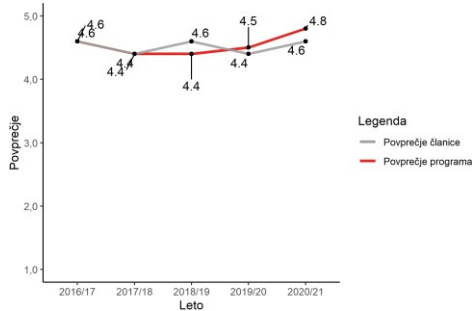
Agreement with the claim: Overall, I agree with the
Satisfied with the subject (Pre-exam survey)



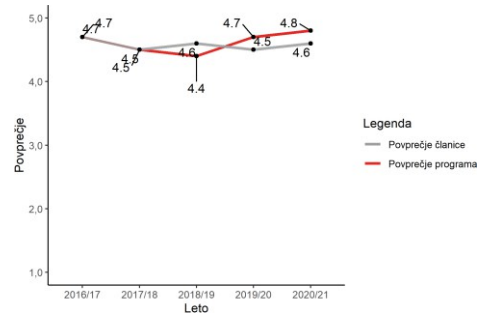
Agree with statement: Different ways of working in
the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



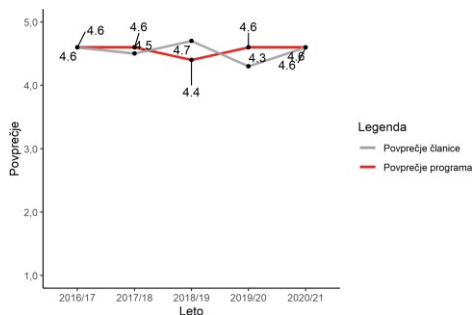
Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).



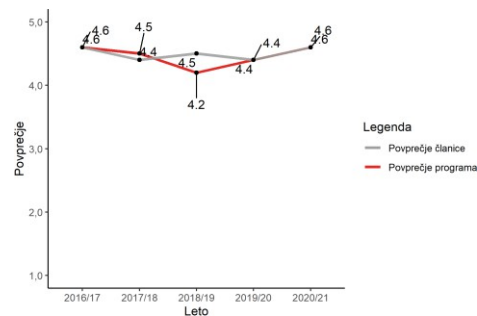
Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)



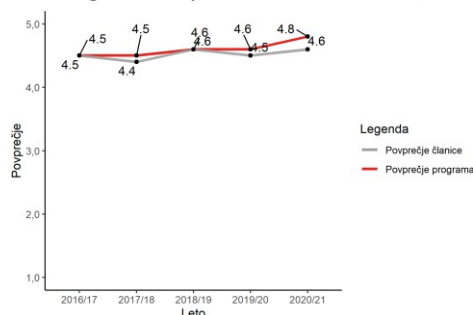
Agreeing with the claim: Ongoing verification knowledge in the delivery of the course (in any formats (colloquium, test, homework, projects, seminars, etc.) seem appropriate to me given the nature of the course (Pre-exam survey).



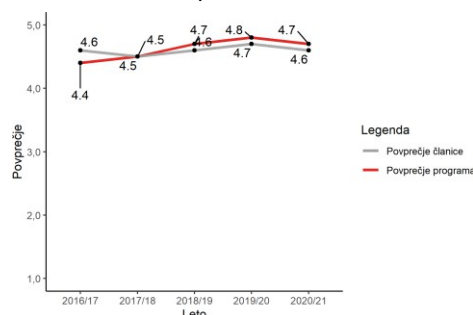
Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)



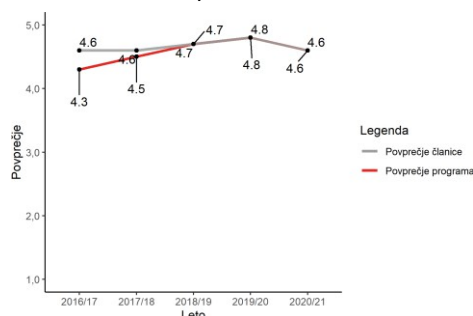
Agree with the statement: Implementation working method of the subject encourages me to learn independently thinking. (Survey BEFORE the exam)



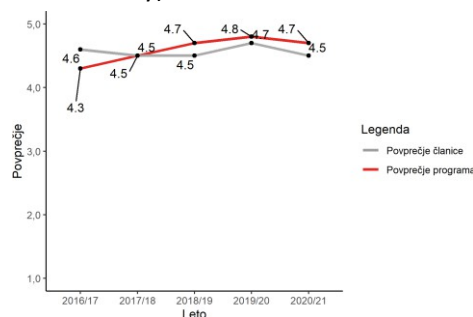
Agreement with the statement: The tasks were appropriately the course content represented (in the context of lectures, independent study, etc.) (Survey AFTER the exam)



Agree with the statement: Evaluation criteria and (Survey AFTER the exam)



Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)



We monitor the quality of the teaching process through student surveys and annual interviews department heads with the dean. The quality of specific courses is also monitored in link courses subjects such as chamber music and orchestra.

Online information on subjects is generally improving, according to the surveys. Students would like to have a better presentation (knowledge) of the VIS. It was also mentioned in the surveys that it is not always clear which communication method is used as there are too many (AG website, VIS, email, MS Teams). From the teaching staff side, it is problematic that students do not use the VIS consistently and so teachers have to use different communication channels to get the information to all students.

The surveys show overall satisfaction with the quality of the teaching process at the level of the teaching units.

Monitoring and quality assurance of the teaching process - Cross-curricular integration
How do you ensure integration between subjects or units (cross-curricular integration)?

Cross-curricular integration is carried out at individual teacher level in each subject. There is no systemic cross-curricular cooperation.

Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, how?

We tailor learning, teaching and assessment methods to the competences expected at departmental, chair and subject level. Teachers are artistically active and connected to arts institutions in Slovenia and abroad, and thus be familiar with the standards and expectations of the competences needed for graduates to succeed in the labour market.

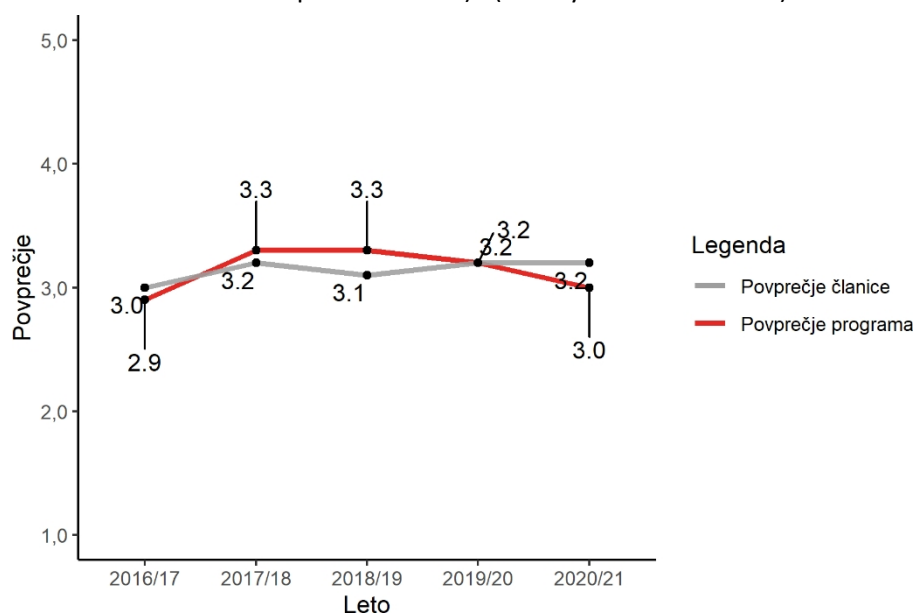
Monitoring and quality assurance of the teaching process - Student workload

How do you monitor and ensure an adequate student workload in relation to ECTS* assessment?

*If the results of the student survey for a course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may be helpful: "STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

Evaluate whether you have spent between #ktmin# and #ktmax# hours on the course, as stipulated in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar etc. and all forms of independent work)? (Survey AFTER the exam)



The student workload appears to be optimal according to the survey on the adequacy of the CTs. Students report excessive rehearsal workload during orchestral projects.

Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Do you promote student-centred learning and teaching*? If yes, how?

*For the definition of the term, see point 1.3 in document 1 or document 2.

The main course of your chosen field of study is taught in one-to-one lessons, which, by definition, allows for student-centred teaching. Mentors support and guide students according to their career goals and ambitions. In addition to the compulsory programme of study, we also offer students a wide range of elective courses, which allow students to co-create their study experience and at the same time can prepare them for a rapidly changing labour market. Opportunities for further development exist in the direction of student-centred learning and teaching.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

The UL Academy of Music offers a wide range of up-to-date knowledge and actively introduces new subjects that are relevant to the labour market. In a relatively short period of time, the Academy has introduced the study of baroque and sacred music, and is developing the field of jazz and contemporary music. My subjective opinion is that a step forward could be made at institutional level in the area of student-centred learning and teaching. I believe that new approaches to learning and teaching, student support and guidance could be pursued to a greater extent, and the study process could be more clearly student-centred, with a view to achieving better quality, flexibility and an individually tailored study path.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHALLENGING AND QUALITY ASSURANCE OF THE TEACHING PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

As part of the annual exam assessment, students receive feedback or advice (formative assessment) from each member of the exam board in addition to a summative assessment.

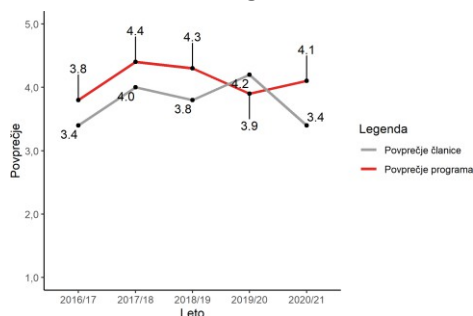
5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

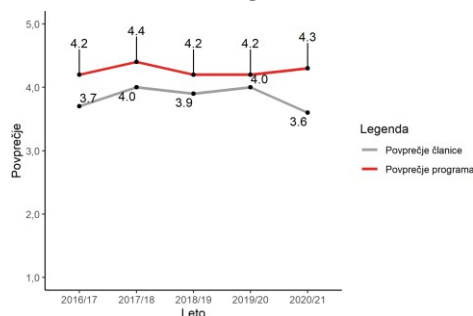
How do you encourage home students of the SP to integrate and work internationally (please include aspects of internationalisation at home*)?

* For a definition, see the document.

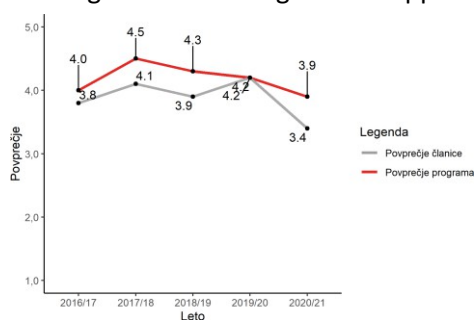
We have sufficient information on possible international exchanges



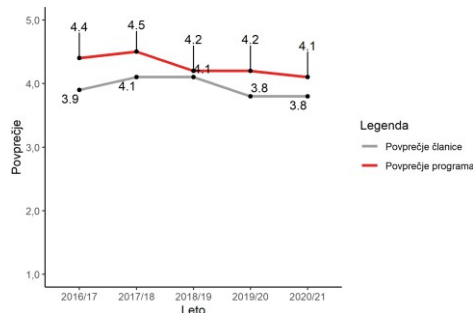
There are plenty of interesting options for international exchange



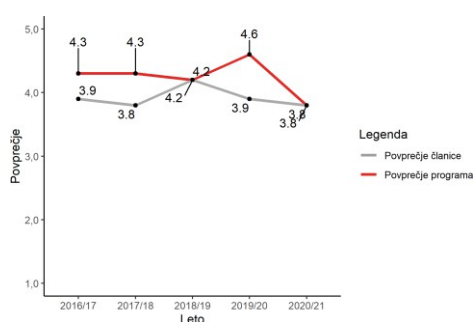
Exchanges are encouraged and supported.



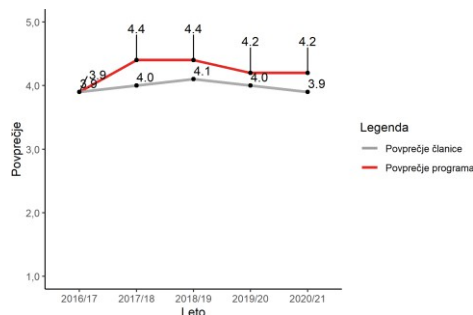
I have the opportunity to do compulsory items abroad.



Recognition of the ECTS is appropriate.



Professional support for international mobility is adequate.



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, one higher education teacher and 16 students from UL AG were on exchange abroad. Two professors and eight students participated in the teaching process at UL AG through exchanges. The covid-19 pandemic and the resulting measures have had a significant impact on the implementation of student and teacher exchanges.

Exchanges are carried out through the Erasmus programme and bilateral exchanges. 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, students mostly choose to exchange during an additional year (graduate traineeship). Individual teachers encourage students to join and participate in international festivals, competitions, seminars, and other activities.

Students have the opportunity to participate in an international distance learning project.

Support for internationalisation of studies - International students

How do you involve international students in the SP? Please describe the aspects of the integration of both students on mobility programmes (Erasmus) and international students enrolled in the SP.

Število vpisanih tujih študentov v letnik po letih in načinu študija						
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
Izredni	01	0	0	0	1	0
	02	1	0	0	0	0
	0A	0	1	0	0	0
	Vsota	1	1	0	1	0
Redni	01	5	11	16	12	6
	02	7	4	10	12	14
	0A	6	6	4	9	10
	Vsota	18	21	30	33	30

International students are successfully integrated into the SP. International students are well supported by the AG International Office and by individual teacher-mentors. Surprisingly, the number of international students did not decrease during the covid-19 pandemic.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, field trips abroad, international summer schools, events to promote studies/SP abroad) Staff mobility is excluded.

Internationalisation is supported by the International Office of the UL AG as well as by the management, including the Vice-Dean for International Activities.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

///

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORTING INTERNATIONALISATION OF STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

A short written presentation of the courses in English, which is available when viewing the list of courses subjects.

Systematising the reporting of international activities of individuals by setting up an online form for this purpose.

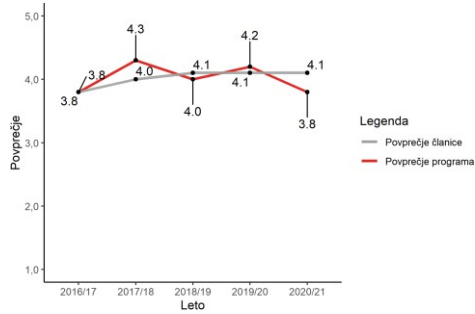
5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

Please list the activities linked to the SP.

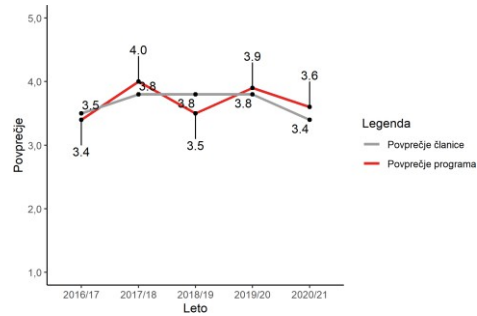
Providing support, encouraging students to study - In connection with the implementation of the study programme process

What kind of support do you provide to students in relation to their studies (e.g. tutoring, support with a range of elective courses, addressing different student needs, individual tailoring, different modes of assessment, etc.)

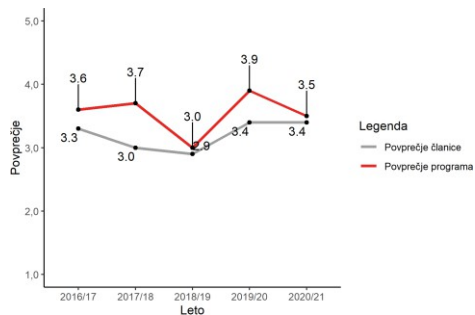
Overall, I am satisfied with my studies.



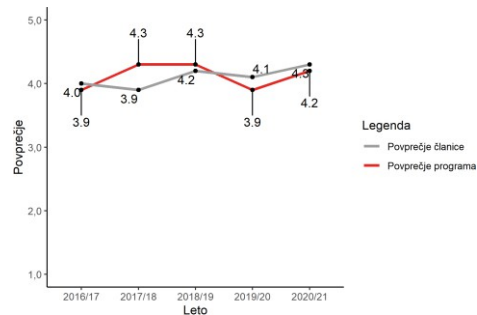
I have received information about the study process on time.



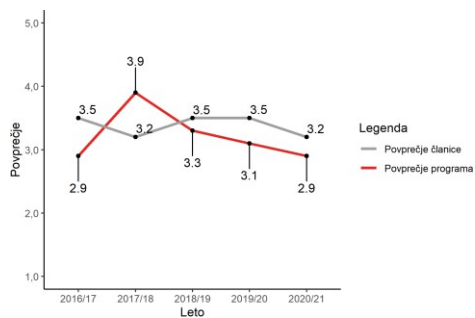
With a wireless network, I'm satisfied/satisfied.



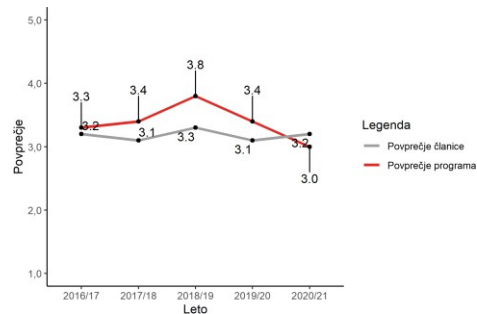
I was offered suitable electives from other UL faculties/academies.



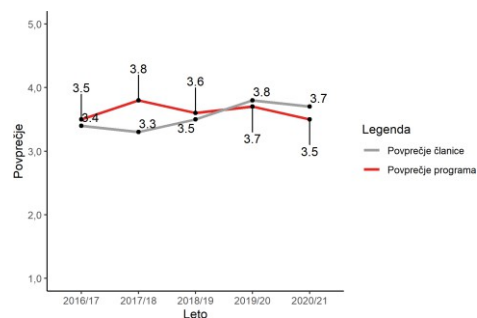
During my studies, I have learnt the relevant number of external institutions (through excursions, invitations external contractors for seminars, etc.).



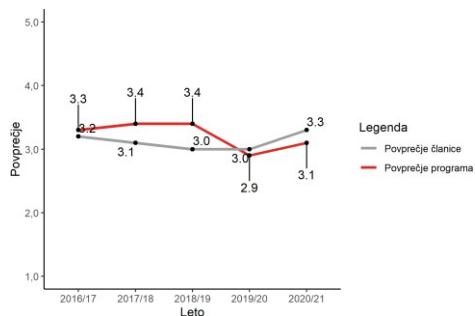
If I need a tutor, I know who I can go to I turn around.



