



## Self-evaluation report

Institutional review

Janáček Academy of Music and Performing Arts Brno

J A M U  
J A M U  
M

Faculty of Music

Site visit date: March 2020

## Contents

Introduction.....	2
The production of the self-evaluation report .....	2
Executive summary .....	3
History of the institution .....	3
The national music educational system .....	5
1. Institutional mission, vision and context.....	6
2. Educational processes .....	9
2.1 The programmes and their methods of delivery .....	9
2.2 International perspectives.....	14
2.3 Assessment.....	15
3. Student profiles .....	17
3.1 Admission/Entrance qualifications.....	17
3.2 Student progression, achievement and employability.....	18
4. Teaching staff .....	20
4.2 Size and composition of the teaching staff body .....	21
5. Facilities, resources and support.....	22
5.2 Financial resources .....	25
6. Communication, organisation and decision-making.....	28
7. Internal quality culture .....	30
8. Public interaction.....	32
9. Supporting documents .....	34

## Introduction

### The production of the self-evaluation report

The working and methodical meeting of the working group for the preparation of the self-evaluation report took place in May 2019. At the meeting the individual team members distributed the topics of the standards with view to their function and subsequently have drawn up the relevant parts of the report in the Czech language. Once the texts have been completed, a consultation procedure took place at the faculty management level and with the participation of the interested managerial personnel of the Rector's Office. The resultant text of the report was presented for inspection to the members of the Academic Senate and to the heads of departments. Subsequently the report was translated into English by an external translation agency and sent to MusiQuE.

The Faculty of Music self-evaluation report team:

Jana Goliášová	– Vice-dean for study affairs and education information
Jurij Likin	– Vice-dean for international relations and artistic work
Petr Lyko	– Vice-dean for science, research and dislocation
Jan Přibil	– Vice-dean for quality assurance
Richard Fajnor	– Quality assurance secretary for KA8 of project ESF, lecturer of KKDOR HF
Kateřina Polášková	– Project manager HF
Jana Vondráčková	– Registrar
Jindřich Petráš	– Dean

## Executive summary

### JANÁČEK ACADEMY OF MUSIC AND PERFORMING ARTS

Full name:	Janáčkova akademie múzických umění v Brně (JAMU) Janáček Academy of Music and Performing Arts Brno Hudební fakulta (HF)
ID number:	CZ62156462
Databox ID:	7ckj9g2
Contacts:	Beethovenova 650/2 662 15 Brno, Czech Republic rektor@jamu.cz (+420) 542591111
Website:	<a href="http://english.jamu.cz">english.jamu.cz</a>

### FACULTY OF MUSIC

Faculty location:	Komenského nám. 6 662 15 Brno konarkova@jamu.cz
Tel:	(+420) 542591607
Website:	<a href="http://www.hf.jamu.cz/english">www.hf.jamu.cz/english</a>

Number of staff of faculty (statistic data till 30.10.2019 – academic year 2019/2020):

- teachers: 121 / full-time equivalent: 91,35
- researchers: 0
- administration and support staff: 17 / full-time equivalent: 21,20
- blue collar professions: 9 / full-time equivalent: 8,45

Faculty structure: See Annex no. 1

Study programme: MUSICAL ARTS

Number of students of faculty: 355 statistic data – 2018/2019 / 109 graduates 2018 (See Annex no. 2)

## History of the institution

Janáček Academy of Music and Performing Arts in Brno (hereinafter as JAMU) is a public higher education institution (HEI) established on 12 September 1947. Its major mission is to provide tertiary education in arts (music, theatre, dance, multimedia) through accredited study programmes. At the same time the academy engages in research and publishing activities and works intensively on the development of international cooperation. Students as well as teachers can avail themselves of several different programs and options to improve their knowledge and skills at foreign partner schools. In Erasmus+ alone JAMU has contracts with more than 50 schools in 23 countries.

Currently, JAMU has two faculties with over 700 students. As one of the few institutions in Europe, JAMU offers a degree course in Drama Education for the Deaf. Other offered study fields are also unique and rare in the Czech Republic: Musical Acting, Historical or Jazz Interpretation, Dance and Physical Theatre and Education, Light Design or fields in which the specialization of students is ensured through inter-university cooperation – Multimedia Composition (JAMU Faculty of Music and Theatre Faculty, Brno University of Technology Faculty of Fine Arts, Masaryk University Faculty of Arts) or Audio Engineering (Brno University of Technology Faculty of Electrical Engineering and Communication and JAMU Faculty of Music).

Also significant are the long-term and pioneering expert activities in the methodology and support of interdisciplinary fields such as drama education, electro acoustic music, multimedia production or the Methodological Centre of the Faculty of Music for the support of further education of the graduates from other schools.

JAMU regularly organizes many artistic events. Some of them have become really prestigious and globally well-established in professional circles such as the International Festival of Theatre Schools **SETKÁNÍ/ENCOUNTER** organized by the students of the Theatre Faculty which is one of the most important festivals in Europe and since its foundation in 1991 has gained a highly regarded position among educational and professional theatre festivals. Another highly important event is **Leoš Janáček International Competition** in which interpreters have been meeting since 1994 at the Faculty of Music to compete in the following disciplines: **string quartet, violin, piano, organ, violoncello, double-bass, flute, clarinet, French horn and tuba**. With its no less than 220 concerts and over 150 theatre or multimedia performances annually the academy makes a significant contribution to the rich offer of the cultural and artistic activities of the city of Brno and the entire South Moravian region. The academy has for its entire existence been contributing to and shaping in an essential manner the social and cultural life in the region with its activities many of which have a far bigger outreach.

Since 1993 JAMU has been awarding the doctor honoris causa degree to outstanding figures of the world art. One of the first to receive the honorary doctorate degree was Rudolf Firkušný, piano virtuoso and at that time a living student of Leoš Janáček. Other appreciated patrons of JAMU also include, among other personalities, playwrights Václav Havel, Tom Stoppard, Eugenio Barba, conductors Charles Mackerras, Zdeněk Mácal, musicologist John Tyrrell, opera director Otto Schenk, film director Vojtěch Jasný, composer and conductor Pierre Boulez or theatre player, musician and poet Jiří Suchý and others. With its educational and artistic activities JAMU has entered the history of the city and through the range of theatre performances, concerts, regular international festivals, competitions, conferences and courses it participates in the shaping of the current face and cultural environment not only of the South Moravian Region.

### History and Leoš Janáček

Leoš Janáček belongs to the most remarkable figures of the Czech as well as world music culture. He was born on 3 July 1854 in Hukvaldy as the ninth child of a village teacher. He came to Brno at the age of eleven to acquire a thorough musical education funded by the monastery of Staré Brno and has connected his entire life to Brno. Since the 1870s he engaged in what at that time was a provincial town in a systematic awareness-raising, organization, educational and artistic activities alongside his career as a composer. Janáček's initial compositions were influenced by his study of the Moravian folklore and later on by his interest in the psychological aspects of the human speech. However, the primary field of Janáček's interest was opera. The composer died on 12 August 1928 in Ostrava and is buried at the Central Cemetery in Brno.

For his entire life Leoš Janáček strived to build and develop art education in Brno. However, during his life this idea was not realized even though Janáček was making headway towards this goal, firstly by the foundation of an organ school (1881) and a conservatoire later on (1919). Being aware of these facts, the Brno Academy of Performing Arts has adopted Janáček's name from its very foundation on 12 September 1947.

Today the Faculty of Music uses the building of the former German grammar school at Komenského náměstí, an architectural monument built in the second half of the 19th century in the classicist style.

The Rector's Office has been located since 1998 in leased premises at Beethovenova street. The Theatre Faculty is located in a significant art-nouveau building on Mozartova street which was acquired by JAMU in 1990. The Theatre Faculty also uses the Studio Marta theatre on Bayerova street with mostly dramatic repertoire. In autumn 2012 the latest JAMU owned building—the Orli Street Theatre / Musically Dramatic Lab, has been completed near the Novobranská street where the Informational, Educational and Accommodation Centre Astorka with the library and multimedia study have been located since 1999. JAMU publishing activities, dating back to 1958, focusing on monographs and theoretical studies, finally lead to the foundation of the Publishing Centre in 2000.

## The national music educational system

A more detailed description of the Czech national higher educational system is given in Annex no. 3

### The Czech National Higher Educational System

#### Arts at primary schools

The framework educational programme (FEP) for basic schools in the area of Arts and Culture contains two subjects—fine arts and music. Schools may also include additional subjects from among the supplementary educational fields in Arts and Culture – drama education, film and audiovisual education and dance and movement education. Currently the FEPs for elementary schools are being reviewed and the proposal is that the area of Arts and Culture should consist of five fields – fine arts, music, theatre, film and dance, and schools have to select at least three of them.

#### Arts at secondary schools

Grammar schools offer a fine art field and a musical field and the subject Artistic Creation and Communication. There is a proposal for a dramatic field and a film field published at the methodological portal of the Ministry of Education Youth and Sports of the Czech Republic (MEYS). The curricula of secondary pedagogical schools and pedagogical lyceums include Art Education, Musical Education and Dramatic Education. Conservatoires and secondary specialized schools offer education in musical, dramatic and dance arts, fine arts, design and handicraft. The studies at secondary specialized schools take four years. Studies at conservatoires take four years with optional two-year follow-up study (which authorizes graduates, among other things, to perform the teaching profession).

#### Arts in tertiary schools

In the Czech Republic there are two public art universities providing education in musical and theatre arts. These are the Academy of Performing Arts in Prague with its Theatre Faculty (DAMU), Faculty of Music (HAMU) and Faculty of Film (FAMU) and JAMU in Brno with the Theatre Faculty and Faculty of Music. Under the Higher Education Institutions Act, the graduates of artistic disciplines at these schools acquire the BcA. degree in the Bachelor's studies, MgA. in the Master's studies and Ph.D. in the Doctoral studies. In compliance with the Act on Higher Education Institutions, the classification system of the pedagogical staff at these schools includes assistants, assistant professors, associate professors (prerequisite is the acquisition of the Ph.D. degree, habilitation and appointment as associate professor) and professors (prerequisite is the acquisition of the associate professor degree, professorship procedure and appointment as professor). The act admits an exception for art academies – the Ph.D. degree is not a prerequisite for the appointment of associate professors and professors.

#### Leisure educational activities in arts

The Czech Republic has a unique system of elementary schools of art. These schools offer children and youth (as well as adults in some places) education in music, visual arts, literary dramatic disciplines and dance. These schools are subsidized by the state and there is also a national curriculum—framework educational programmes prepared for them. At these schools pupils and students pay a tuition fee at an amount similar to that paid at other leisure facilities (some CZK 3,000 per year).