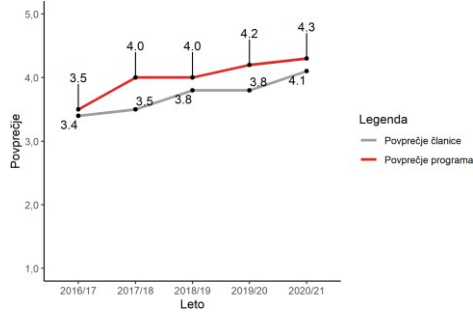
Student Office opening hours are appropriate.



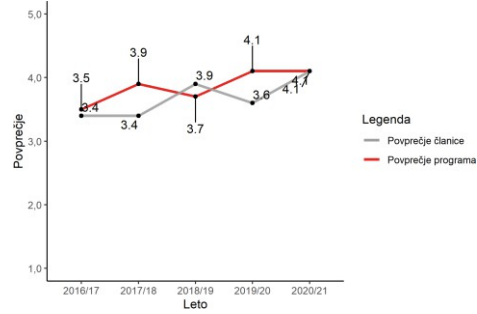
I know who I can turn to for career advice.



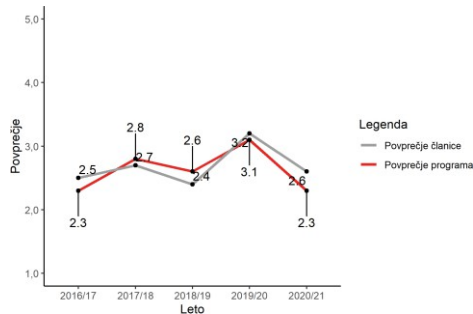
The staff of the Student Office are responsive and efficient.



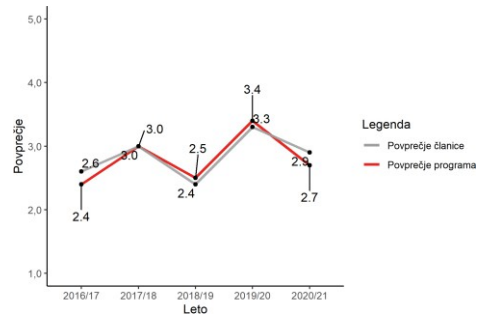
The staff of the Student Office have the right attitude towards students.



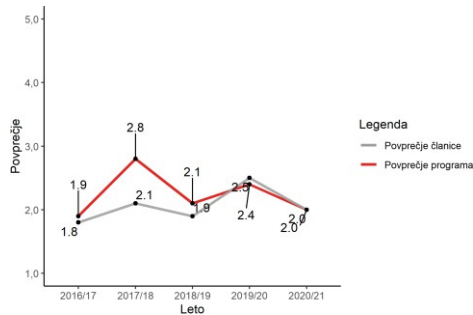
Facilities for lectures, rehearsals and other forms teaching work are adequate.



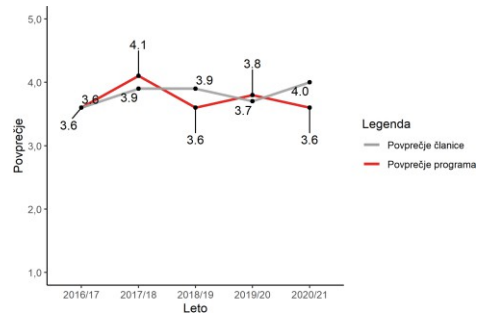
Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.



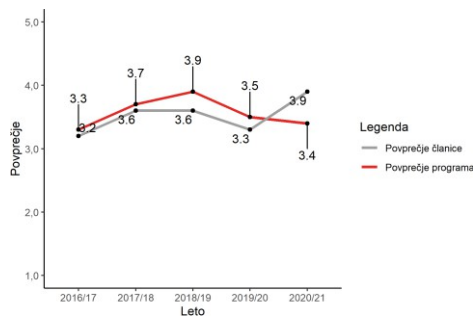
Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).



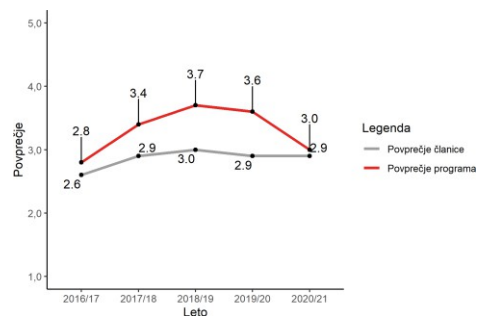
The volume of literature is adequate.



The accessibility of the literature is adequate.



Library staff are able to advise me appropriately on literature search.



The AG has several forms of tutoring: introductory tutoring, subject tutoring, tutoring for foreign students (Buddy System) and others. Student tutors sign up for a Tutoring course, which is credit-bearing and graded. The tutors have organised an online event at the beginning of the 2020/2021 academic year to welcome the students and answer frequently asked questions. During 2021, tutoring has been given a major boost under the leadership of Prof. Dušan Bavdek. The number of tutors has increased. As a consequence of the pandemic, a larger number of students needed the help of tutors, who were therefore very busy. With excellent organisation, they successfully helped everyone despite the demands.

In cooperation with the UL Career Centres, group and individual preparation for the labour market is offered to UL AG students. We have a career counsellor who is familiar with the specificities of the AG job market. The UL Career Centres have a POPR (Portal of Personal and Professional Development) event notification system. Students sign up and subscribe to notifications via their digital identity. All extra-curricular and interest activities of the UL are presented here.

Students are regularly informed about additional training courses on music and other arts, career paths and broader topical issues via the UL AG website.

The School has a Student Affairs Office, which is available during office hours and via email.

The UL AG VIS student information system offers students the opportunity to express their opinions on the quality of teaching and the school's performance through anonymous surveys. In 2021, the number of completed surveys was too low for the management to be able to gauge the overall opinion of the students. There is a need to ensure that more surveys are completed and to take their content into account in quality improvement measures.

Supporting, encouraging students in their studies - Practical, professional, research or artistic work
Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work?

projects related to the study programme? (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; except for practical training, which is already part of the SP) Please estimate the number of students involved in research and development work or artistic projects outside the prescribed curriculum.*

** Student innovation projects for social benefit.*

*** The Creative Path to Knowledge programme.*

The activities are carried out on a fee-paying basis by the UL AG with the organisational support of the Public Relations and Marketing Department. Interested students gain experience in more commercial-type performances (adapting to the client's wishes) and in independent quality preparation and performance. It is also a way of promotion and an opportunity to make friends for the future. In 2021, 34 event performances were carried out. Compared to previous years, there were significantly fewer appearances (in previous years there were over 100 such events per year), which was significantly affected by the coronavirus epidemic. The events are mostly hosted by the University of Ljubljana and its members. Students are remunerated in accordance with a tariff set by the UL.

Providing support, encouraging students to study - Scientific, research or artistic work

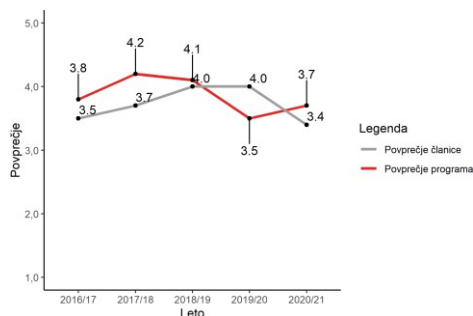
Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme? (e.g. involvement of students in basic and applied research, research programmes, artistic projects, etc.) Estimate the number of students involved in research and development or artistic projects.

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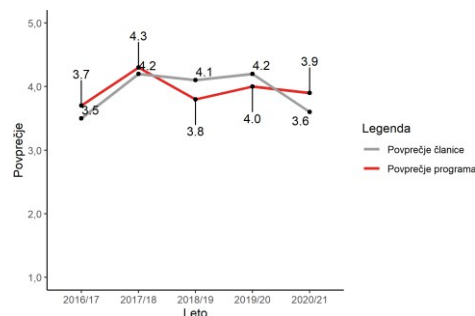
Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)

I have a good choice of sporting activities as part of my studies.



I am satisfied with the performance of the Student Council.



COD UL extracurricular activities are credit-bearing programmes covering the fields of sport, the environment and projects. They are designed by a number of UL faculties and are open to all students, regardless of their home faculty.

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. help with mental distress, etc.)?

A student with a special status is a student who has the status of student athlete, recognised artist or student with special needs. The procedures, rights and obligations of students with special status are defined in the UL Regulations on Students with Special Status.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

The room reservation system is a computer programme through which students book a training room. It has undergone significant improvements in 2021, but should be regularly optimised to make the best use of space. It will act as the basis for the new room reservation system that will be created when the new Casino premises are moved in 2022.

The Student Affairs Office is adequately responsive to students' needs and questions, but the results of the student surveys show that the office hours need to be improved.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Presentation of the UL Career Centres and the Career Adviser to first-year students at the start of the academic year.

Encouragement to enrol in the optional course Tutoring.

Encourage students to complete surveys and ensure their anonymity.

Extend office hours or adjust them to the times when students most frequently visit the Student Affairs Office.

Improving the room reservation system.

5.e. STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development and a list of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on different aspects of learning and teaching that we have prepared for HEIs, we ask you to indicate the HEIs and colleagues who teach most of their teaching load at your institution.

programme. Please enter each person on a new line, separated by semicolons. Please note: We will review the validity of the entry from a data protection perspective. For this reason, you do not need to enter the list of teachers and staff for the time being.

Teaching and administrative staff have access to a variety of training courses and training provided by the UL. Teachers have the opportunity to broaden their horizons at workshops and seminars organised by departments, chairs or individual teachers.

Promoting the professional development of staff and participants implementing, supporting and delivering SP - Training for acquisition of teaching competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

///

Promoting the professional development of staff and collaborators implementing, supporting SP - International Mobility

Please indicate the extent of international mobility of higher education teachers, staff and assistants who directly participate in the implementation and support of the SP.

During the academic year, teachers' activities in the field of international mobility were minimal due to
One teacher was on an exchange abroad.

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

Research in the field of music and the arts relevant to this study programme is not well developed. Measures are being developed to encourage and support higher education teachers in their research work.

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP? (Please also take into account the results of satisfaction surveys, annual interviews, etc.)

?

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

?

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

///

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Training, education and career development become an important element of the annual interview.

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their

(e.g. HE teachers and colleagues, mentors, students, alumni, professional

colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)

Higher education teachers, staff and students are involved in departmental meetings, chair meetings and expert council meetings. Communication took place in person, 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 and through orchestras, ensembles and other institutions with which both students and employees of UL AG work. Reflection and involvement of other stakeholders and the wider environment is mainly through public events and artistic projects organised by UL AG.

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you discuss it, etc.).

The self-evaluation report was prepared by the administrator of the School of Science and Technology, Prof. Gal Faganel, and reviewed by the members of the Quality Committee of the UL AG, the administrators of the strategic activities and the management of the UL AG. The self-evaluation report is approved by the Senate of the UL AG.

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe:

- the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);

- how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).

///

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
An unbound copy of the Master's thesis (essay) is available at the defence/presentation of the Master's thesis.	Even if the 2013 Regulation does not require the submission of a binding edition ("The assignment shall be submitted in writing (three copies) and in digital form"), the oral tradition insists on this requirement.
The organisation of some ensembles is sometimes overwhelming and unhealthy for students. student ensemble project commitments to a maximum of eight periods per week of up to 3 hours. A 30-minute break is compulsory in a three-hour term (which may be divided into two shorter breaks). In the case of two terms on the same day, at least two free hours are to be allowed between the two terms (not applicable in the case of an urgent short sound check before a concert).	Not implemented.
Develop clear guidelines and good practice examples for implementation Master's thesis defences. Organisation of training teachers on the relevant procedures and the role of the members of the Commission.	Not implemented.
New course: orchestral playing and preparation for orchestral auditions. Establishment of an orchestral academy (closer cooperation between UL AG and the Slovenian Philharmonic Orchestra).	Completed: the new course Orchestral Playing and Preparation for Orchestral Auditions for Strings is accredited and is being implemented.
New course: career development for musicians.	Implemented: the new course More than Talent - Career Development for Musicians is accredited and implemented.
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 syllabuses of the plans is only available online in PDF format and contains the date of valid.	Not implemented.
Completion of missing English translations of individual curricula.	Not implemented.
KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Introduction of a preparatory and advanced training programme.	The Preparatory and Advanced Training Programme enables new students to be better prepared for AG studies. The expected long-term outcome is also improved throughput and increased interest from international students.

	OPPORTUNITIES FOR IMPROVEMENT	KEY WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY WITHIN A MEMBER
2.	For more detailed insight and better understanding the achievement of graduates' objectives and competences, it would be useful to more research on graduate employment patterns.	We have no objective data on graduate recruitment.	The call for places may not be in line with labour market needs and realistic graduate employment opportunities . Unrealistic advice helping students choose their study programme.	Understanding needs and opportunities for Graduates.	Conduct a comprehensive survey on graduate recruitment over the past 10 years.	?
2.	The level of musical and artistic exploration can be improved.	Music and artistic research is not developed and therefore not contributing to research activity.	Music and arts research is not developed and therefore does not contribute to research activity.	Developing music and artistic research.	Formation of a working group to develop music and artistic research.	the Quality Commission, the Commission for Scientific Research and Doctoral AG studies
3.	For more detailed insight and better understanding levels of relevance of content study of the programme and its teaching units for most students is required a more comprehensive graduate employment survey.					
4.	Timely tendering and consistent meeting exam deadlines. For individual examinations inform students of the timetable Or a timetable with at least approximately Timely definition.	Exams in different subjects sometimes conflict with each other.	Students cannot sit two examinations at the same time in the case of time conflict Various subjects.	An organised and transparent timetable of examination dates, which for each students do not have time conflicts. Students are be informed of the dates of the exams in the first week of classes.	For individual examinations inform students of the timetable or timetable with at least an approximate timetable. Consideration of setting up examination deadlines linked to the date of the lecture.	Heads of Department, Student Affairs Office, Vice-Dean for study activity

4.	Information and training new students to use the VIS.	New students do not use Academy of Music Student Information System	Information for students is provided by too many different channels and therefore not reliable or effective.	Using The Academy of Music's Student Information System for students is	Annual training new students on the use of Student Information System	Student Affairs Office Affairs
				mandatory. Students are responsible for receiving notifications in The Academy of Music's Student Information System.	Academy of Music (first day of the academic year)	
5.a	No action is foreseen in this area.					
5.b	As part of the assessment of the annual exam, students will receive a summative assessment (summative assessment) in addition to their grade. get feedback or advice (formative assessment) from each member of the exam board.	There are currently no exams for the main course (individual tuition). instructional/educational (except to the extent that each individual teacher makes a special effort after the exam), because students do not receive feedback from the school other than the grade they are registered for members of the examination board Commission.	A lot of time is spent by teachers, students and tutors, for a final enrolment score of a non-value-added feedback to students	In addition to the assessment the student also receives written feedback (formative assessment) from all members of the exam board at (after) the exam.	Preparation of the form for the formative assessment of the examination in the main subject	?
5.c	A short written presentation of the courses in English, available when viewing the list of courses.	Information about individual courses in English are not on the available	International students find it difficult to find relevant information on specific subjects	Organised, clear and easily accessible information on individual subjects in English	Preparation of short written presentations in English for each subject	Teachers, departments, Vice Dean for International Activities, International Office, Vice-Dean for Studies Affairs
5.c	Systematising the reporting of international activities of individuals by setting up an online form for this purpose.	Some international activities of individual professors are overlooked because there is no systematic reporting	Low perception and visibility of international activities of individual professors	Up-to-date database of international activities.	Setting up an online form for reporting on international (and potentially all external) activities.	Vice-Dean for International Activities, International Office, IT

5.č	Presentation of the UL Career Centres and the Career Adviser for first-year students year groups at Start of the academic year.	Students do not use the services of the UL Career Centres.		With the help of a career counsellor, students choose a career path that suits them and acquire the necessary competences.	Presentation of the UL Career Centres and the Career Adviser for first-year students year groups at Start of the academic year.	Student Affairs Office, Careers Office
5.č	Encouragement to enrol in the optional course Tutoring.	Insufficient number of tutors, leading to tutor overload.		Enlarge number of tutors	Encouragement to enrol in the optional course Tutoring.	Mandatory operators Subjects, CS AG
5.č	Encourage students to complete surveys and ensure their anonymity.	Low number completed student surveys in VIS programme.	Low number student surveys completed in VIS programme.	At least 60% completion rate.	Students to encourage responding to the surveys and ensuring their anonymity.	AG management, contractors Subjects, CS AG
5.č	Extend office hours or adapt them to the time of day Students most often visit the Student Matters.	Opening hours of the Office for Student Affairs not for students are sufficient.	Office hours of the Student Affairs Office are not enough for students.	The Student Affairs Office has office hours so that to the largest share Students.	Extend the official hours or adapt to the times, in which students most often visit the Student Matters.	Management of AG UL
5.č	Improving the room reservation system.	Student dissatisfaction with the room reservation system.		Optimised space utilisation.	Setting up a programme and frequently optimising the room reservation system.	AG Management, AG SB
	The ŠP does not have organised practical training for students as a separate learning unit.					
5.e	Training, education and career development become an important element of the annual interview	Training, lifelong learning, no further training on the annual interview form	For training, additional training, further training, no incentive in the form of performance evaluation criteria.	Training, education and further training become one of the criteria for evaluation and point of the annual Interview.	Addition point "training, education, further training" in the annual interview form	Secretary, Dean

5. Instrumental and Singing Pedagogy - second cycle

1. General information SP

Information about the study programme administrator(s)

Katja Porovne Silič, doc.

Name of the study programme

Instrumental and singing pedagogy

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Accreditation

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

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 the performing arts, mainly as chamber musicians, choral singers, leaders of school ensembles, etc.).

The learning outcome will be graduates' competence to carry out high-quality independent teaching work in their field of study.