## 1. Institutional mission, vision and context

### THE MISSION OF JAMU

JAMU bears the responsibility for the development of the tradition of university artistic education in the Czech Republic through its pedagogical, artistic, research and development activities. It is a bearer of values – ethical and aesthetic – which it is able to pass onto all who are willing to listen.

The major mission of JAMU is the education in musical and dramatic arts in its accredited study programmes. JAMU contributes to the forming of the standards in art education in Czech Republic as well as at international level and actively participates in research and development processes.

Together with other art universities in the Czech Republic it tries to achieve a situation when the results of artistic creation are recognized as equivalent to research activities. JAMU values all its colleagues, graduates, students, its good name and honours all the rights and freedoms ensuing from the principles of academic education.

It stimulates and supports artistic and research activities of its students and teachers, putting emphasis on experiment, artist's individual personality as well as the team character of musical and theatre production which only becomes complete at the moment of communication to the audience. It enhances the quality of art, culture and life in the region as well as in the entire Czech Republic in direct connection with the environment of the European Union. It is aware of its indispensable role in the development of creativity of individual persons as well as in the promotion of artistic standards and ethics in creative activities.

It is open to a wide range of partners and works to continue to be a reliable and stable partner.

As an art academy, JAMU cultivates the artistic talent of its students and connects art education, artistic creation and research of art as well as research through art as varied forms of the process of exploring the world and cultivating the society. It does so *inter alia* through the work of its teachers who themselves are active artists and through the creative activities of its students.

JAMU's objective is to raise first class artists who will participate in shaping the form of Czech, European as well as world musical and dramatic arts in a wide range of applications from work in official professional artistic institutions to free-style creative expressions in the spirit of freedom of artistic creation in all fields of art and genres.

Education at JAMU is available to all applicants, however, the prerequisite for admission is a provable talent for the chosen field of study and personality traits needed for its development. The numbers of admitted students are also influenced by the necessity to assure conditions for highly specialized individual education on the one hand and team creative activities in the course of the studies on the other hand.

The aim of JAMU is to guide students to be able to seek after the completion of their studies opportunities at the labour market at various creative positions and enter into lot of different labour legal and copyright relationships, as currently enabled and required by the diverse range of activities in arts.

Besides education, artistic and other creative activities, JAMU's direct impact on society is no less important. JAMU contributes to the dissemination of knowledge and values in society in many different ways and performs professional activities in the area of its operation. Together with other personalities and partners it creates space for public discussion and significantly contributes to its openness, critical, professional and cultivated nature.

JAMU's exclusive position is given by the fact that it is the only art academy offering education in all fields of musical arts and dramatic arts in a three-level system of study in Moravia and at the same time one of the two art schools operating in this field in the Czech Republic.

JAMU also promotes equal position of arts in elementary and secondary comprehensive education and secondary specialized education as well as in the area of informal education.

### THE MISSION OF JAMU FACULTY OF MUSIC

JAMU Faculty of Music is responsible for the development of the tradition of art university education in the Czech Republic through its pedagogical, creative, research and development activities. It is a bearer of values—ethical and aesthetic—which it is able to pass onto all who are willing to listen.

The main mission of JAMU Faculty of Music is to provide musical education (music, multimedia, art management) through its accredited study programme Musical Arts. It contributes to the formation of standards in art education in the Czech as well as international context. It also actively participates in the research and development processes. In cooperation with other faculties of art academies in the Czech Republic it tries to achieve a situation when the results of artistic creation are recognized as equivalent to scientific and research activities. JAMU Faculty of Music values all its colleagues, graduates, students, its good name and honours all the rights and freedoms ensuing from the principles of academic education.

JAMU Faculty of Music develops the artistic talents of the students who passed a demanding admission procedure. In a unique manner it connects art education, art production (through the activities of its teachers in artistic domains and the creative activities of its students) and research of art and research through art.

Music and musical arts are one of the important components of the life of each society. The artistic, pedagogical and scientific potential of the academic staff of the faculty guarantees not only the quality of education (acquisition of knowledge, skills, development of students' abilities and talents) but also education based on the right to the freedom of creation, and the principles of responsibility and professional ethics.

Besides education, artistic and other creative activities, the faculty's direct impact on society is no less important. JAMU Faculty of Music contributes to the dissemination of knowledge and values in society in many different ways and itself performs expert activities in the area of its operation. Together with other personalities and partners it creates space for public discussion and significantly contributes to its openness, critical, professional and cultivated nature.

The long-term strategy of JAMU and its faculties is given by its basic documents such as the JAMU Strategic Plan for 2016-20 (originally titled JAMU Long-term Plan for 2016-20), its update for one specific calendar year and the JAMU Faculty of Music Strategic Plan for 2016-20 (originally titled JAMU Faculty of Music Long-term Plan for 2016-20) and its update for a concrete calendar year.

In compliance with government orders (The National Accreditation Bureau for Higher Education, hereinafter as NAB) the binding university documents define the parameters which the programmes must meet. The relevant departments of the university Rector's Office carry out regular internal audits and checks of the compliance with the required standards concerning the two faculties as well as all other parts of the university. By maintaining a generationally diverse personnel structure from among important figures of Czech and Slovak musical and dramatic arts the faculty retains its direct ties to the actual events taking place on the musical and theatre scenes.