General competences of the graduate

- Ability to gather, analyse and synthesise information
- Ability to develop new ideas and arguments critically (creativity)
- Ability to self-motivate and self-lead
- Ability to plan and work independently
- Ability to listen dynamically (two-way flow of information)
- The ability to think creatively
- Ability to apply knowledge in practice
- Ability to use imagination and intuition effectively
- Ability to think flexibly in different circumstances
- Ability to understand emotionally
- Ability to express thoughts and feelings
- The ability to be thin-sensitive in distinguishing between emotional and rational intelligence
- Capacity for self-awareness and self-determination
- Ability to understand individual values and value systems
- The capacity for critical self-awareness
- Ability to use critical communication skills constructively
- Ability to respond to social, artistic or ethical issues related to their work
- Ability to self-critique, critique, communicate and communicate as a team
- Ability to analyse rationally and emotionally
- Ability to synthesise and form comprehensive judgements
- Ability to communicate orally and in writing
- Ability to express yourself
- organisational skills for working in teams and managing teamwork
- The ability to explore artistically

Subject-specific competences

- The ability to express oneself artistically in depth in the musical field of one's specialisation,
- the ability to articulate the musical imagination in depth,
- the ability to understand musical content and forms,
- mastery of artistic interpretation in the field of your specialisation ,
- understanding of cause and effect processes in the field of engineering of your major,
- knowledge and application of stylistic interpretation of all periods from the Renaissance onwards,
- in-depth knowledge and independent application of the processes of studying different artistic works.
- knowledge and application of the preparation of artistic performances,
- orientation in Slovenian and world music history and literature,
- evaluation of musical and artistic expression,
- the ability to communicate their musical knowledge to professional and lay audiences,
- sensitivity/openness to people and social situations,

- knowledge and understanding of the developmental patterns, differences and needs of the individual, knowledge of educational and 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 ethnic issues,
- in-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic concepts in their field,
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal music education in your area,
- In-depth knowledge, understanding and application of the curricula for their field of study in primary and secondary music education,
- interdisciplinary integration of content,
- the development of action research in the use of didactic materials and music repertoire,
- Teaching guidance for students in individual work and small group work,
- organising active and independent exercise,
- independently evaluating pupils' achievements in the field of music in their field of study,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- developing a professional self-image of the future teacher as dynamic and creative music agent,
- developing aesthetic sensitivity to a good sound environment,
- in-depth knowledge, understanding and application of music professional knowledge, skills and skills in your field of study,
- Awareness of the phenomenon of music and its diverse 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-theoretical and design skills,
- developing listening and music-reading 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 in groups,
- developing musical independence
- raising awareness of the values of Slovenian and world music culture,
- knowing, understanding and using different methods of evaluating musical performance.

Core objectives of the study programme and expected competences of graduates - Changes

Please give reasons for the changes in the definition of the core objectives of the SP and the expected competences of graduates. Only enter if the changes have occurred in the last year (e.g. renewal of the accreditation of the ŠP, renewal of the ŠP).

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The main objectives of the study programme and the expected competences of graduates -
Monitoring the achievement of objectives and competences

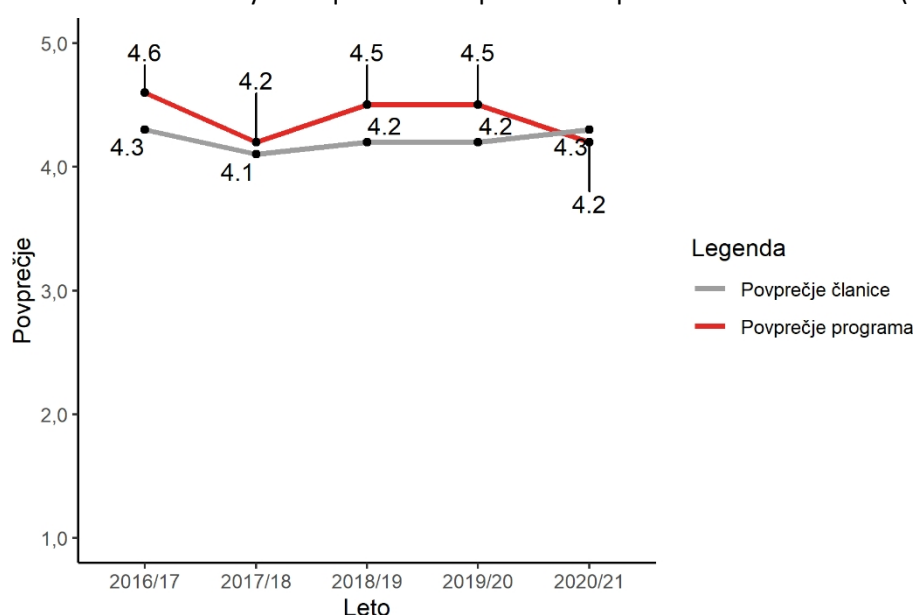
Describe how you monitor the achievement of the objectives and competences at SP level.

The monitoring of the achievement of the objectives and competences of the graduates is carried out through the monitoring of the students during the learning process (individual lessons, lectures), through their instrumental and vocal performances, pedagogical performances, examinations, thesis and diploma performances and student surveys.

The main objectives of the study programme and the expected competences of graduates -
Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The post-exam student survey shows that a higher percentage of students in this programme than the average Member State feel that they have acquired the expected competences. From 2016/17 to 2020/21, it ranges from 4.2-4.6, while the Member State average ranges from 4.1-4.3.

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 creative arts. The acquired general and subject-specific competences guarantee the graduates' autonomy in their professional pedagogical and artistic career. UL AG graduates are highly successful in their performance, which reflects the success of our music education.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

No action is foreseen in this area.

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the discipline or field (include the most recent research or artistic developments in the field of the SP) Justify or support with basic guidelines or concrete examples.

No surveys on the relevance of the content of the curriculum were carried out in the academic year 2020/21. However, based on the high performance of the UL AG graduates in the field of teaching, it can be concluded that the content of the study programme is relevant and that it provides them with all the appropriate competences for their subsequent professional work.

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 the students in their teaching work is clearly demonstrated by the success of their students in public performances and other important music school events and competitions at both national and international level.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations? Attached you will find data on the employability of graduates for your programme from the eHE database (2016-2020).

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.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CONTENT CONSISTENCY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

No action is foreseen in this area.

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key strengths and weaknesses of the SP as derived from the results of student surveys or other comparable mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.). The individual results from the student surveys are presented in the other sections of the self-evaluation.*

**For level 1 and 2 studies: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study practice. For Level 3: survey after the first and second year of study.*

In the 2020/21 academic year, students from all courses at UL AG averaged the following in the general survey
the best-rated factors

"I have been offered suitable elective courses from other UL faculties/academies", "The professional support for international mobility is adequate", "I have the possibility to take compulsory courses abroad". (4.3)

The factor "Sufficient and appropriate space for individual learning (reading rooms, classrooms, seminars, etc.)" (2.1) is rated the lowest.

The factors that students rated most highly on the IPP programme were:

"Overall, I am satisfied with the course", "Different ways of working in the delivery of the course

(lectures, tutorials, seminars, etc.) are coordinated with each other", "The study literature and resources (articles, electronic resources, case studies, etc.) cover the content of the course well", "I am informed of my course commitments in a timely manner". 'Ongoing assessment of knowledge in the course (in

in whatever form (colloquium, test, homework, projects, seminars, etc.) seems appropriate to the nature of the course", "All the necessary information related to the course is published online." (4.9)

The lowest rating was given to the statement "There is enough suitable space for individual study (reading rooms, classrooms, seminars, etc.)" (1.5).

In the 2020/21 academic year, IPP students gave the programme an average score of 4.9 in the Pre-examination Surveys on satisfaction, coherence, independence, literature, information, online information and revision.

Highest graded subjects, grade 5.0: Orchestra M1, Chamber Playing M1, Polyphonic Rhythmic Movements

On average, according to the Post Examination Surveys, the programme was rated (4.4) - in terms of content (4.5), clarity (4.3) and assessment (4.4). In terms of competences acquired, it was rated (4.1), in terms of

For most subjects, the results of the survey are not available due to the low response rate.

Highest rated subject, grade 4.7: Leading ensembles in school (basics of conducting)

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of the STRENGTHS AND IMPORTANCE OF THE SP IN THE light of the results of the STUDENT SURVEYS OR OTHER COMPARABLE MEANS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

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5. a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at the level of the SP

Monitoring the student population - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Take into account the call for applications, enrolment.

		Število vpisanih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
IZREDNI	01	2	1	1	0	0
	02	2	1	1	1	1
	0A	0	0	0	1	1
	Vsota	4	2	2	2	2
REDNI	01	18	20	20	20	11
	02	17	15	17	19	19
	0A	3	9	4	6	13
	Vsota	38	44	41	45	43

SCHEDULE:

Number of places available for the academic year 2021/22 for the study programme Instrumental and Singing pedagogy is:

Citizens of the Republic of Slovenia and the EU: 30 for full-time and 10 for part-time studies Slovenians without Slovenian citizenship and foreigners: 2 full-time, 2 part-time Parallel: 2 full-time, 2 part-time
Enrolment according to the entry criteria: 3 full-time, 2 part-time
The number of places available is the same as in the previous school year.

VPIS:

Enrolment has remained similar in recent years, with no major variations. It varies between 42 and 47 students. V

In 2020/21, 45 students are enrolled (43 full-time and 2 part-time). In previous years, the number of enrolments was as follows:

In 2016/17, 42 students were enrolled (38 full-time and 4 part-time), in 2017/18, 46 students were enrolled (44 full-time and 2 part-time), in 2018/19, 43 students were enrolled (41 full-time and 2 part-time), and in 2019/20, 47 students were enrolled (45 full-time and 2 part-time). The number of part-time students has remained the same since 2017/18 - 2.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the passability.

Prehodnost iz 1. v 2. letnik po letih				
2016/17	2017/18	2018/19	2019/20	2020/21
82,6 %	80,0 %	85,7 %	95,2 %	100,0 %

The pass rate in 2019/20 was already 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 - 82.6%.

In the last school year, 2020/21, the pass rate is as high as 100%. The increase in the pass rate in the last two years is mainly due to the easing of the conditions for the transition to the upper year due to the C19 pandemic. Thus, the number of students who are not enrolled in the 1st or 2nd year but repeat the year is also much higher than usual - 14.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the completion of your studies.

Število diplomantov po letih				
2016	2017	2018	2019	2020
14	13	20	15	12

In 2020, 12 students graduated, fewer than in previous years, which is probably due to the covid-19 pandemic. From 2016 to 2019, the number of graduates fluctuated between 13 and 15, with a much higher number in 2018, when 20 graduated.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators.

Justify your assessment by citing trends in indicators, opinions, findings.

The number of places in the call for proposals remains the same. Enrolment has remained similar in recent years and has no major variations. The most significant variation is observed in the pass rate, which initially fluctuated between 80 and 85.7% between 2016/17 and 2018/19, before rising to 95.24% in 2019/20 and even 100% in 2020/21, mainly due to the more lenient conditions for the transition to the upper year due to the pandemic caused by covid-19. The pandemic is also attributable to the lower number of graduates in 2020.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

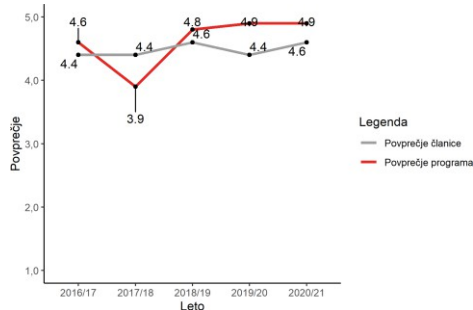
No action is foreseen in this area.

5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

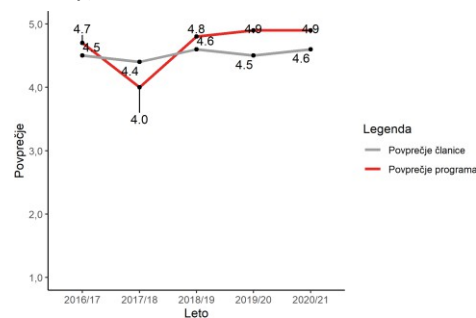
Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

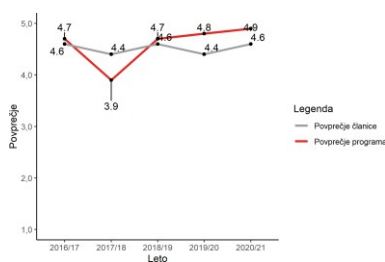
Agreement with the statement: Overall, I am satisfied with the course (Pre-exam survey)



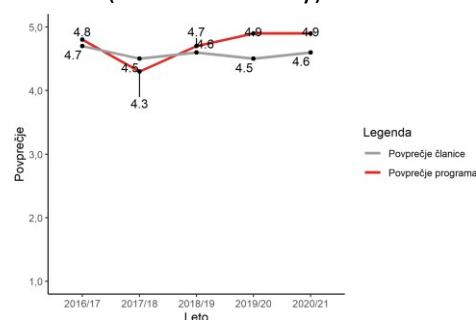
Agreement with the statement: The different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



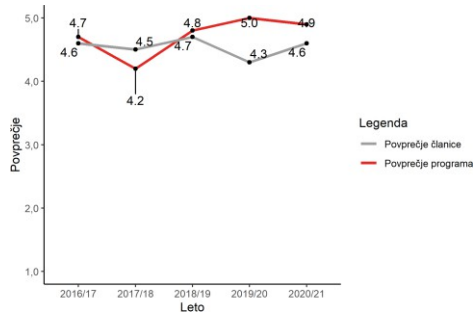
Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).



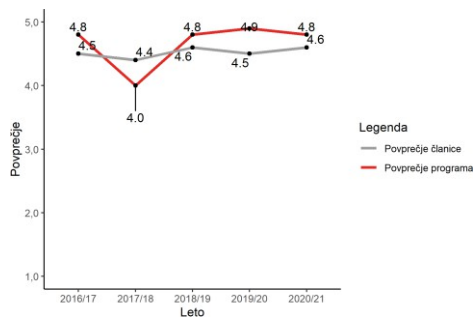
Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)



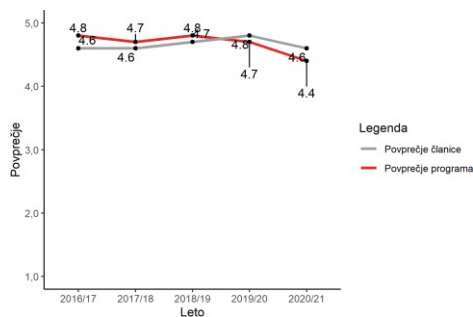
Agreeing with the claim: Ongoing verification knowledge in the delivery of the course (in any format: colloquium, test, homework, projects, seminars, etc.) seems to me to be appropriate to the nature of the course (Pre-exam survey).



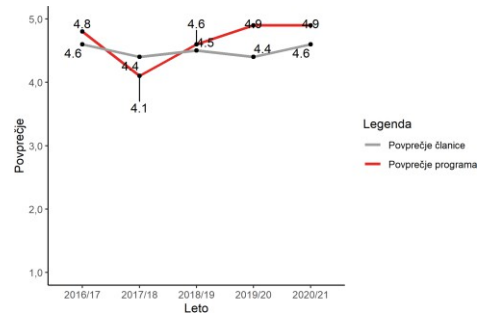
Agree with the statement: The way I work in the course encourages me to think independently (Pre-exam survey).



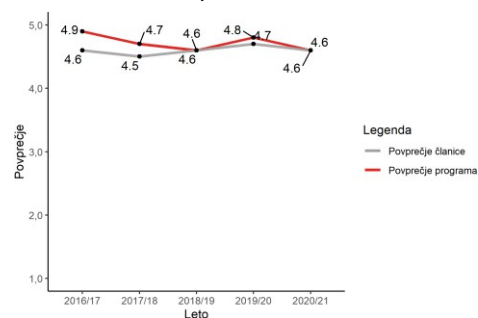
Agree with the statement: Evaluation criteria and (Survey AFTER the exam)



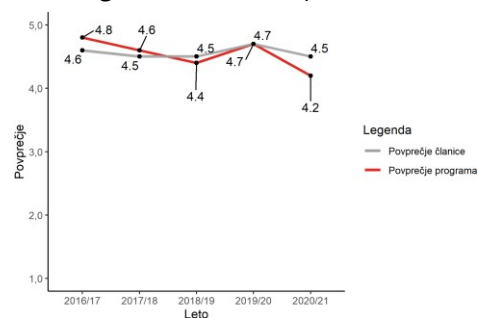
Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)



Agreement with the statement: The assignments adequately represented the content of the course (in the context of lectures, independent study, etc.) (Survey AFTER the exam)



Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)



Monitoring of the teaching process and quality assurance is carried out through student surveys, discussions between teachers and staff and the Dean, and discussions between professors at meetings.

departments and the Chair of Music and Pedagogy on the implementation of individual courses and their

cross-curricular integration.

IPP students' grades in AY 20/21:

Highest rating (4.9): 'Overall, I am satisfied with the course', 'Different ways of working in the course', 'Different ways of working in the course', 'Different ways of working in the course', 'Different ways of working in the course'.

the course delivery (lectures, tutorials, seminars, etc.) are coordinated with each other", "Study literature and

the sources (articles, electronic sources, case studies, etc.) cover the course content well", "I am informed about my course obligations in a timely manner", "I find the ongoing assessment of my knowledge in the course (in any form: colloquium, test, homework, projects, seminars, etc.) appropriate in relation to

the nature of the subject",

"All the necessary information on the subject is published online"

The way the course is delivered encourages me to think independently: the average of the programme is between 4.8 and 4.9, the average of the member is between 4.4 and 4.6 (the exception is 17/18 where the average of the programme is 4.0 and the average of the member is 4.4).

Lowest rating (4.2): 'Tasks were unambiguous and clear'

Monitoring and quality assurance of the teaching process - Cross-curricular integration

How do you ensure integration between subjects or units (cross-curricular integration)?

Cross-curricular integration is achieved by linking content within individual subjects, or to transfer the artistic skills acquired in instrumental lessons to artistic expression and concert performance in chamber ensembles and orchestras and artistic projects, as well as in the concrete connections between the content of the special didactics and their direct applicability in the teaching practice phase. Cross-curricular links stand out at the level of compulsory and elective courses, which bring together students from different instrumental and singing disciplines, music theory and music pedagogy. Mentioned Interleaving requires course providers to adapt active learning and teaching methods.

Monitoring and quality assurance of the teaching process - Adaptation of teaching and learning methods the teaching and assessment of knowledge to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, how?

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, acquisition of his/her competences and checking their relevance to the expected competences of the students.

Students' work is assessed and evaluated through colloquia, final examinations and a 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.

Monitoring and quality assurance of the teaching process - Student workload

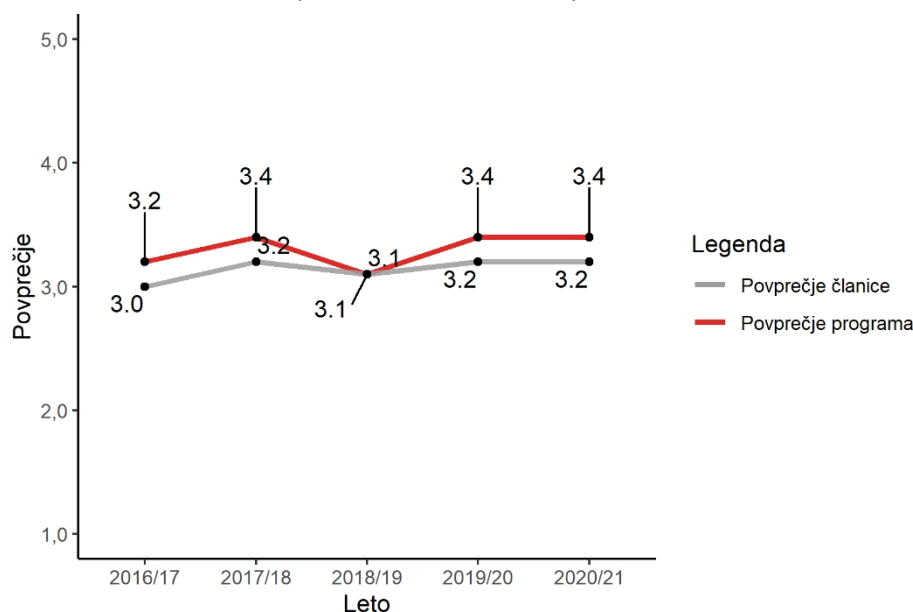
How do you monitor and ensure an adequate student workload in relation to ECTS assessment?*

**If the results of the student survey for a course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may be helpful:*

"STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

Evaluate whether you have spent between #ktmin# and #ktmax# hours on the course, as stipulated in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar etc. and all forms of independent work)? (Survey AFTER the exam)



According to the results of the survey, IPP students estimate that they spent slightly more time on the course than expected. The optimal value would be 3.0, as it shows that students spent the expected number of hours. IPP students have estimated their workload over the last five years to be between 3.1 and 3.4. 0.2 points higher than the member average, except in the 2017/18 school year, when the average of the programme and the member was the same (3.1).

Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Do you promote student-centred learning and teaching? If yes, how?*

**For the definition of the term, see point 1.3 in document 1 or document 2.*

The IPP promotes student-centred learning and teaching, which supports, among other things, the student's active participation in the learning process, fostering his/her motivation and sense of autonomy, while providing appropriate guidance, professional support from the teacher and feedback or advice related to the learning process.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

All of the above elements contribute to a higher quality of the learning process and are reflected in the high success of the students in the artistic (performances, participation in concert projects, competitions) and pedagogical fields (success of their students when they start teaching in music schools).

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of IMPROVING AND ENHANCING THE QUALITY OF THE EDUCATIONAL PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

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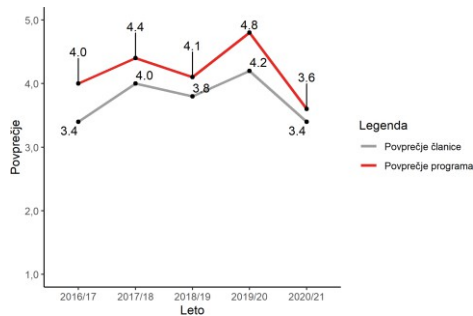
5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

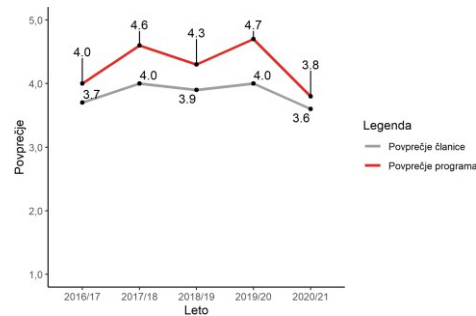
How do you encourage home students of the SP to get involved and act internationally (please include aspects of internationalisation at home*)?

* For a definition, see the document.

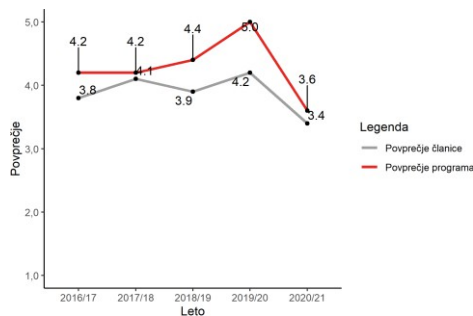
We have sufficient information on possible international exchanges



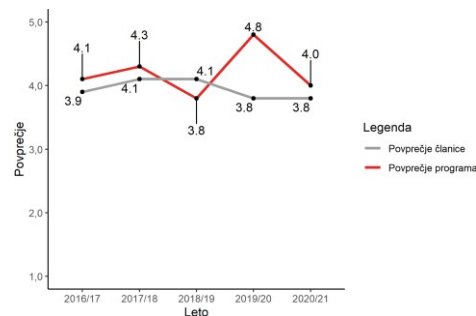
There are plenty of interesting options for international exchange



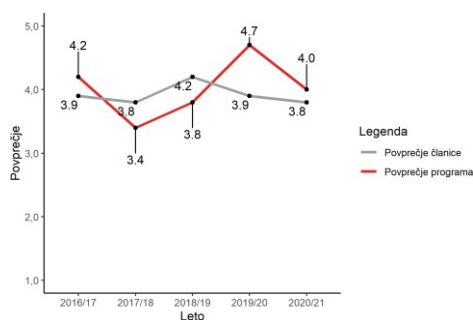
Exchanges are encouraged and supported.



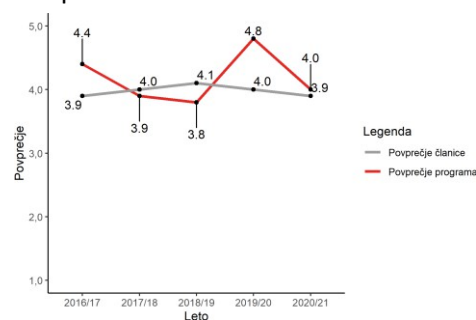
I have the opportunity to do compulsory items abroad.



Recognition of the ECTS is appropriate.



Professional support for international mobility is adequate.



The International Office of the UL AG provides 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, tips, notices, presentations, etc.

According to the survey results, IPP students feel that they have enough information about possible international exchanges. Their scores for the last five years range from 3.6 to 4.8, higher than the Member average of 3.4 to 4.2. They feel that there are enough interesting opportunities for international exchange (scores 3.8-4.7), that exchange is encouraged and supported (3.6-5.0), that they have the possibility to exchange internationally (3.6-5.0), that they have the opportunity to

The majority of IPP students' grades are higher than the Member State average (3.8-4.8), the recognition of the ECTS is adequate (3.4-4.7) and the professional support for international mobility is adequate (3.8-4.8).

Support for internationalisation of studies - International students

How do you involve international students in the SP? Please describe the aspects of the integration of both students on mobility programmes (Erasmus) and international students enrolled in the SP.

		Število vpisanih tujih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
Izredni	01	1	0	0	0	0
	02	0	0	0	0	0
	0A	0	0	0	0	0
	Vsota	1	0	0	0	0
Redni	01	0	1	6	5	3
	02	3	0	1	6	4
	0A	1	2	0	0	4
	Vsota	4	3	7	11	11

There has been a steady increase in interest in the programme from international students year on year. In 2017/18, 3 international students were enrolled, in 2018/19, 7 international students were enrolled, and in 2019/20 and 2020/21, the number of international students is expected to increase. 11 foreign students were enrolled.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, field trips abroad, international summer schools, events to promote studies/SP abroad) Staff mobility is excluded.

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.

On 14 January 2021, the Department of Music and Pedagogy will host a seminar by the renowned Prof. Paul Harris from Great Britain.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

The study programme is comparable in quality and content to other European higher education programmes, but 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 take part in international competitions, international festivals, seminars and masterclasses abroad, masterclasses at home with visiting professors, concerts abroad as soloists, chamber musicians, 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.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORTING INTERNATIONALISATION OF STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Strengthening the internationalisation of the IPP School through the organisation of new international seminars that bring new knowledge to students and teachers.

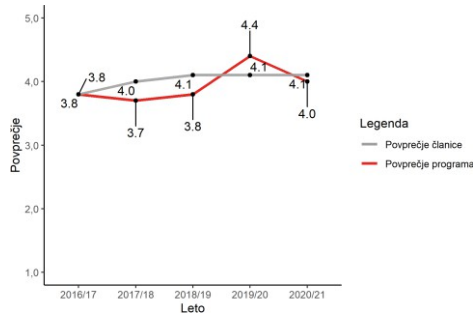
5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

Please list the activities linked to the SP.

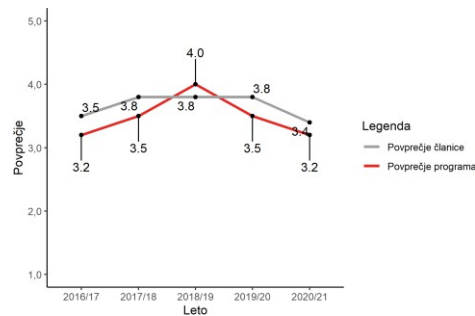
Providing support, encouraging students to study - In connection with the implementation of the study programme process

What kind of support do you provide to students in relation to their studies?(e.g. tutoring, support in selecting elective courses, addressing students' different needs, individual tailoring, different assessment methods, etc.)

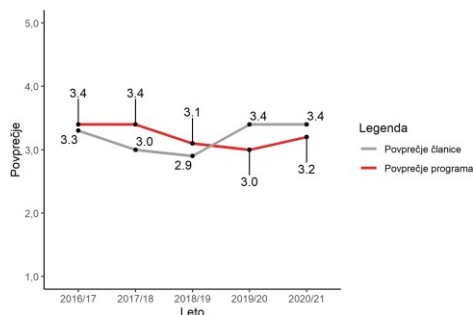
Overall, I am satisfied with my studies.



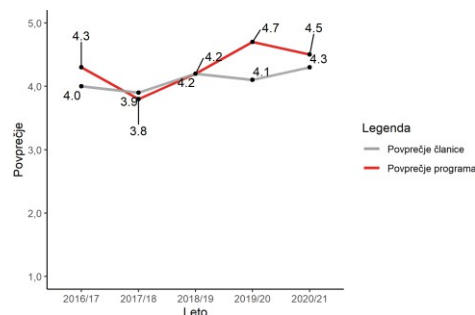
I have received information about the study process on time.



With a wireless network, I'm satisfied/satisfied.

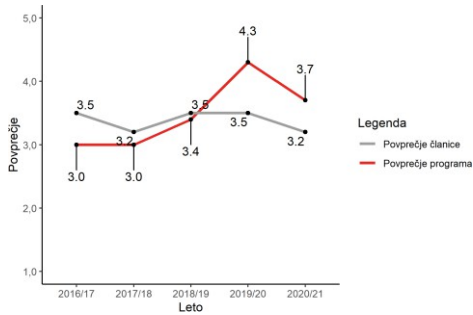


I was offered suitable electives from other UL faculties/academies.

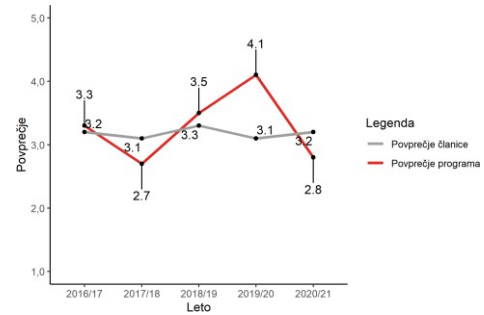
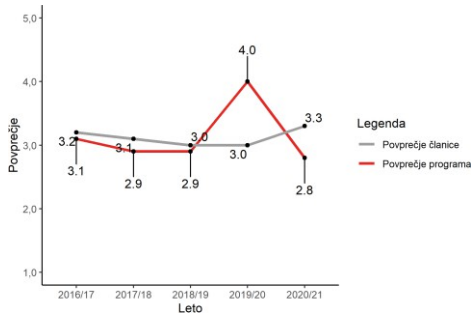


During my studies, I have learnt the relevant number of external institutions (through excursions, invitations external contractors for seminars, etc.).

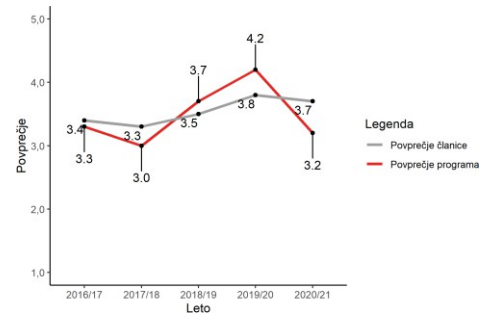
If I need a tutor, I know who I can go to I turn around.



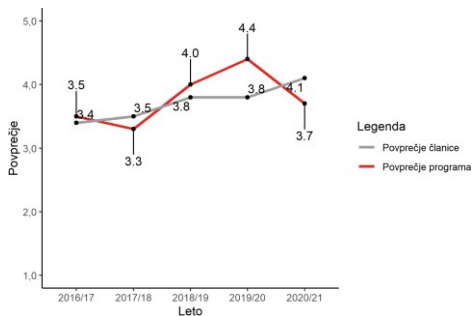
I know who I can turn to for career advice.



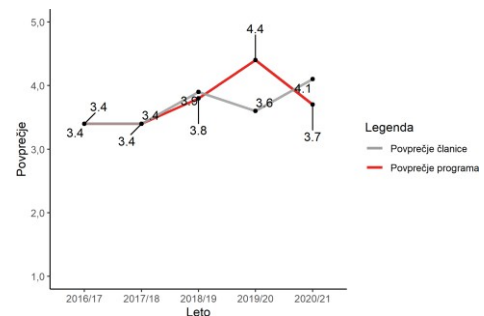
Student Office opening hours are appropriate.



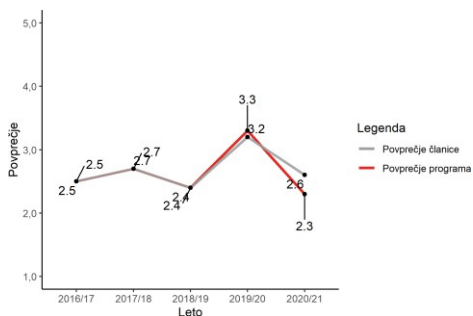
The staff of the Student Office are responsive and efficient.



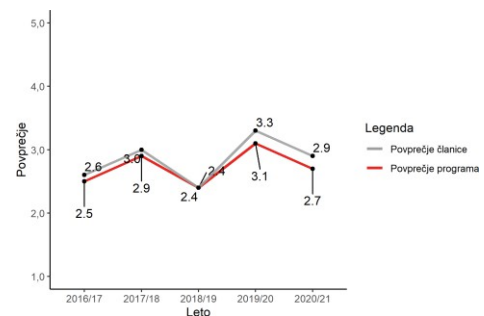
The staff of the Student Office have the right attitude towards students.



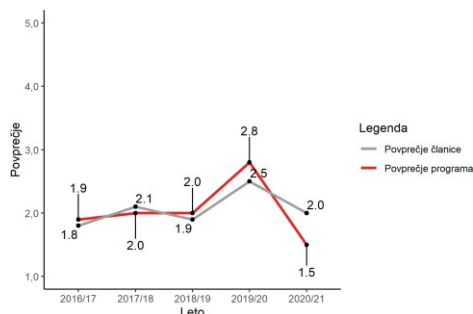
Facilities for lectures, rehearsals and other forms teaching work are adequate.



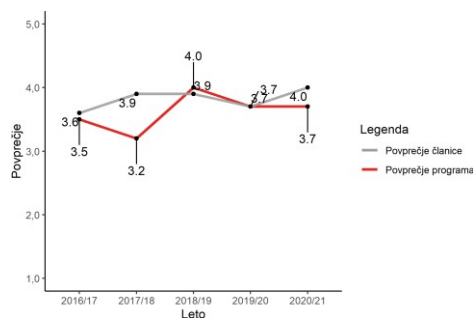
Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.



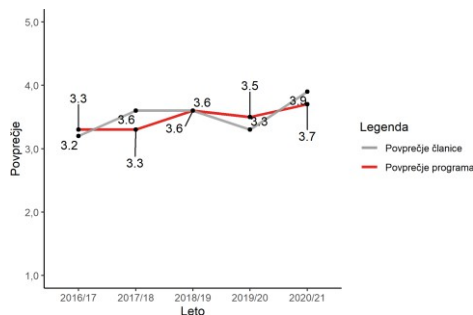
Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).



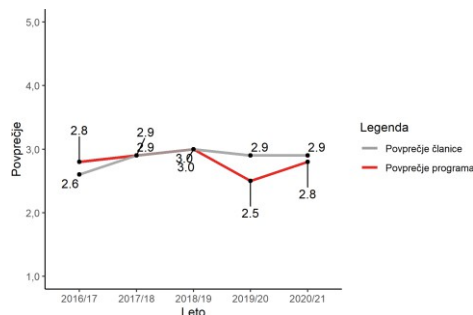
The volume of literature is adequate.



The accessibility of the literature is adequate.



Library staff are able to advise me appropriately on literature search.



The results show that IPP students gave the highest rating to the statement "Overall, I am satisfied with my studies".

(4.0).

The lowest rating was given to "There is enough suitable space for individual study (reading rooms, classrooms, seminars, etc.)" (1.5).

Supporting, encouraging students in their studies - Practical, professional, research or artistic work
Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work?

projects related to the study programme? (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; except for practical training, which is already part of the SP) Please estimate the number of students involved in research and development work or artistic projects outside the prescribed curriculum.*

** Student innovation projects for social benefit.*

*** The Creative Path to Knowledge programme.*

Students can be supported in their choice of elective courses, practical, research, artistic work and projects by their professors and other higher education teachers. They are also supported by student tutors and elected student representatives of the UL AG Student Council.

Providing support, encouraging students to study - Scientific, research or artistic work

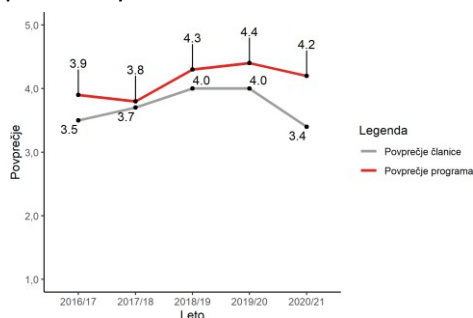
Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme? (e.g. involvement of students in basic and applied research, research programmes, artistic projects, etc.) Estimate the number of students involved in research and development or artistic projects.

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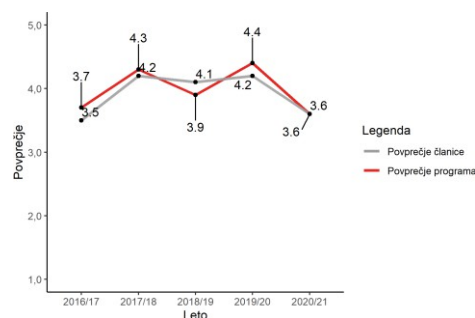
Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)

I have a good choice of sporting activities as part of my studies.



Through the Student Council, I am Satisfied.



Students' ratings of their choice of sports activities over the last five years are higher than the average Member, ranging from 3.8 to 4.4. Satisfaction with the Student Council is rated similar to the average Member.

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. mental health support, etc.)?

The AG website provides a lot of useful information for students. In the 2019/20 and 20/21 academic years, students can also find a lot of information to help them with Covid-19: guidelines, instructions, forms, various links for psychosocial support and more.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

Students of the Instrumental and Vocal Pedagogy programme have individual lessons in the main subject, so that they have constant contact with their professor, who can help them with various questions and problems and, if necessary, can guide them further. They can also be supported by other university teachers and colleagues with whom they have contact as part of their studies. They can also be supported by student tutors and elected student representatives of the UL AG Student Council. They can address various needs to them as they solve student problems related to the study process.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

No action is foreseen in this area.