The Faculty also tries to develop the qualities of applicants already in the course of their studies and monitor their success as graduates also in comparison to the graduates from other universities with a similar study programme. A long-term excess of the demand for the study (the proportion of applicants and admitted students) allows the faculty to continue to be highly selective at all the three levels of studies. The results of the public confrontations of the artistic performances of the students and the graduates, comparison with the performances and concerts of other schools, assessment of the participation at professional conferences and the success rate in competitions are some other criteria for the verification of the relevance of faculty's activities with regard to its objectives and visions.

The key strategic objectives for the period of 2016 to 2020 in the JAMU Faculty of Music Strategic Plan:

- Maintain and develop high standards of quality of all educational, artistic and other creative activities with the aim to do its best to prepare graduates for the needs of artistic and pedagogical practice, artistic creation and research. Maintain and further develop the traditionally high quality of educational creative activities.
- Plan the numbers of admitted applicants on the basis of demographic developments and the needs or artistic and pedagogical practise and the financial situation of JAMU Faculty of Music in order to maintain and enhance the quality of the activities performed. Communicate with the key actors from among potential employers with the aim to predict their requirements for field specializations.
- Reflect in the education offered the needs, interests and capacities of all talented students regardless of their social and economic background, age, nationality and, where allowed by the nature of the study fields, also the special needs stemming from health disadvantages.
- Provide broad support to teachers as a key prerequisite for the quality of education.
- Support continual generational renewal of teachers, focus on the acquisition of new teachers from among the doctoral degree graduates and practising artists.
- Encourage openness of education in all forms: long-term and short-term bilateral mobility of students and academic workers, study programmes in foreign languages, primarily in English, permanent positions of visiting professors or professionals, international festivals, national and international competitions and exhibitions, workshops, national and international interpretation courses, doctoral and scientific international conferences, practical trainings abroad, scholarships etc. Promote openness towards graduates' prospective employers as well as professional and lay (non-professional) public and look for its other forms.
- Strive for the recognition of art as an equivalent manner of exploring the world next to scientific exploration, support the idea of equality and further improvement of art education within the system of elementary and secondary general education and secondary specialized education. Support all levels and forms of education in arts.
- Perceive creative activity as the content and aim of the education and view the presented artistic, pedagogical and management results of education as the major indicators of its quality.
- Be in a close and bilaterally open contact with partners (art, academic and scientific institutions, lower level educational institutions, non-profit and private sectors, public administration etc.) at all levels and in various forms of collaboration.
- Promote the presentation of educational and creative activities to the public.
- Promote international collaboration in a wide range of available opportunities, look for new options and forms.
- Focus on effective management of JAMU Faculty of Music so that the institutional accreditation requirements are met.
- Exploit all the possibilities of multi-source funding, including the means from operational programmes (University of the Third Age/ U3V) in order to secure the faculty budget.
- Maintain and develop the existing infrastructure (including the faculty concert halls) and continue the implementation of current trends in the development of the technologies necessary for education and creative activities in art and research.

Equal opportunities and their advocacy are one of the priorities declared by the faculty management in the relevant materials. Gradually improved are statistical parameters and past handicaps especially in relation to the representation of women in faculty bodies.

The faculty also uses all the opportunities to adapt its buildings and educational spaces to allow a barrier-free access after any reconstruction works and additional adjustments.

Since the historical experience of the Czech Republic with the totalitarian manner of managing public life universities offering the public service of tertiary education have developed strong structural democratic elements which do slow down certain processes but at the same time secure space for sufficient transparency and, above all, enable considerable participation of individual employees and students in the planning and decision-making processes, their further development as well as all



faculty activities. Then it is up to their willingness and ability to engage and participate in the management of schools and their workplaces at various levels of organization of processes.

For registering and quality management purposes, universities use the national databases of the Czech Ministry of Education, Youth and Sports (MEYS) such as the Information Registry of R&D Results (RIV) and the Registry of Artistic Results (RUV). These are registers which collect data on the creative scientific and research or artistic performance of employees and students. The assessment of the results involves not only their quantity but also their quality.

The results of science and research (registered particularly in the RIV database) are continually analyzed and taken into account when systemic tools are defined. Crucial is self-assessment based on the SWOT analysis, or more precisely the criteria defined by the Methodology 17+.

For the purposes of monitoring other qualitative parameters the response to the outcomes of the creative activities of the Faculty of Music are regularly assessed. The introduction of the RUV registry enabled improvements in the possibilities of monitoring and assessing the professional success of teachers and students. As regards teachers, the individual outcomes are also reflected in the motivational part of their salaries and these results also influence the budget of the particular teacher's workplace.

An important quality management tool is the selection procedures for appointment to educational positions, which enables the monitoring of the trends and developments in a given field. The successfulness and personal development are further verified by the faculty management in the aforementioned registers as well. The faculty management keeps record of and monitors on long-term basis the statistics of important indicators regarding the conditions of a study programme (length of study, unsuccessful studies, numbers and structure of graduates, outgoing mobility, incoming mobility etc.). This also includes the monitoring of workload, such as the number of supervised qualification theses or articulation of the vision of further development of a workplace and the description of a personal strategy for further career development. The assessment of the activities of individual teachers involves the assessment of the entire workplace as well. This process might become the basis for regular internal assessments of the faculty.

For the purposes of further quality management, monitored are the RUV and RIV statistics, numbers of applicants for the studies at the departments in the relevant field at the individual levels of study, selection of applicants during progress to a higher (follow-up Master's or Doctoral) degree. The faculty is also open to the graduates from other schools. A parameter with good results is a relatively high passability through the studies because the high selectivity in the admission proceedings reduces the risk of failure in further studies.

## 2. Educational processes

### 2.1 The programmes and their methods of delivery

The responsible head of department prepares, based on analysis of the suggestions of professional public, applicants for studies or based on the requirements for broadening of the repertoire composition for the preparation for work in orchestras or other needs, an explanatory memorandum regarding the plan to establish a new field or specialization, discusses the plan with the teachers in his or her department and the faculty management, especially the Vice-Dean for Studies. If the plan for the establishment of a new field or a change in the accreditation of an existing field is found interesting, if it is in accordance with the mission and the visions of the faculty and possibly also found important for further development of the faculty, the department where the prospective study programme would be implemented once accredited and would become the workplace of the guarantor articulates and finishes the plan and annotation of the study programme for assessment by the Artistic

Board and further discussion in the senate. At the same time this plan is integrated in the strategic long-term plan of the faculty and the school. The plan becomes part of one of faculty's priorities in the current Plan for Implementation of JAMU Strategic Plan and subsequently is presented by the faculty dean for further assessment and approval. After the plan and the annotation are approved by the Artistic Board of the Faculty of Music, discussed at the Academic Senate of the Faculty of Music and the Academic Senate of JAMU, the dean determines the guarantor of the study programme or its specialization. Study programme guarantor in collaboration with the department head and the Studies Administration Office prepares a proposal of the study programme so that it complies with the approved annotation of the study programme, in line with JAMU strategy and in accordance with the requirements imposed on the study programme by law, the accreditation standards, the Rules and the applicable internal JAMU standards. Subsequently the guarantor supplements the proposal and draws up an application for accreditation of the study programme and its final version is sent by JAMU Rector to the National Accreditation Bureau of the Czech Republic (NAB). The NAB may also ask for the supplementation or correction of the application to assure a positive result of the assessment process. The NAB decides on the granting of the accreditation on the basis of assessments of expert committees for the field of education: Art. Only after the receipt of the accreditation decision the faculty may start to announce the admission procedure for the newly accredited study programme or specialization. Also important is the involvement of students who participate, both in the senate through their representatives in the student chamber as well as at the level of preparatory and planning works directly at the departments, in the preparatory and decision-making processes (see Rules of system for the assurance of the quality, esp. Tit. III, Div.1).

This procedure is in accordance with MEYS methodology and the faculty had the opportunity to verify its functionality in several cases which include both approved plans and subsequently successfully established study programmes enriching the faculty's portfolio, such as the foundation of the Department of Jazz Interpretation and the Department of Organ and Historical Interpretation, but also the certain plans suspended due to the non-availability for the personnel and spaces necessary for correct implementation and adequate development of a study field, for example cimbalom and others.

The procedural settings are therefore perceived as satisfactory and the Faculty of Music would not support any changes coming along with, for instance, an institutional accreditation which would transfer further decision-making competences to the university level.

All the frameworks of study programmes, corresponding to individual fields or groups of related fields, are described in accordance with the rules of the Bologna declaration in the documentation to the studies. The national qualification frameworks were prepared for art programmes. A more general description within the particular types of art is in significant compliance with the Dublin descriptors. For a more accurate description of the qualification frameworks which define the basic parameters of the knowledge, skills and competences for all levels of JAMU graduate profile the supporting documents of the Polifonia project and the "AEC Learning Outcomes 2017" have been used, therefore they comply with the descriptors that have been defined for the European Education Area. The representatives of JAMU Faculty of Music were participants in the entire project as well as several similar projects: inter}artes 2007-2010, ELIA, or other projects organized directly by MEYS, including IPN Q-RAM/ Tertiary Education Qualifications Framework 2009-2013, IPN Quality/Achievement and assessment of quality in tertiary Education system 2010-2014, IPN KREDO/ Quality, Relevance, Effectiveness, Diversification and Openness of Higher Education in the Czech Republic 2012-2015 and others. These were integrated in the definitions and descriptions of study profiles in the academic year of 2014/2015 at the entire school for all the study fields offered at that time. The qualifications frameworks are in line with the fundamental mission of the faculty and also take into account profiles compliant with the accredited programmes and set the basic requirements for the delimitation of specialized, theoretical, practical as well as supplementary subjects in the individual study plans. In relation to this process of linking the agenda of the studies with educational objectives, the requirements for applicants are clearly defined as well. Currently finalized are the specifications and characteristics of graduation performances and the requirements for the final evaluation during the State Final Exam, which constitutes one of the pillars of evaluation (see Rules of Studies and Examinations, Div.2 Sec.1).

It is even possible to claim that the conceptual redefinition of a graduation profile in compliance with the descriptors lead to a further specification of the institution's objectives and a progressive definition of processes with view to the required results.

The faculty's study programmes overlap in the basic theoretical subjects and auxiliary disciplines, complement each other in some theoretical as well as practical subjects or jointly use specialist teachers.

On the basis of the long-lasting adaptation of the principles of the Bologna declaration, the graduate profiles have naturally become more diversified and the individual levels of studies more differentiated as per the EHEA standards. Gradual improvements have also occurred in the differentiation of the students' workload and obligations profiles, or in other words the ratio of the obligatory profiling subjects and the optional subjects allowing for individualized profiling.