5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

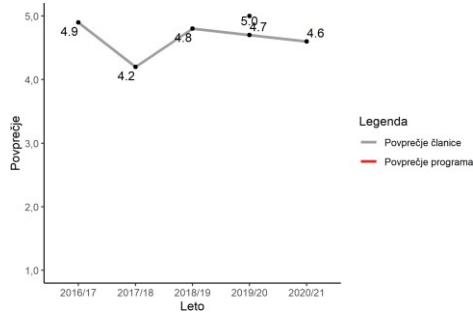
If you have elements of practical training on the SP that are not organised as a separate unit of learning, please describe them under

"Providing support, encouraging students to study"

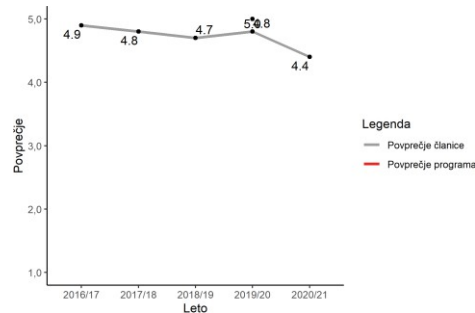
Practical training for students - Organisation

Describe how the students' practical training is organised (e.g. who finds the organisation, how you monitor the placement, how you get feedback from the participants, check the relevance of the content or the definition of the work plan with the mentor in the working organisation, etc.).

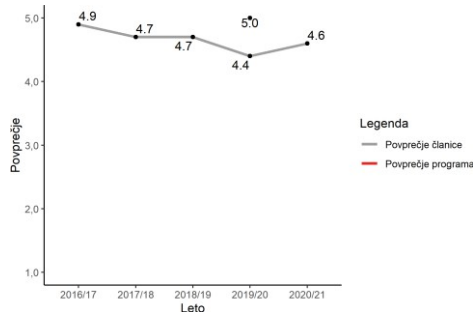
We have a satisfactory range of external institutions for a study placement



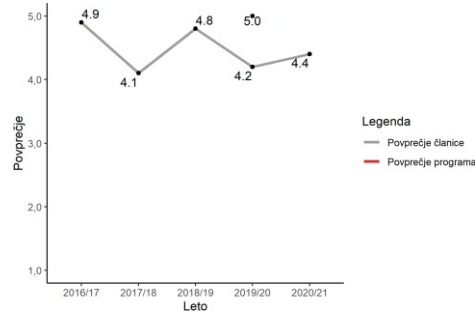
I have been helped faculties/academies when looking for a study Practices



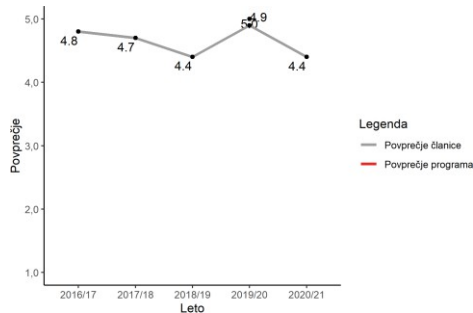
I have been given sufficiently detailed instructions on how to do the traineeship



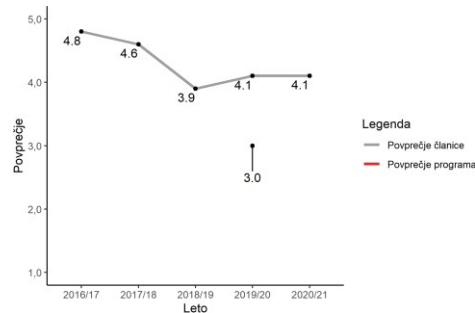
The placement coordinator at the college gave me useful information before the placement and useful feedback after the placement



The way the traineeship was carried out was appropriate



The length of the placement is appropriate



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

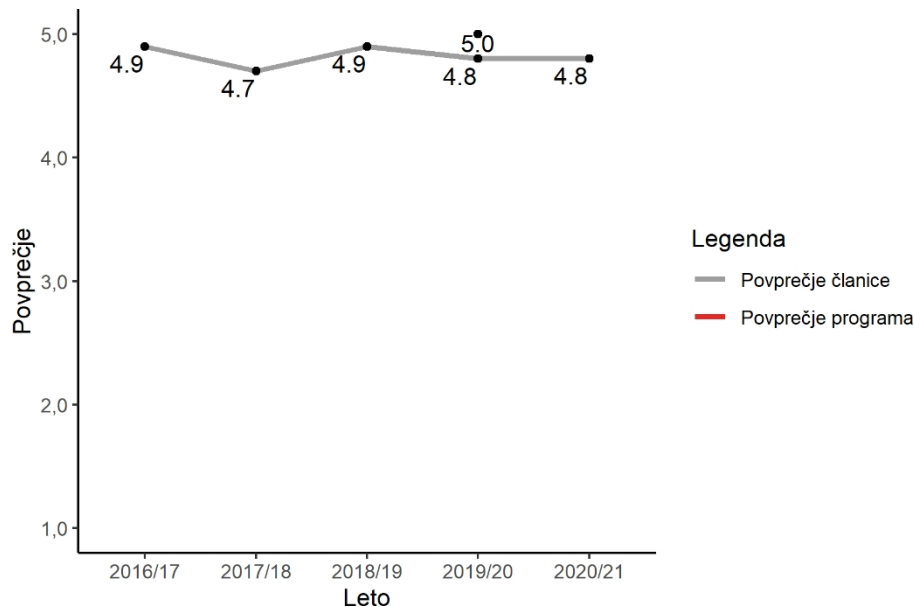
Students were satisfied with the offer, support, guidance, suitability and length of placement according to the surveys satisfied.

Last year, the highest score was for the offer and instructions (4.6) and the lowest for length (4.1).

Practical training for students - Competences and learning outcomes

How do you check the competences and learning outcomes of students' practical training?

The study placement has enabled me to complement my professional knowledge and skills in my chosen field of study

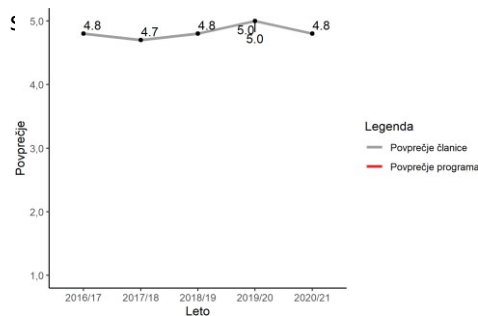


The content and organisation of the internship is, in the opinion of the Chair, appropriate to the expected competences of the graduate. The Chair also considers the scope (at least 2 teaching performances and 20 hours of hospitality) to be appropriate. Increasing it would lead to an excessive workload for external mentors, teachers at music schools.

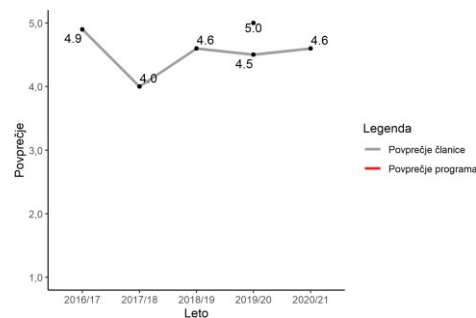
Practical training for students - Mentors

How do you ensure the professionalism and competence of the practical training trainers?

My mentor at the external institution provided me with adequate mentoring



The faculty's practical training coordinator has worked effectively with a mentor in an external institution



The quality of mentoring is measured through student surveys. Last year, students rated the support as 4.8 and the effectiveness of the co-ordinator-mentor collaboration as 4.6.

Practical training for students - Organisations

In which organisations have students of the study programme received practical training in the past year?

Emil Adamič, Koper, Laško, Moste Polje, Celje, Sežana, St Stanislav, Velenje, Vič, KGBL, KGBM

Practical training for students - Adequacy of design and delivery

Assess the adequacy of the design and delivery of practical training.

The design of students' practical training and the delivery of practical training are adequate.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

The content and organisation of the internship is appropriate and of good quality. Students acquire the knowledge and competences for their teaching career after graduation. The pedagogical success of UL AG graduates is reflected in the success of their pupils at music schools (concerts, competitions, etc.).

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of PRACTICAL TRAINING OF STUDENTS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

No action is foreseen in this area.

5.e STUDY EFFICIENCY AND EFFECTIVENESS: Promoting the professional development of staff and participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development and a list of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on different aspects of learning and teaching that we have prepared for higher education teachers, we ask you to indicate the higher education teachers and colleagues who teach most of their teaching load at your institution.

programme. Please enter each person on a new line, separated by semicolons. Please note: We will review the validity of the entry from a data protection perspective. For this reason, you do not need to enter the list of teachers and staff for the time being.

The UL Academy of Music is well placed to provide information and assistance regarding training and mobility. Encouragement comes from the management and other departments of the UL AG.

Promoting the professional development of staff and participants implementing, supporting and delivering SP - Training for acquisition of teaching competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

/

Promoting the professional development of staff and collaborators implementing, supporting SP - International Mobility

Please indicate the extent of international mobility of higher education teachers, staff and assistants directly involved in the implementation and support of the SP.

The International Office of the UL AG provides 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. The procedures required for the exchange, advice and notifications are described, presentations, etc. They receive all the information and assistance they need in person at the International Office with the coordinator.

INTERNATIONAL ACTIVITY

SMS + 6 (2020), 16 (2019)

SMS - 14 (2020), 14 (2019)

STA + 12 (2020), 29 (2019)

STA - 5 (2020), 12 (2019)

STT + 0 (2020), 16 (2019)

STT - 0 (2020), 16 (2019)

SMS +/- Incoming/outgoing student mobility

STA +/- Incoming/outgoing mobility Professors

STT +/- Incoming/outgoing mobility of professional services

EXCHANGES 2019/20

Erasmus+ exchanges 2019/20

Incoming student mobility: 12 → 2020 / = 6

Outgoing student mobility: 13 + 1X placement → 2020 / = 14

Incoming mobility Professors: 25 → 2020 / = 7 + Visiting Prof. = 5 / = 12

Outgoing mobility Professors: 6 → 2020 / = 5

Incoming mobility of professional services: 1

BILATERAL EXCHANGES

UL AG - Academy of Music, University of Zagreb

Incoming mobility professors: 1

Outgoing mobility professors: 1

SWISS-EUROPEAN MOBILITY PROGRAMME (SEMP)

Incoming mobility Professors: 1

CEEPUS

Incoming student mobility: 1

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

The commitment of each individual is important for the artistic and scientific research activities of the professors. In the past two school years, the conditions for artistic activity as we are used to it have been severely hampered by the Covid-19.

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP? (Please also take into account the results of satisfaction surveys, annual interviews, etc.)

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

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

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.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by stating the impact, findings, feedback, examples of successful introducing activities).

Staff are well informed about opportunities for further training and seminars, most of which are held online. They are also informed about mobility opportunities, but due to the covid-19 pandemic, they are less likely to take them up.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

///

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their

(e.g. HE teachers and colleagues, mentors, students, alumni, professional

colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)

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.

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you discuss it, etc.).

The self-evaluation reports are prepared by the programme administrators and discussed at the Senate.

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe: - the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);

- how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).

/

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
<p>Discussion with invited mentor teachers of the participating music schools on the envisaged possibilities for increasing teaching performances. Possibility of teaching lessons over a longer period of time (e.g. 5 teaching performances in a month and a half) with the same student.</p>	<p>It remains at the level of a proposal. Implementation was not possible due to covid-19 pandemic.</p>
<p>The IPP Programme Administrator or the Head of the GP Department makes an annual presentation of the IPP Programme (at the end of the first or at least the second semester).</p>	<p>It remains at the level of a proposal. Implementation was not possible due to covid-19 pandemic.</p>
<p>Preparation of a survey questionnaire to verify the specificities of the implementation of the IPP programme by students.</p>	<p>It remains at the level of a proposal.</p>
<p>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.</p>	<p>It remains at the level of a proposal.</p>
<p>Discussion within the GP Chair on possible changes teaching practice curricula and alignment of contact hours with the actual delivery of the course and adoption of decisions to resolve problems.</p>	<p>The action has been fully implemented. At the June 2021 meeting of the UL AG Senate, the proposal of the Chair of Teaching Courses from the June meeting of the Chair regarding the evaluation of the pedagogical work in special didactics and pedagogy practices.</p>

KEY IMPROVEMENTS AND GOOD PRACTICES OVER THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
<p>On 14 January 2021, a seminar was organised within the Department of Music and Pedagogy by the renowned Prof. Paul Harris from the UK.</p>	<p>International cooperation improves the quality of teaching process.</p>

	OPPORTUNITIES FOR IMPROVEMENT	KEYWORDS WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY WITHIN A MEMBER
2.	There is no the measures envisaged.					
3.	There is no the measures envisaged.					
5.a	There is no the measures foreseen.					
5.c	Strengthening the internationalisation of the IPP SP through the organisation of new international seminars bring new knowledge to students and to educators.			Strengthening internationalisation study programme IPP.	Organisation of at least one international seminar per year.	Chair for Music and Pedagogy, Vice-Dean for International Activities
5.č	There is no the measures envisaged.					
5.d	There is no the measures envisaged.					

6. Music-Theoretical Pedagogy - second cycle

1. General information SP

Information about the study programme administrator(s)

David Veber doc.

Name of the study programme

Music-theoretical pedagogy

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Accreditation

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

Fundamental objectives

The objectives of the programme are to train graduates to work in the field of music pedagogy in primary and secondary music education and in general secondary education.

The learning outcome will be the graduate's qualification to teach independently in primary and secondary music education and to teach at secondary level in general schools. It also qualifies him/her to

planning and implementing programmes independently for other target groups in the field of non-formal education, and working in teams with teachers, parents and other professionals.

The programme overlaps in terms of competences with the Music Pedagogy programme. It differs in that graduates of this programme have a much greater emphasis on music-theoretical skills, which are required for teaching music theory at the secondary level of music education,

Graduates of the Music Pedagogy programme place more emphasis on pre-primary and primary general music education and training.

General competences of the graduate

- In-depth synthetic, analytical, creative thinking and problem-solving, flexible putting what you know into practice,
- autonomy, (self-)criticality, (self-)reflexivity, (self-)evaluation and striving for Quality,
- general knowledge, ability to communicate with experts in other professional and scientific fields,
- 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, to plan independently, to self-monitor the implementation of 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 the developmental patterns, differences and needs of the individual,
- 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 ethnic issues.

Subject-specific competences

- In-depth knowledge of music-theoretical skills (solfeggio, harmony, counterpoint, musical analysis, compositional techniques),
- in-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic concepts in secondary and primary music education, and general secondary 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 informal forms of music education,
- in-depth knowledge, understanding and application of the curricula for primary and secondary music education and for music education in secondary schools,
- in-depth knowledge, understanding and application of the curriculum for school choirs,
- interdisciplinary integration of content,
- the development of action research in the use of didactic materials and music 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,
- developing a professional self-image of the future teacher as dynamic and creative music agent,
- developing aesthetic sensitivity to a good sound environment,
- in-depth knowledge, understanding and application of music-theoretical expertise, skills and abilities in school choir conducting,
- a deeper knowledge of the repertoire for school choirs and orchestras,
- the ability to express oneself artistically in the choral and/or orchestral field,
- Awareness of the phenomenon of music and its diverse manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative application of music theory, history and reproductive areas,
- in-depth knowledge, understanding and application of music-theoretical and design skills,
- developing listening and music-reading 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 in groups,
- developing musical independence
- Awareness of the values of Slovenian and world music culture, knowledge, understanding and use of various methods of evaluation of musical achievements.

Core objectives of the study programme and expected competences of graduates - Changes

Please give reasons for the changes in the definition of the core objectives of the SP and the expected competences of graduates.

Please enter only if,

changes have taken place in the last year (e.g. renewal of accreditation of the SP, renovation of the SP).

/

The main objectives of the study programme and the expected competences of graduates -
Monitoring the achievement of objectives and competences

Describe how you monitor the achievement of the objectives and competences at SP level.

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-theoretical 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.

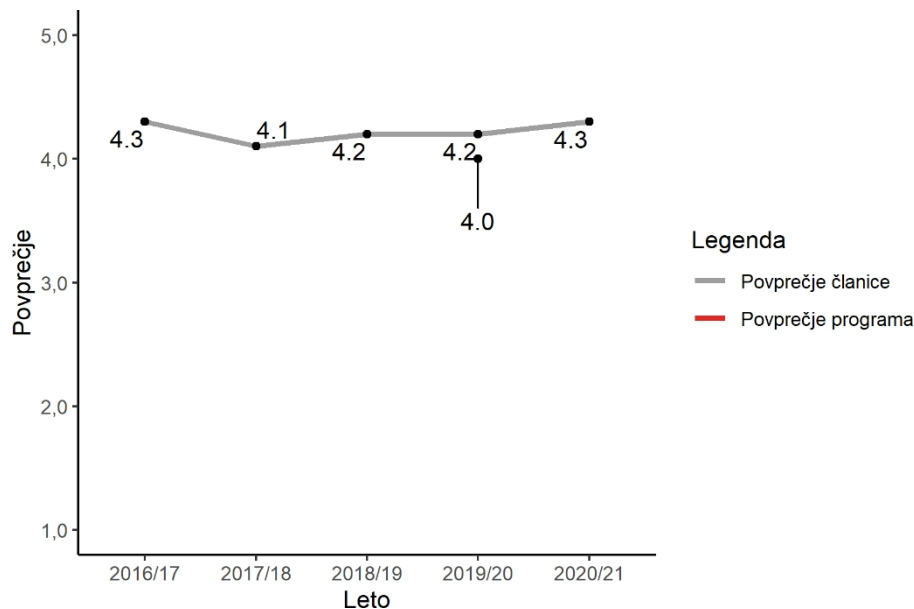
The curricula of the individual courses of the broadly based study programme include subjects related to creative activity, artistic expression and concert performance, as well as a set of pedagogical-psychological subjects, special didactics with pedagogical practices. The curriculum of the study programme, 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 engagement with the environment. Direct cooperation with the environment takes place already 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 indispensable presence 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, linked to 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 study programme 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 field of artistic creative expression, concert performance and teaching and learning processes 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 supplemented, improved and adapted to changes and needs in the field of employment, which is consequently reflected in continuous adjustments to the learning and teaching processes in the course of 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.

The main objectives of the study programme and the expected competences of graduates -
Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The acquired competences open up a wide range of employment opportunities, from artistic creation to concert recreation, as well as in the field of education and training, while the programme supports opportunities for direct engagement with the community. Direct cooperation with the environment takes place already 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 indispensable presence 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. The cooperation with the environment, which takes place in connection with the study process, supports the mutual transfer of experience, needs and knowledge between the partner institutions. The interaction thus enables a qualitative loop of possible necessary additions, changes and improvements of individual courses within the study programme as well as in 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 field of artistic creative expression, concert performance and teaching and learning processes 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 supplemented, improved and adapted to changes and needs in the field of employment, which is consequently reflected in continuous adjustments to the learning and teaching processes in the course of 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.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

///

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the discipline or field (include the most recent research or artistic developments in the field of the SP) Justify or support with basic guidelines or concrete examples.