A systematic application of the qualifications frameworks in all study programmes and at all levels of studies, with view to the field-specific qualifications for specializations, has broadened the options for further individuation of a graduate's profile also through a system of levels, when we substantially distinguish the application of the principles of student preparation in the basic knowledge of history and theory and mastering practical skills at the Bachelor's level of studies from a further formation of expertise through the development of a personal programme and deepening of the awareness of the context and the current international scene at the follow-up Master's level of studies, and subsequently by opening a sufficient space for independent creative work and personal research at the doctoral level. There are therefore considerable differences between the demands on obligatory subjects and the scope of individual variability in the course of the individual levels of studies in different study programmes and their individual specializations.

In accordance with the amendment of the Higher Education Institutions Act, JAMU Faculty of Music is currently in the process of transition, on the basis of newly submitted accreditation applications, to a structure of study programmes with specializations, as opposed to the original study programmes structure.

Due to its character, its dependence on the personal talents of individual students as well as the requirements for learning outcomes the preparation for artistic occupations at the Faculty of Music is highly individual. This is also manifested in the form and format of teaching. The individual types are clearly described in the JAMU Rules of Studies and Examination. Compared to other schools, the distance form of education is used on a much lesser scale. In the majority of cases, teaching almost always takes the form of individual contact-based learning with personal consultations or work in very small groups. The fact is that even collective group teaching of theoretical subjects often has a highly intimate character of a discussion involving a few individuals. Similar applies to the use of e-learning tools. In this respect, consideration should be given to whether to start using a similar format for certain subjects. Most of JAMU workplaces, class rooms and rehearsal spaces are very well equipped with devices and tools at a high technological level, including presentation tools and technologies, and the use of digital technologies in direct support of contact-based teaching are used sufficiently (see Rules of Studies and Examinations, Part 2 Art.9 p.3).

Considering the artistic nature of the institution, the role of research in relation to the offered study programmes is specific; the primary focus of teaching is on the artistic level. However, the artistic activities of students are reflected, particularly in qualification works (that is, a theoretical reflection, which is also required in the studies), through artistic research. In a number of cases the qualification theses are oriented in a traditional musicological direction (including methodological standards). The research aspects of creative activity play an important part at the doctoral level of studies the profile of which is based on an organic connection of artistic activity, its theoretical reflection (artistic research) and exploration of the selected doctoral topic (as a rule in close relation to the artistic profile of a student). The doctoral thesis research may be carried out both in its basic as well as applied form.

Research is manifested primarily in the reflection of the creative activity of teachers in the concrete form of teaching, that is, during the implementation of art-oriented study programmes the teachers (who in an overwhelming majority of cases are themselves active artists) continually apply their artistic research which reflects their own results of good practise and which contributes to a more efficient teaching process both in the domain of student's own creative activities as well as in its didactic and methodological aspects. Similarly implemented in the teaching of theoretical subjects are the results of the musicological research of the individual teachers (new discoveries, methodological innovations, implementation of current research trends in art sciences etc.). The above-mentioned facts also play an important role in the preparation of the syllabi of the individual subjects (selection of the lecture topics, profiling of teaching objectives, specialized literature, teaching methods, etc.).

In addition to the above-outlined regard to the area of research on the basis of qualification theses, the key platform connecting research and students' creative activities is the Student Grant Competition organized from the subsidy intended for Specific Research. The competition takes place annually and at JAMU level is governed by the Directive on Specific University Research (LJ 36) and the Announcement of Student Grant Competition at JAMU Faculty of Music for the relevant year (Directive attached).

Flexibility, critical thinking, tolerance of diversity of opinion and the ability to defend one's own opinion are one of the fundamental objectives of the educational processes at JAMU Faculty of Music. The study plans for all the study programmes include seminars and interpretation seminars as obligatory subjects for students. There, students participate in the content of the individual classes by presenting their preliminary or final artistic performances and at the same time actively contribute to an expert discussion managed either by one of the teachers, or a higher level student, who prepare certain partial topics for the discussion in the seminar. Regularly, students have to learn to break down and analyse a particular work, articulate their observations and opinions which they have to assess and defend in open discussion (see Rules of Studies and Examinations, Div.2 Sec.3).

Another of the fundamental rules is the committee evaluation of students in many profiling subjects. This concerns particularly the semester examinations in the major field when the result of the evaluation is linked to personal presentation and opposition procedures in which a student must defend his or her expert attitudes and thereby apply both the practical and theoretical preparation acquired so far. Opinion confrontations are therefore involved in most of the collective assessments of semester and year-end performances and final works and teach students critical thinking and adequate self-reflection.

Critical thinking and self-reflection of students is developed and supported at the Faculty of Music in a number of practical and theoretical subjects. The outcome is, among other things, a critically viewed qualifications theses and graduation projects in which students refine their artistic/scientific opinion and performance and obtain valuable feedback.

Key in the development of critical thinking and self-reflection are the Bachelor's/Master's/Doctoral Seminars in which students present the results and the manner of implementation of their qualification theses and discuss their discoveries within their work group in a given seminar (with their teachers and other students). Critical manner of thinking (involving analysis, synthesis, induction, deduction) is also emphasised in the teaching of Philosophy of Art, which subject is part of the State Final Examination – during the discussion of the topics students are lead to develop their ability to independently reflect upon the discussed phenomena. There are annual questionnaire surveys made to obtain a critical feedback on changing topics. Self-reflection on one's graduation performance is an obligatory part of a student's duties at the Faculty of Music and is uploaded electronically in the JAMU Information System.

Teaching of artistic disciplines involves, on a large extent, outcomes intended for professional as well as lay public, such as solo recitals, chamber and orchestra concerts, opera performances, presentation of student compositions, student production activities and multimedia performances. It also includes non-public "clausura" projects when students are given feedback after their performances from their

teachers and colleagues. Also important is the availability of spaces for the public and non-public presentations. For this purpose, the school Orlí Street Theatre, 4 concert halls directly on the premises of the school and the experimental Studio 9 may be used. In addition, students have the opportunity to use the music club, with a regular concert programme focusing mainly on jazz interpretation, which leases some spaces in the basement of the main building of the faculty. During each semester each student has to present his or her learning outcomes with view to the requirements set by the department where the student studies. This is part of the training of individual skills and at the same time this allows students to test their knowledge of the context and interpretational essentials of a work; students may present their creative contribution in this confrontation and, last but not least, the faculty builds its PR potential and by this rich activity widens the offer of professional cultural activities in the region and substantiates its expert position in the Czech Republic.

The faculty uses all the available opportunities for establishing special workplaces and study spaces, for their equipment with educational aids and specific technologies and is careful to assure a sufficient quality of the faculty's technical equipment. Currently the faculty is in the process of equipping class rooms with new pianos. In addition, it offers students a fully equipped professional recording studio at the Orlí Street Theatre.

The faculty supports independent creative activities of its students and teachers at as well as outside the faculty. They are allowed to use the available technologies, devices and instruments during their preparation for creative performances and in the case of productions based on collaboration with partner institutions the faculty guarantees the availability of the necessary professional background or significantly supports the participation of its students in prestigious competitions directly from the scholarship fund, for instance in the form of an enrolment fee contribution or a contribution to travel expenses. Also important is the opportunity for confrontations with prominent teachers and experts from abroad. The faculty supports its students in selection procedures for the positions in master courses at prestigious schools abroad or itself organizes workshops and concerts of visiting teachers at the faculty premises. Teachers are also members of prominent orchestras, chamber formations, engage in rich concert activity, give lectures at conferences, teach interpretation courses and are members in the juries of important international and national competitions.

Students regularly present the results of their creative activities at the faculty concert halls (concerts, confrontations and other events). The faculty supports the curricular as well as extracurricular creative activities of its students (competitions, scholarships, grants) (See Annual Report 2018, 8.2b, p. 49-50).

The school wishes to offer equal access to the studies for all applicants and therefore tries to gather as much important information as possible on the specific needs of prospective students already at the moment of registering their applications for studies. Disabilities, if any, are not taken as aggravating circumstances but, on the contrary, are treated as discrete information, which allows the faculty management and its teachers to meet the specific needs. It is nothing exceptional that there are disabled students studying at the faculty. The Faculty of Theatre even has an entire workplace for disabled students – the Studio of Drama Education for the Deaf – with accredited study programme for deaf students.

The relatively small dimensions of the faculty and the accordingly small volume of funds do not allow the faculty to provide a relatively wide range of consultancy services. Several most essential services are provided partially through inter-university cooperation with the Masaryk University in Brno and students are informed on the possibilities and the character of these services or the conditions under which they may use these services (such as healthcare or catering services and sports activities).

In addition, the rather intimate character of majority of the workplaces with a low number of students per teacher and the individual nature of the teaching process coming along with such conditions guarantee a regular intense personal contact which rules out a formal nature of the work and study relationships. This on the one hand can be seen as an advantage and many potential collisions or personal failures or more serious personal issues, including temporary lack of success in studies, may be detected in time and resolved in a student's favour. Thus the teacher becomes the best personal

expert advisor of a student. The close ties of teachers (active artists) to institutions and the actual events in a given field are also an advantage. On the other hand, any animosities and personal conflicts, if arising, may have a more significant impact and may considerably slow down personal development or the development of the field. The faculty management is aware of these risks and therefore prospective teachers are selected in a demanding selection procedure where they have to demonstrate not only a prior excellent artistic career but also the basic requirements for pedagogical activity, ideally by substantiating their previous teaching experience, but also in a teaching session in front of a committee during the selection procedure, they also have to prove their personal integrity.

There is a risk of prolonged fluctuations in the interest of quality applicants for the study in certain specializations and narrow-profile study programmes.

Students are offered administrative support at the their departments (they can address individual teachers or head of department), as well as at the faculty level (during office hours, most often they contact Studies, Concert, Project Office, International Affairs Office or Secretariat of Dean).

## 2.2 International perspectives

The opportunities to gain international perspective are numerous: The school has signed more than a hundred partnership agreements with foreign institutions, which brought JAMU a huge potential for further cooperation in terms of mobility, projects or in the creation of joint study programmes. Each year many students avail themselves of the offered mobility opportunities. The credits acquired for the subjects taken at the partner institutions are accepted by JAMU and these subjects often mean a significant enrichment of one's studies. The opportunity to perfect one's language skills as well as to establish socio-cultural contacts during the stays is also a significant factor in the personal growth of students. However, the study programmes themselves are not explicitly focused on enhancing international awareness, but rather it is up to the active approach of the departments, studios and individual teachers who on the basis of their contacts abroad organize workshops and master classes or joint projects with the participation of foreign teachers and students. It is desirable to widen in future the offer of subjects with international context. (See Annual Report 2018, 10a, Tab. 7.1, 7.2, 7.3, pp. 80 – 83).