Each professor is an expert in his or her field and keeps students up-to-date. The professors are all very active in the artistic field and through this always bring the most up-to-date in art, music theory and pedagogy into the programme.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations? Attached you will find data on the employability of graduates for your programme from the eHE database (2016-2020).

We are in constant contact with all relevant artistic and educational institutions, so that we keep reflect on needs.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CONTENT CONSISTENCY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

///

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key strengths and weaknesses of the SP as derived from the results of student surveys* or other comparable mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.). The individual results from the student surveys are presented in the other sections of the self-evaluation.

*For level 1 and 2 studies: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study practice. For Level 3: survey after the first and second year of study.

Analysis of the results shows that on average 4 students participated. The average of the aggregated scores of the seven components of the individual courses shows slightly lower scores, before the exam, for the course Pedagogy and Andragogy (3.4), and after the exam, for the course 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 perceived 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 essential for quality teaching practice and subsequent professional work. Students certainly experience a heavy workload

for other study requirements that run concurrently during the academic year. The averages of the aggregated component scores at the level of the compulsory study practices show student satisfaction in Teaching Practice - Music in Secondary Education (4.2) and Teaching 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, given the feedback from students.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of the STRENGTHS AND IMPORTANCE OF THE SP IN THE light of the results of the STUDENT SURVEYS OR OTHER COMPARABLE MEANS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

///

5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

Monitoring the student population - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the call for applications, enrolment.

		Število vpisanih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
REDNI	01	5	3	4	2	1
	02	3	5	1	3	2
	0A	0	3	2	1	2
	Vsota	8	11	7	6	5

The number of students corresponds to the needs of the market, so the above figures are satisfactory. Encouragement of students in Church Music would be needed to encourage more of them to study Music Theoretical Pedagogy.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the passability.

Prehodnost iz 1. v 2. letnik po letih				
2016/17	2017/18	2018/19	2019/20	2020/21
100,0 %	100,0 %	33,3 %	75,0 %	100,0 %

There is a high pass rate, which shows that students are highly motivated.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the end of the study.

Število diplomantov po letih			
2016	2018	2019	2020
1	6	1	2

The number of graduates is broadly similar each year, with 2018 being an exception.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators. Justify your assessment by citing trends in indicators, opinions, findings.

The trend is for students to complete their studies on time and with high average grades, indicating high motivation.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

More enrolment in SP.

5.b STUDY PERFORMANCE

Monitoring

Monitoring and Monitoring Quality

the teaching process

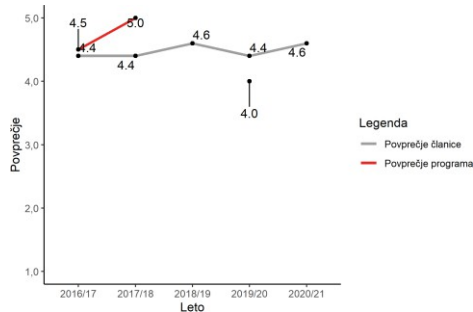
AND EFFICIENCY:

and Assurance

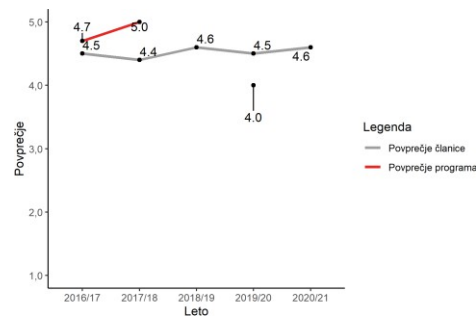
Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

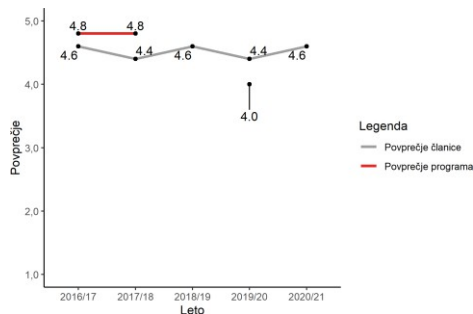
Agreement with the statement: Overall, I am satisfied with the course (Pre-exam survey)



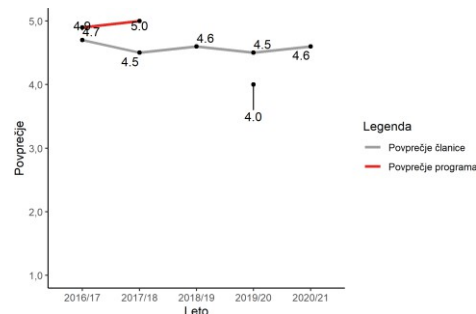
Agreement with the statement: The different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



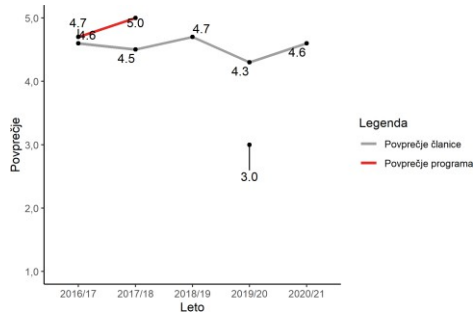
Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).



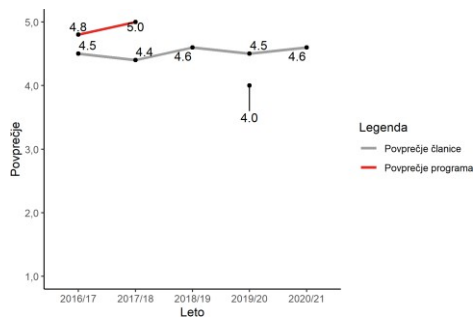
Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)



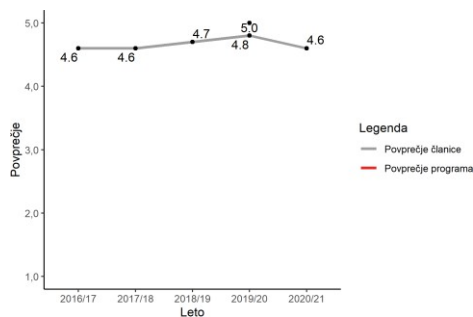
Agreeing with the claim: Ongoing verification knowledge in the delivery of the course (in any format: colloquium, test, homework, projects, seminars, etc.) seems to me to be appropriate to the nature of the course (Pre-exam survey).



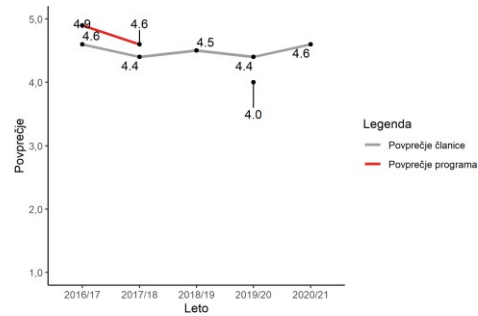
Agree with the statement: The way I work in the course encourages me to think independently (Pre-exam survey).



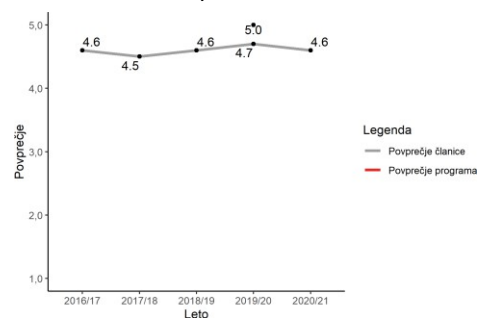
Agree with the statement: Evaluation criteria and (Survey AFTER the exam)



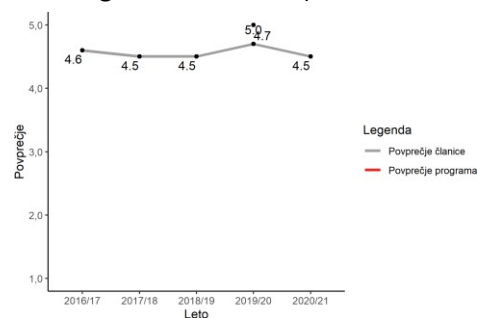
Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)



Agreement with the statement: The assignments adequately represented the content of the course (in the context of lectures, independent study, etc.) (Survey AFTER the exam)



Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)



In particular by tracking the results of student surveys and improving communication between professors and students.

Monitoring and quality assurance of the teaching process - Cross-curricular integration
How do you ensure integration between subjects or units (cross-curricular integration)?

At the level of the Department of Music Theory, professors of different subjects are networking with

each other.

Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, how?

By introducing more practical content in music theory subjects.

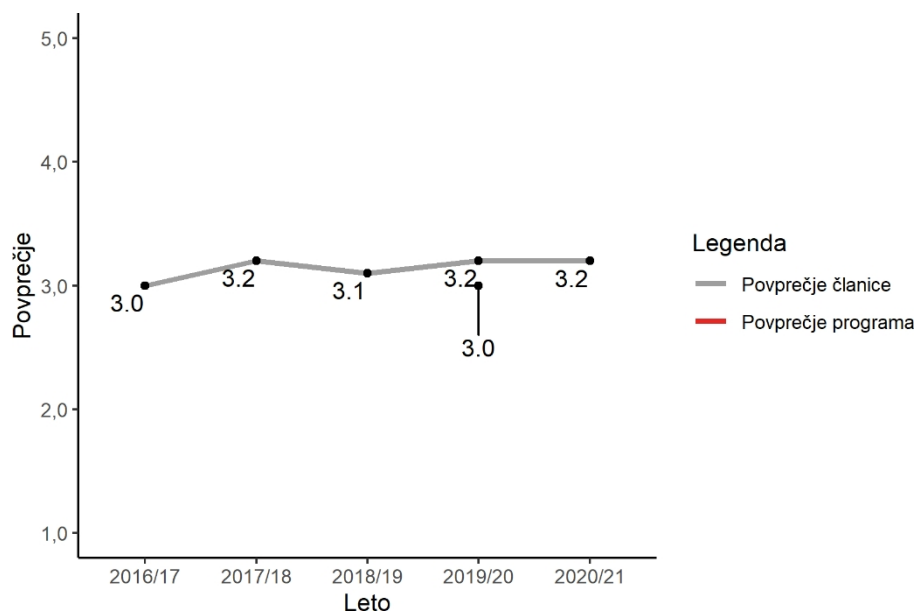
Monitoring and quality assurance of the teaching process - Student workload

How do you monitor and ensure an adequate student workload in relation to ECTS* assessment?

*If the results of the student survey for a course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may be helpful: "STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

Evaluate whether you have spent between #ktmin# and #ktmax# hours on the course, as stipulated in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar etc. and all forms of independent work)? (Survey AFTER the exam)



The credits correspond to the student workload.

Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Do you promote student-centred learning and teaching*? If yes, how?

*For the definition of the term, see point 1.3 in document 1 or document 2.

Due to the smaller number of students and individual tuition, this is the core of the course.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

All of these elements mean that the professor has an individual approach to each student.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of IMPROVING AND ENHANCING THE QUALITY OF THE EDUCATIONAL PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Better conducting practice.

Distance learning.

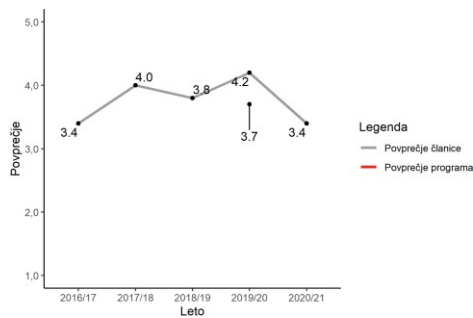
5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

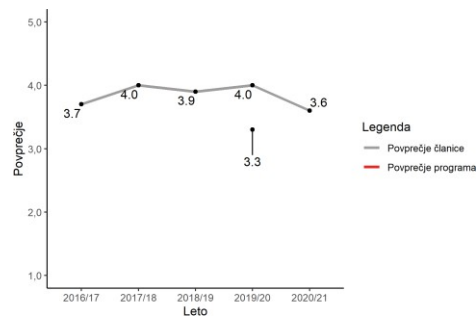
How do you encourage home students of the SP to integrate and work internationally (please include aspects of internationalisation at home*)?

* For a definition, see the document.

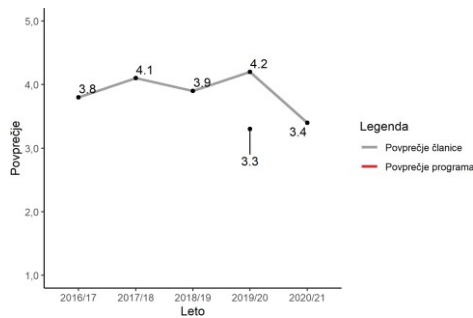
We have sufficient information on possible international exchanges



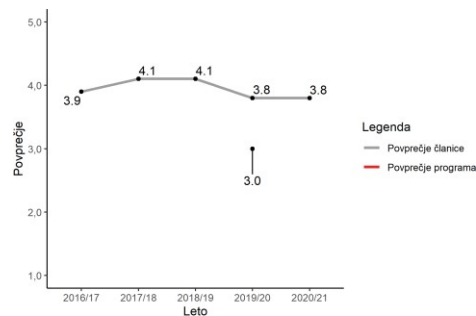
There are plenty of interesting options for international exchange



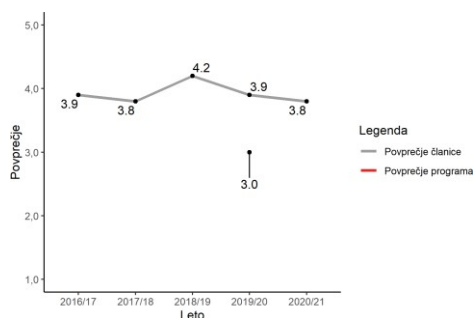
Exchanges are encouraged and supported.



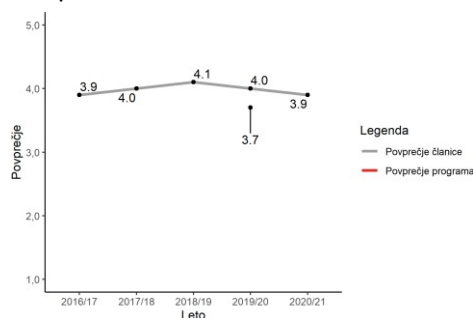
I have the opportunity to do compulsory items abroad.



Recognition of the ECTS is appropriate.



Professional support for international mobility is adequate.



By joining international workshops, competitions and study exchanges.

Support for internationalisation of studies - International students

How do you involve international students in the SP? Please describe the aspects of the integration of both students on mobility programmes (Erasmus) and international students enrolled in the SP.

		Število vpisanih tujih študentov v letnik po letih in načinu študija				
		2016/17	2017/18	2018/19	2019/20	2020/21
Način študija	Letnik					
Redni	01	0	0	1	1	0
	02	0	0	0	0	0
	0A	0	0	0	0	0
	Vsota	0	0	1	1	0

International students are involved in the work and life of the Academy through artistic projects. The main effects are international networking between students and the expansion of the network of future collaborators.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, professional excursions abroad, international summer schools, events to promote study/SP abroad) Staff mobility is excluded.

The Academy organises an international summer school, and there are many international weeks in all departments, Professors work on international projects involving students.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

Exchange of experience with placements abroad, international exchanges, international cooperation with more European academies.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORTING THE INTERNATIONALISATION OF STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

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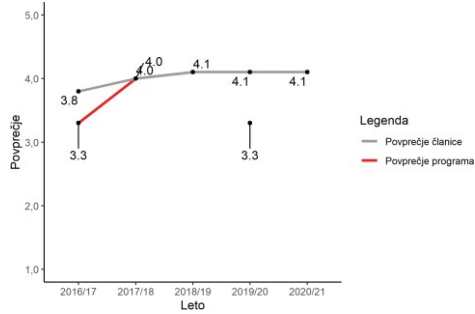
5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

Please list the activities linked to the SP.

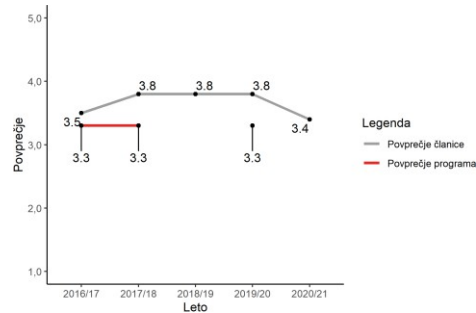
Providing support, encouraging students to study - In connection with the implementation of the study programme process

What kind of support do you provide to students in relation to the implementation of the study process?(e.g. tutoring, support in selecting elective courses, addressing different needs of students, individual tailoring, different modes of assessment, etc.)

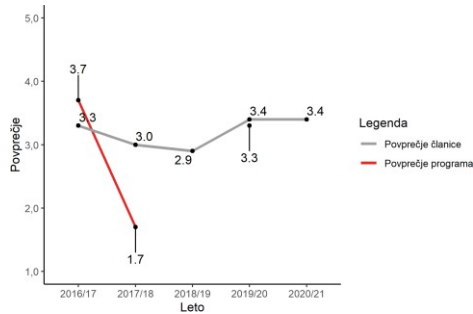
Overall, I am satisfied with my studies.



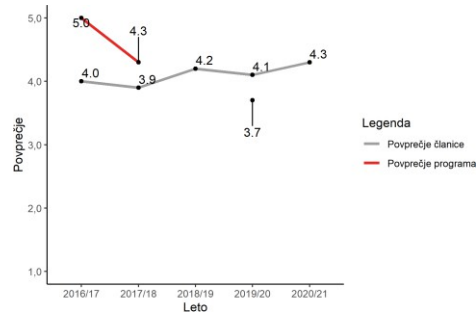
I have received information about the study process on time.



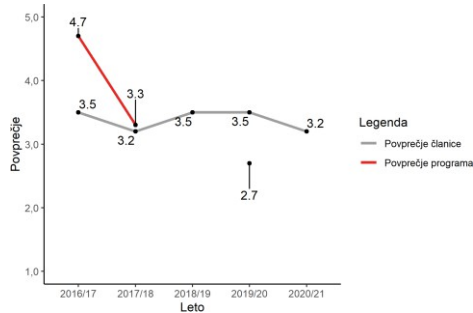
With a wireless network, I'm satisfied/satisfied.



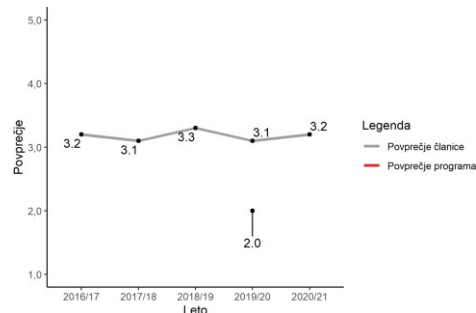
I was offered suitable electives from other UL faculties/academies.



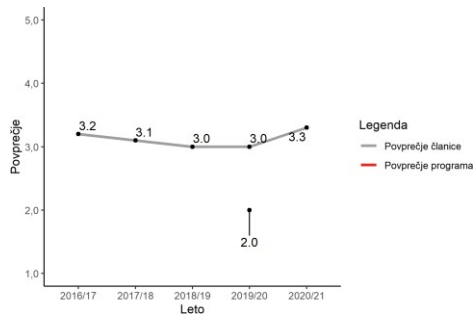
During my studies, I have learnt the relevant number of external institutions (through excursions, invitations external contractors for seminars, etc.).



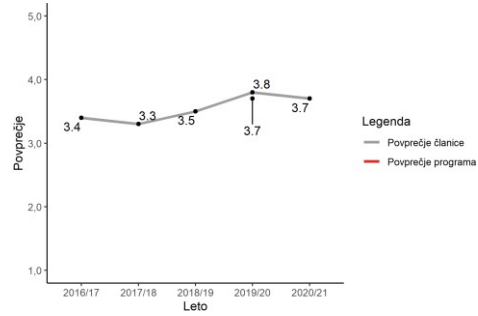
If I need a tutor, I know who I can contact I turn around.



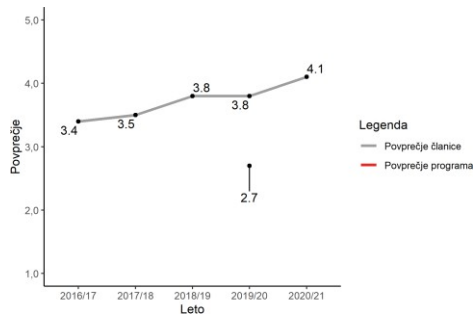
I know who I can turn to for career advice.



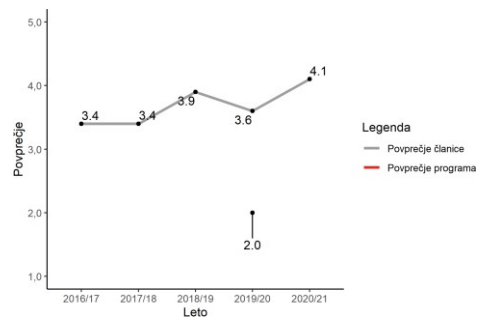
Student Office opening hours are appropriate.



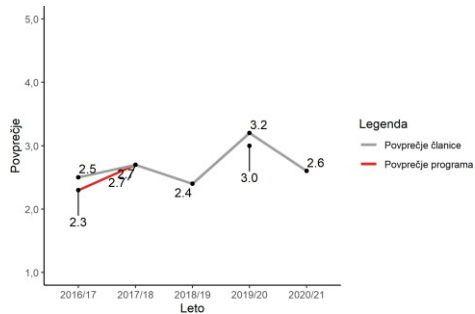
The staff of the Student Office are responsive and efficient.



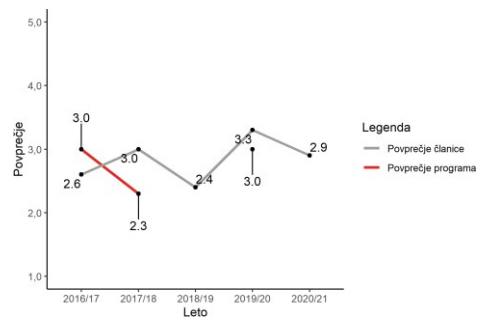
The staff of the Student Office have the right attitude towards students.



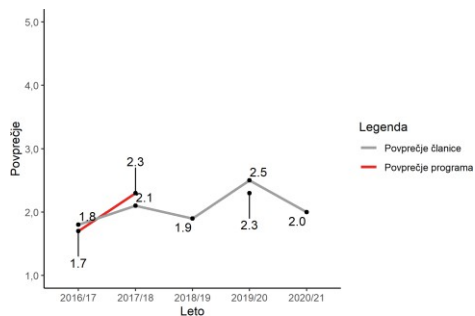
Facilities for lectures, rehearsals and other forms teaching work are adequate.



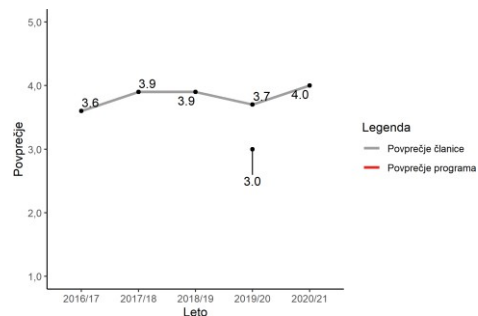
Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.



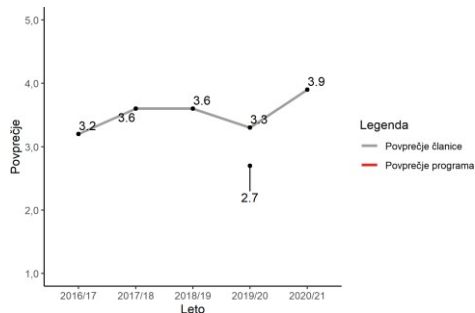
Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).



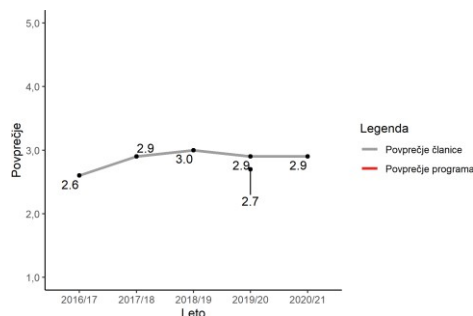
The volume of literature is adequate.



The accessibility of the literature is adequate.



Library staff are able to advise me appropriately on literature search.



Tutoring has taken off well this year, and the College offers a wide range of elective courses at other UL member institutions.

Supporting, encouraging students in their studies - Practical, professional, research or artistic work *Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work?*

projects related to the study programme? (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; except for practical training, which is already part of the SP) Please estimate the number of students involved in research and development work or artistic projects outside the prescribed curriculum.*

** Student innovation projects for social benefit.*

*** The Creative Path to Knowledge programme.*

In particular through involvement in artistic projects (orchestra, choir, chamber ensembles, Studio for the New music, opera workshop).

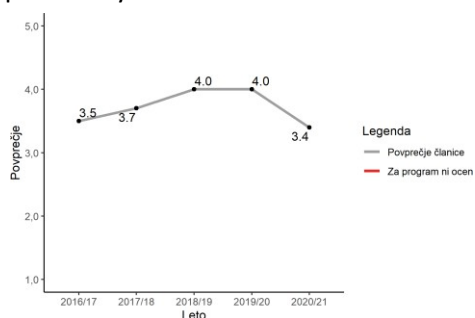
Providing support, encouraging students in their studies - Scientific, research and artistic work *Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme (e.g. involving students in basic and applied research, research programmes, artistic projects, etc.)? projects, etc.) Estimate the number of students involved in research and development or artistic projects.*

In particular through involvement in artistic projects (orchestra, choir, chamber ensembles, Studio for the New music, opera workshops)

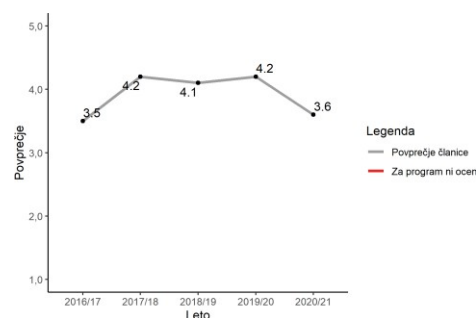
Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)

I have a good choice of sporting activities as part of my studies.



Through the Student Council, I am Satisfied.



Sport, alumni.

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. mental health support, etc.)?

A new system of student trustees is in place.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

Good international activity and lots of projects allow students to study very actively, not only in theory but also in practice.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

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5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

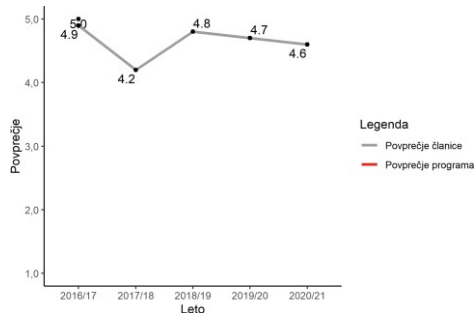
If you have elements of practical training on the SP that are not organised as a separate unit of learning, please describe them under

"Providing support, encouraging students to study".

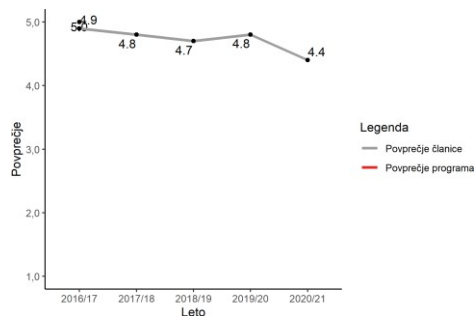
Practical training for students - Organisation

Describe how the students' practical training is organised (e.g. who finds the organisation, how you monitor the placement, how you get feedback from the participants, check the relevance of the content or the definition of the work plan with the mentor in the working organisation, etc.).

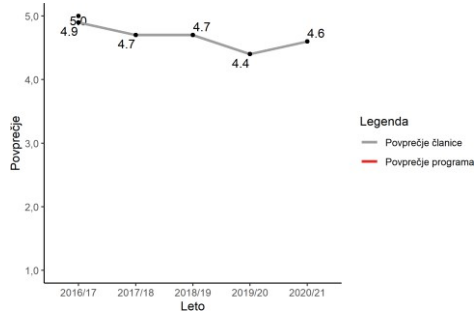
We have a satisfactory range of external institutions for a study placement



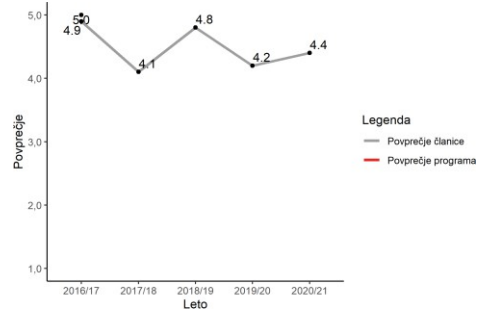
I have been helped faculties/academies when looking for a study Practices



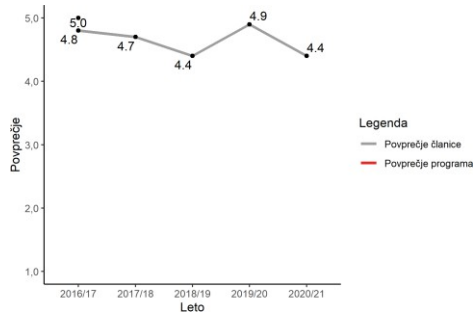
I have been given sufficiently detailed instructions on how to do the traineeship



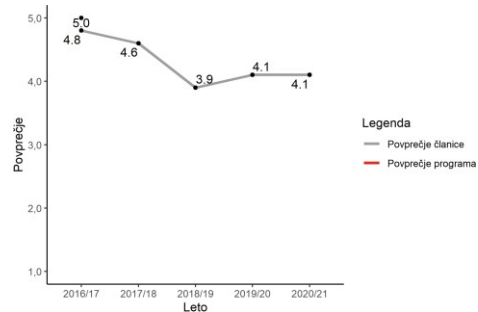
The placement coordinator at the college gave me useful information before the placement and useful feedback after the placement



The way the traineeship was carried out was appropriate



The length of the placement is

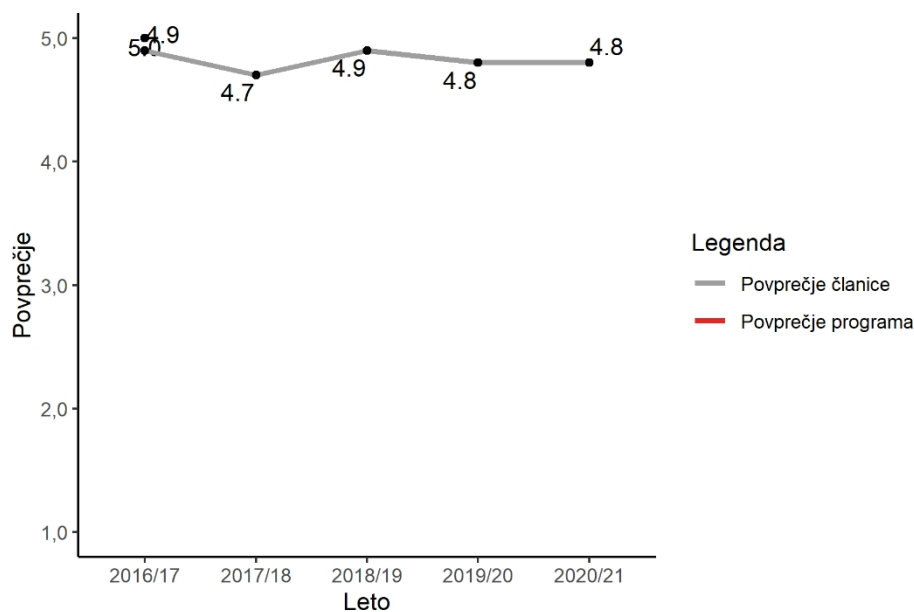


appropriate

Practical training for students - Competences and learning outcomes

How do you check the competences and learning outcomes of students' practical training?

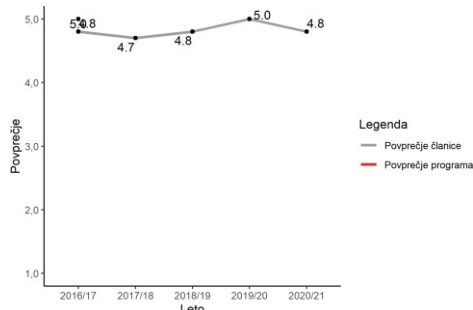
The study placement has enabled me to complement my professional knowledge and skills in my chosen field of study



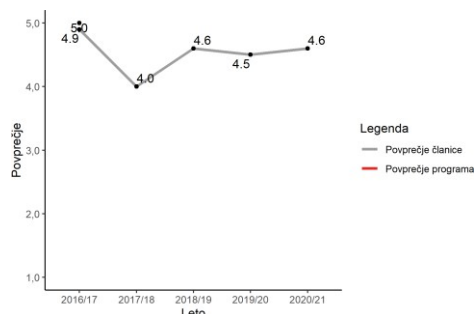
Practical training for students - Mentors

How do you ensure the professionalism and competence of the practical training trainers?

A mentor at an external institution offered me adequate mentoring support during the study period practice



The faculty's practical training coordinator has worked effectively with a mentor in an external institution



Practical training for students - Organisations

In which organisations have students of the study programme received practical training in the past year?

///

Practical training for students - Adequacy of design and delivery

Assess the adequacy of the design and delivery of practical training.

///

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

///

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of PRACTICAL TRAINING OF STUDENTS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

///

5.e STUDY EFFECTIVENESS AND EFFECTIVENESS: Promoting the professional development of staff and participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development and a list of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on Different Aspects of Learning and Teaching that we have prepared for HEIs, we ask you to indicate the HEIs and colleagues who teach most of their teaching load on your programme. Please enter each individual on a new line, separating the information with semicolons.

Additional: We will examine the legitimacy of the registration from the point of view of the protection of personal data. For this reason, you do not need to subscribe to the list of higher education teachers and staff for the time being.

Continuous development in your field, international activities and networking.

Promoting the professional development of staff and participants implementing, supporting SP - Training for acquisition of teaching competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

Encouraging training in higher education didactics and the use of ICT in the learning process.

Promoting the professional development of staff and collaborators implementing, supporting SP - International Mobility

Please indicate the extent of international mobility of higher education teachers, staff and assistants directly involved in the implementation and support of the SP.

There has been little international mobility due to the epidemiological situation.

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

I think so. The Academy gives everyone a sabbatical year and supports ideas that lead to progress (online edition of the Music Pedagogical Compendium).

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP? (Please also take into account the results of satisfaction surveys, annual interviews, etc.)

Professors collaborate and network (regular meetings within departments).

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

The staffing structure is adequate.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

Continuous professional development of higher education teachers and staff contributes to better quality studies (staff activity in their fields)

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

///

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their

(e.g. HE teachers and colleagues, mentors, students, alumni, professional colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)

university teachers, heads of department, students, surveys.

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you prepare it?

discussed, etc.).

I consulted a colleague who had done it before me and followed her advice.

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe:

- the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);

- how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).

///

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
Update of the UL AG Protocol on the Conduct of the Master's Thesis with the new UL AG Regulations on the Conduct of the Master's Thesis.	Coordination of the announcement of the Master's thesis and the Master's concert.
UL AG offers study programmes at a second-cycle master's programme for foreign students.	The existing curricula have been translated into English and a promotional booklet in a foreign language has been published, encouraging higher enrolment of foreign students.
KEY IMPROVEMENTS AND GOOD PRACTICES IN 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.

	OPPORTUNITIES FOR IMPROVEMENT	KEYWORDS WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY WITHIN A MEMBER
5.a	More enrolment in SP.	Department students sacred music are not registered on a 2-speed studies.	Less relevant structure the curriculum for Second instance Master's degree.	The need for change the curriculum. Integration subject compositional techniques instead of vocal techniques.	Integration template changes the curriculum in action working UL AG plan.	Head of Department sacred music, Vice-Dean for study matters, Programme administrator GTP.
5.b	Better quality Conducting practice.	In the Department of conducting was perceived need for better quality conducting practice.	Abroad, they have students the possibility to practice on instrumental and vocal ensembles, which are earmarked made up for lessons conducting.	Design UL AG, which will Dedicated composed for conducting lessons.	Start at discussions between to the Chairpersons Department, Higher education teachers and led by the UL AG.	Head of Department for conducting, Programme administrator GTP.
5.b	Teaching at distance.	Lower rate the realisation of learning content related to with the implementing practice, at ICT support.	Effects of Covida: risk low developed vocational competences for professional work.	Finding suitable a solution at work distance learning with ICT, which will support appropriate governance Students.	Start at discussions between Chairpersons departments, Higher education teachers and led by the UL AG.	Presidents, management, trustee GTP.

7. Pedagogical and pedagogical qualification in music - further training

1. General information SP

Information about the study programme administrator(s)

Andrej Grafenauer Full Professor

Name of the study programme

Pedagogical and pedagogical training in music

Study programme level

Upgrading

Type of study programme

Upgrading

Study delivery method

Other

Accreditation

Additional description

Level 7: Activities/outcomes, complementary education

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2020/2021

2. The main objectives of the SP and the competences expected of graduates

Fundamental objectives

The aim of the advanced training programme is to enable graduates of second-level music (music arts) degree programmes to acquire pedagogical and pedagogical skills and to integrate them with the professional knowledge they have acquired in their previous artistic studies, which will enable them to carry out high-quality educational work in lower and secondary music schools and in teaching music in general primary and secondary education. This objective is pursued by integrating the sciences and knowledge in the field of education (psychology, pedagogy, andragogy, general education, musicology, musicology, musicology, musicology, musicology, musicology, andragogy, and education).

didactics) and subject-specific didactics, while the teaching practice gives students insight into practical teaching situations.

General competences of the graduate

- mastery of the basic principles and procedures for planning, implementing and evaluating learning process,
- taking into account the developmental characteristics and individual differences of pupils to promote successful learning,
- effective implementation of individualisation and differentiation of educational work,
- creating an optimal learning environment by using a variety of teaching methods and strategies that stimulate students' thinking and corresponding planning of objectives, revision and evaluation,
- developing students' capacity for lifelong learning by developing independent learning strategies learning,
- using ICT in the classroom and developing information literacy in students,
- the ability to reflect self-critically on and evaluate your own work,
- improving the quality of their work through self-evaluation and further training; and training,
- the ability to participate productively in research and development projects aimed at improving the quality of education,
- a good knowledge of their profession and the regulations governing the school, and effective planning and time management,
- mastering the organisational and administrative tasks involved in planning, implementing, monitoring and evaluating the learning process,
- Ability to work as a team and solve problems effectively, communicate effectively with learners,
- class/group management,
- creating a stimulating and safe learning environment,
- developing students' social skills and ensuring the social inclusion of all students,
- dealing with disciplinary problems and conflicts in the classroom.

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 knowledge of the content and special didactics(s) of your subject area a specific area,
- the ability to communicate their musical knowledge to professional and lay audiences,
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and competences in

formal

and non-formal forms of music education in their subject-specific field,

- in-depth knowledge, understanding and application of the curricula in their subject area a specific area in primary and secondary music education,

- interdisciplinary integration of content,
- Teaching guidance for students in individual and group work,
- independently evaluating pupils' achievements in their subject-specific area of music,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the formation of the professional self-image of the future teacher as a dynamic and creative representative of music.

Core objectives of the study programme and expected competences of graduates - Changes

Please give reasons for the changes in the definition of the core objectives of the SP and the expected competences of graduates.

Please enter only if,

changes have taken place in the last year (e.g. renewal of accreditation of the SP, renovation of the SP).

No change

The main objectives of the study programme and the expected competences of graduates -

Monitoring the achievement of objectives and competences

Describe how you monitor the achievement of the objectives and competences at SP level.

Through student surveys and at Music Education Department meetings

The main objectives of the study programme and the expected competences of graduates -

Assessment of the achievement of objectives and competences

Briefly assess the achievement of the core objectives of the SP and the competences of the graduates. Justify your assessment, e.g. with the opinions of graduates, employers, students, employability, quality of final and project work, scientific publications, etc.

The study programme provides graduates with the appropriate competences to teach in music education. Graduates acquire the relevant competences by completing the courses in pedagogy and andragogy, general music didactics, psychology, special didactics and teaching practice, which are compulsory subjects of the programme.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of achieving the following

THE CORE OBJECTIVES AND COMPETENCES OF GRADUATES?

This will be recorded in the table of improvement proposals (second column). If you do not see any opportunities for improvement at the moment, please write "No action foreseen for this area".

No action foreseen in this area

3. Relevance of the content of the SP and its learning units

Relevance of the content - Development of the discipline or field

How do you ensure that the content of the SP and its teaching units adequately reflect developments in the discipline or field (include the most recent research or artistic developments in the field of the SP) Justify or support with basic guidelines or concrete examples.

Development is ensured through planned joint lectures in the Instrumental and Vocal Pedagogy and Music Theory Pedagogy programmes, by organising teaching practice in cooperation with Slovenian public music schools and by inviting external experts. The programme is also linked to the IPP, GTP and GP Master's programmes.

Relevance of content - Needs of graduates and work organisations

How do you ensure that the content of the SP and its learning units adequately reflect the needs of graduates and their work organisations? Attached you will find data on the employability of graduates for your programme from the eHE database (2016-2020).

The programme is open to graduates of Master of Arts programmes and provides them with the necessary competences for teaching in public education. Graduates are therefore used to ensure adequate staffing in public music education.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CONTENT CONSISTENCY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

No action foreseen in this area

4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

Strengths and weaknesses of the SP - Description

Briefly summarise the key strengths and weaknesses of the SP as derived from the results of student surveys or other comparable mechanisms (e.g. interviews and meetings with students or their representatives, additional surveys, etc.). The individual results from the student surveys are presented in the other sections of the self-evaluation.*

**For Level 1 and 2: survey on courses and providers, survey on general aspects of the study process, survey on compulsory study placement. For level 3: survey after the first and second year of study.*

It is an advanced programme, which is mostly enrolled by graduates of the Academy of Music of the University of Ljubljana who have already completed all or part of the programme with elective courses from previous artistic programmes, so sometimes it is only a formal recognition of the complete programme, but sometimes it is also a performance of individual courses. Due to the small number of candidates for individual courses, they are included in the courses that are already being taught in the full-time programme, which is an advantage both in terms of quality and rationalisation.

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of the STRENGTHS AND IMPORTANCE OF THE SP IN THE light of the results of the STUDENT SURVEYS OR OTHER COMPARABLE MEANS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

No action foreseen in this area

5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

Student population monitoring - Call for applications, enrolment

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Take into account the call for applications, enrolment.

As this is a specific programme, where it is sometimes only necessary to take a single course due to previously recognised subjects, enrolment is possible several times a year, depending on the number of potential candidates and their previous qualifications. The number of places is thus adapted as much as possible to the needs of the students, and I do not see any need for change.

Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the transition rate.

It is a one-year programme, so transitivity is not important. Virtually everyone enrolled completes the programme. There is rarely an exception, and that is purely for personal reasons.

Monitoring the student population - Completion of studies

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the end of the study.

Virtually all students complete the programme within the timeframe. there is no need for change. perhaps the process of recognition of exams previously taken at the Academy of Music could be simplified, which could be automated.

Assessment or evaluation

Overall, please provide an assessment of the implementation of the SP in the light of the above indicators. Justify your assessment by citing trends in indicators, opinions, findings.

The programme is running well, with improvements largely dependent on improvements in the IPP Masters programmes , GTP and GP, as the programme is identical in content and quality to their teaching work.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of CHANGING THE STUDENT POPULATION?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Keeping students as well informed as possible about the call. Better informing UL AG students about the content and competences of the PAI programme already during their studies.

5.b STUDY PERFORMANCE Monitoring and quality

AND EFFECTIVENESS: assurance of the teaching process

Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

How do you monitor and ensure the quality of the teaching process at the level of individual subjects or teaching units?

Followed up by student surveys

Monitoring and quality assurance of the teaching process - Cross-curricular integration

How do you ensure integration between subjects or units (cross-curricular integration)?

We monitor and ensure this through communication between performers and students, through communication between performers at the Music Pedagogy Chair meetings, through discussions and exchanges of professional content, through the organisation of joint lectures for all students with external performers, etc.

Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Do you adapt your teaching, learning and assessment methods to the expected competences? If yes, how?

We adapt by following the pod. Last year, for example, with distance learning education.

Monitoring and quality assurance of the teaching process - Student workload

How do you monitor and ensure an adequate student workload in relation to ECTS assessment?*

**If the results of the student survey for the course show a significant deviation from the expected ECTS KT load, we suggest that you further determine the appropriateness of the course evaluation. The following approach may help you to do this:*

"STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH".

Be careful when interpreting results from student surveys. The estimates of hours spent are measured on a scale of 1-5, but the optimal value is not 5.0 but 3.0. These are the answers to the question whether students (in terms of credits) spent the expected number of hours, namely: (1) much less, (2) slightly less, (3) expected, (4) slightly more, (5) much more.

The evaluation of the ECTS always depends on a number of factors, as each change sets off a chain reaction. Otherwise, evaluation is monitored through student surveys. It is also clear that students are different and some spend more time on the same subject than others, so even in surveys students' opinions sometimes differ. In case of deviation, we try to adjust the content of individual courses by making minor changes to the delivery.

Monitoring and quality assurance of the teaching process - Student-centred learning and Teaching

Do you promote student-centred learning and teaching? If yes, how?*

**For the definition of the term, see point 1.3 in document 1 or document 2.*

Yes, the groups are small so that maximum individualisation and personalised approach is possible in most subjects.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

The effects are positive.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of IMPROVING AND ENHANCING THE QUALITY OF THE EDUCATIONAL PROCESS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Individualisation is already high, so that a very focused exchange of knowledge, communication and all information is possible

5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

Support for internationalisation of studies - Home students

How do you encourage home students of the SP to integrate and engage internationally (please include aspects of internationalisation at home)?*

** For a definition of the term, see the document.*

As it is a one-year programme, no specific internationalisation is possible. Otherwise, we invite internationally renowned foreign experts. Some students who have completed their Master's degree abroad also enrol in the programme.

Support for internationalisation of studies - International students

How do you involve international students in the SP? Describe the aspects of involving both students on mobility programmes (Erasmus) and international students enrolled in the SP.

The programme also includes students who have completed their Master's degree at a foreign university. As it is a one-year programme, student mobility is mostly not implemented.

Support for internationalisation of studies - Internationalisation

How do you monitor and strengthen the internationalisation of the SP? (e.g. number of visiting professors, experts from outside the country/territory, field trips abroad, international summer schools, events to promote studies/SP abroad) Staff mobility is excluded.

As the programme is linked to the GP, IPP and GTP programmes, visiting professors on these programmes are also part of the internationalisation of the PAI programme.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

In any case, internationalisation improves programme delivery. Last year, of course, it was curtailed or, unfortunately, largely unworkable because of the epidemic.

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP in terms of SUPPORTING INTERNATIONALISATION OF STUDIES?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Further organisation of joint lectures by our specialised didactics providers and invitations to top international lecturers.

5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

Please list the activities linked to the SP.

Providing support, encouraging students in their studies - In relation to the delivery of the study process

What kind of support do you provide to students in relation to the delivery of the study process? (e.g. tutoring, support in the selection of elective courses, addressing different student needs, individual tailoring, different modes of assessment, etc.)?

Above.

Supporting, encouraging students in their studies - Practical, professional, research or artistic work

Applicable to Level 1 and Level 2: How do you involve students in practical, professional, research, development and artistic work and projects related to the study programme (e.g. project assignments in the work environment (SIPK, PKP**), involvement of students in basic and applied research, educational and artistic projects; excluding practical training, which is already part of the SP). Please estimate the number of students involved in research and development or artistic projects outside the prescribed curriculum.*

** Student innovation projects for social benefit.*

*** The Creative Path to Knowledge programme.*

We engage students in practical and professional work through high-quality teaching practice, written teaching preparation, seminar assignments, reflection, etc. As this is a one-year advanced study programme, this involvement is similar to that of the IPP GTP and GP programmes, but clearly in a reduced form, as the programme is shorter.

Providing support, encouraging students in their studies - Scientific, research and artistic work *Applicable to Level 3: How do you involve students in scientific, research and development and artistic work and projects related to the study programme (e.g. involvement of students in basic and applied research, research programmes, artistic projects, etc.) Please estimate the number of students involved in research and development or artistic projects.*

All students are involved in the teaching practice.

Providing support, encouraging students to study - Study activities

What other activities do you offer students while studying?(e.g. sports, choirs, alumni, student societies, etc.)?

Similar to other programmes at UL AG

Providing support, encouraging students to study - Special help

Is special help available to students according to additional needs (e.g. help with mental distress, etc.)?

Same as for the whole UL AG

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

Same as for the whole UL AG

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would be useful to address the challenges of the SP in terms of SUPPORTING, ENCOURAGING AND ENCOURAGING STUDENTS IN THEIR STUDY?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

The new premises will probably also make it easier to organise extra-curricular activities and accessibility.
library materials, etc.

5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

If you have elements of practical training on the SP that are not organised as a separate unit of learning, please describe them under

"Providing support, encouraging students to study".

Practical training for students - Organisation

Describe how the students' practical training is organised (e.g. who finds the organisation, how you monitor the placement, how you get feedback from the participants, check the relevance of the content or the definition of the work plan with the mentor in the working organisation, etc.).

We give students practical training through hospitality and hands-on teaching. We find quality tutors for the practical training at various music schools and institutions across Slovenia, so the delivery of practical training is widely dispersed. Mentor teachers must have at least the title of mentor. There is constant communication between the trainees and the mentor teachers.

Practical training for students - Competences and learning outcomes

How do you check the competences and learning outcomes of students' practical training?

Competences are verified through examinations and knowledge tests, surveys, professional associations of music educators, membership of the UL AG in the Association of Music Schools of Slovenia, etc., where we receive feedback on the quality of pedagogical education and the competences of graduates.

Practical training for students - Mentors

How do you ensure the professionalism and competence of the practical training trainers?

By monitoring the performance of mentor teachers and the institutions where they work.

Practical training for students - Organisations

In which organisations have students of the study programme received practical training in the past year?

KGBL Ljubljana, KGBL Maribor, GŠ Emil Adamič, GŠ Koper, GŠ Laško Radeče, GŠ Moste Polje, GŠ Celje, GŠ Sežana, GŠ St. Stanislav, GŠ Velenje, GŠ Ljubljana Vič ...

Practical training for students - Adequacy of design and delivery

Assess the adequacy of the design and delivery of practical training.

The design is appropriate, as is the implementation.
Perhaps there could be more placements or teaching performances, but the individual approach and the constraints of the mentor teachers, who have to sacrifice their own work in order to carry out the teaching practice, make it unrealistic to expect an increase in the amount of teaching practice.

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful implementation of activities).

The programme is being successfully implemented. no comments

Opportunities for improvement

Where do you see opportunities for improvement or how do you think it would make sense to address the challenges of the SP from the perspective of PRACTICAL TRAINING OF STUDENTS?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Continuous monitoring of mentor teachers and selection of the most suitable ones. Additional dispersion so that students do part of their practice at their home music schools, which is important for regional quality.

5.e STUDY EFFECTIVENESS AND EFFECTIVENESS: Promoting the professional development of staff and participants

Please list the activities linked to the SP.

Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development

and a list of university teachers and staff

How do you take care of the career development of higher education teachers and staff who deliver the SP?

For the purpose of distributing the Survey on Different Aspects of Learning and Teaching that we have prepared for HEIs, we ask you to indicate the HEIs and colleagues who teach most of their teaching load on your programme. Please enter each individual on a new line, separating the information with semicolons.

Additional: We will examine the legitimacy of the registration from the point of view of the protection of personal data. For this reason, we will

Higher education teachers and staff do not need to be enrolled for the time being.

As the programme is linked to the other pedagogical Masters programmes (GTP, IPP; GP) and the providers are the same, the promotion of staff and participant development is identical.

Promoting the professional development of staff and participants implementing, supporting SP - Training for acquisition of teaching competences

To what extent have higher education teachers and staff of the SP received training in the acquisition of additional pedagogical competences (e.g. innovative learning and teaching, didactics, excellence, mentoring)?

Please indicate the number of times the individual has been involved in training and describe the form of involvement (e.g. learning and teaching conferences, face-to-face training, other forms of training).

The same as for the IPP GP and GTP programmes, since the operators are the same

Promoting the professional development of staff and collaborators implementing, supporting SP - International Mobility

Please indicate the extent of international mobility of higher education teachers, staff and assistants directly involved in the implementation and support of the SP.

See IPP, GTP and GP

Promoting the professional development of staff and collaborators who carry out, support and contribute to SP - Scientific research and development work

Do higher education teachers have adequate opportunities for scientific research and development? How are they supported in this by the faculty/academy?

Same as for IPP, GP and GTP

Promoting the professional development of staff and stakeholders implementing, supporting SP - Organisational climate

How do you care for the organisational climate at the SP? (Please also take into account the results of satisfaction surveys, annual interviews, etc.)

Same as for IPP, GP and GTP

Promoting the professional development of staff and stakeholders implementing, supporting the SP - Staffing structure

Do you consider the staffing structure to be adequate and how does it affect the implementation of the SP?

Same as for IPP, GP and GTP

Assessment or evaluation

Assess the impact of the above elements/activities on the quality of the SP.

Support the evaluation, if possible (e.g. by indicating the impact, findings, feedback, examples of successful introducing activities).

Same as for IPP, GP and GTP

Opportunities for improvement

Where do you see opportunities for improvement or in what ways do you think it would make sense to address the challenges of the SP in terms of FOSTERING THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND STAFF?

This will be recorded in the table of improvement proposals (second column).

If you do not see any opportunities for improvement at this time, please write "No action foreseen in this area".

Probably concern for additional staff, rejuvenation, regular recruitment

6. Monitoring and development of the SP and preparation of the self-evaluation report

Preparation of the self-evaluation report - Stakeholders

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their implementation and the preparation of self-evaluation reports (e.g. HE teachers and colleagues, mentors, students, alumni, professional colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)?

Course providers, student surveys, students in the course Special Didactics of Guitar, Double Bass, Harp

Preparation of the self-evaluation report - Preparation process

Briefly describe the process of preparing the self-evaluation report (who prepared it, how did you discuss it, etc.).

Prepared by Prof. Andrej Grafenauer

For joint SPs only: Method of preparation and organisation

If it is a joint SP, please describe:

- the organisation of the joint consortium (e.g. committee, cooperation and coordination, formal coordination);
- how the implementation of the SPs within the consortium will be monitored/evaluated (levels of evaluation - e.g. internal/external, reporting methods, etc.).

No

Review of the implementation of actions and suggestions for improvement

ACTIONS FROM THE PREVIOUS SELF-EVALUATION	EXPLANATION OF IMPLEMENTATION
///	///

KEY IMPROVEMENTS AND GOOD PRACTICES IN THE PAST PERIOD	EXPLANATION OF THE IMPACT ON QUALITY
Introduction of joint lectures	Additional knowledge.

	OPPORTUNITIES FOR IMPROVEMENT	KEYWORDS WEAKNESSES	KEYWORDS DANGERS	OBJECTIVE (I)	PROPOSALS FOR ACTION**	ACCOUNTABILITY WITHIN A MEMBER
2.	No action foreseen in this area					
3.	No action foreseen in this area					
4.	No action foreseen in this area					
5.a	Keeping students as well informed as possible about the call for tenders. Better Information UL AG students on content and competences PAI already during your studies.					
5.b	Individualisation is already high, so that a very focused exchange of knowledge, communication and all information is possible					
5.c	Additional organisation of joint lectures by our specialised didactics providers and invitations to top international lecturers.					
5.č	The new premises will probably also make it easier to organise extra-curricular activities activity, the easier it will be accessibility of library materials, etc.					

5.d	<p>Continuous monitoring mentor teachers and selecting the most suitable ones.</p> <p>Additional dispersion, yes students of works excuse practices at their home music schools, which is important</p>					
	for regional quality.					
5.e	Probably concern for additional staff, rejuvenation, regular recruitment					