In addition to active contacts within the ERASMUS+ exchange programme, the school organizes number events with substantial international participation and is a member of several international organizations with which it engages in partner activities. This especially includes membership in several professional organizations such as the AEC, ELIA, ENCATC, OISTAT or E:UTSA. A bilateral agreement has been signed with the Royal Conservatoire of the Hague regarding the creation of a joint Master's degree programme (see Annual Report 2018, 10a, Tab. 7.1, 7.2, 7.3, pp. 80 – 83).

The primary focus of the support for incoming students is on accommodation and administrative matters, including support in communication with authorities. As for outgoing students, the faculty takes care of the full administrative agenda with the partner school, including scholarships and recognition of acquired credits. Full administrative support, including the coverage of travel and accommodation expenses, is also provided to employees. Equally important and significant form of support is the intensive teaching of foreign languages offered by both the faculties; and for the teachers of the home institution language courses are organized. A considerable support for student mobility is also the option to co-finance the exchange stays on the basis of individual student applications, taking into account the factual costs of living at the particular destination of the exchange stay as well as the social situation of students. (See Annual Report 2018, 7a, p. 30).

There are several renowned foreign teachers working at JAMU who contribute to a considerable degree to the internationalization of the institution. Nevertheless, they only make up a fraction of the total number of teachers and it has to be noted that the proportion of foreign teachers at prestigious European art schools is much higher. In this context it will be necessary to specifically define the status of long-term visiting teachers. On the other hand, the number of foreign teachers who are invited to JAMU for short period on the basis of project funding (workshops and master classes) is

quite high and satisfies to the maximum extent the requirements for internationalization of education (see Annual Report 2017, Tab. 6.5 p. 94, Annual Report 2018, Tab. 7.5, p. 77).

This mostly happens through their international artistic activities as well as pedagogical activities, such as during exchange stays, participation in foreign workshops and master classes or organization of joint projects. No less important is the study of foreign language publications and webs as well as organizing of workshops of foreign teachers. A large number of teachers are active artists and often their activities take place abroad. Some of the teachers actively participate in international projects, sit in the juries of international competitions and are members of examination committees at partner schools. Completion of scholarships abroad is also one of the requirements of the habilitation proceedings.

The basic idea of the strategy from international perspective is to assure further development in the opportunities for students and teachers to acquire education and experience abroad: mobility, student joint projects, visiting teachers from abroad, presentation opportunities in international interpretation competitions, festivals and workshops. Another important activity linked to the fulfilment of these objectives is the establishment of new contacts with foreign universities, integration of the school in international networks and opportunities to create joint study programmes. For more information on the strategy in the area of international relationships and internationalization of the studies at JAMU see Annex no. 4.

### 2.3 Assessment

Although the evaluation of students in profiling subjects is individual and is made by the supervising teacher, it is subject to a board assessment process. A board discusses the performance of a student and recommends the teacher an evaluation range on the ECTS scale and at the same time presents concrete grounds for its opinion. Thus a continual evaluation of a student always takes place at the presence of several evaluators in multimember boards.

Students go through a specific and, in its own way, unique assessment at the end of the summer semester in the first year of Bachelor's studies – the dean's examinations. After a year of study, the faculty has the opportunity to assess whether students who were successfully selected in the entrance talent procedure have met the expectations of the examination boards. All first-year students in all the study fields have a presentation before one examination board, which makes it possible to easily assess and compare the student success rates of different departments. The dean's examination board is appointed by the dean, who is also the chair of the board, is constituted by all the department heads and all vice-deans. Students bring their final assessments for their artistic presentations in the semester examinations at the department where they study and have to defend their results before the dean's board. The teachers of the individual students may also be present during the presentation of their results. The assessment is not public. The resultant assessment is final and is announced to students by the head of the department. In this manner the faculty obtains valuable information on the level of development after the first year of the studies of the abilities for which an applicant was accepted for studies. After the passing of the dean's examination the head of the relevant department enters the final assessment of the student in the information system. The faculty management and the individual supervising teachers also have a unique opportunity to compare the levels and success rates of the students in specific study programmes of the faculty and the definition of requirements, including differences between departments (see Rules of Studies and Examinations, Div.2 Sec.3).

A very specific assessment format is the state final examination which takes place in front of an examination board. The state final examination involves the defence of artistic performance which is presented publicly in the course of the last academic year of studies within the prescribed deadline, the defence of the qualification thesis and also the oral examination in methodology, psychology and pedagogy in the case of Bachelor's degree and in theory and history of the field and philosophy of art in the case of the Master's degree. Defences take the form of an opposition procedure involving a debate over the assessments of the graduation performance supervisor and qualification thesis

supervisor and predetermined opponents selected mostly from among internal teachers or, in case of need, external experts in a given field (see Rules of Studies and Examinations, Tit.V Div.2).

In the other subjects taken in the course of their studies students may, if in doubt as to potential bias or lack of objectivity in individual subjects, apply according to the Rules of Study and Examinations for institutionally controlled re-examination before a board (see Rules of Studies and Examinations, Tit. II Div.2 Art. 44).

JAMU uses a complex electronic information system IS for the agenda of study processes and study duties and the unified European Credit Transfer System (ECTS) for the evaluation of study results. Diplomas are provided with Diploma Supplements made in English according to EHEA rules. In 2010-2013, JAMU was holder of the highest rating of Diploma Supplement Label awarded by EACEA.

Subjects are completed by gaining credits, graded credits and taking examinations. Successful fulfilment of the requirements of the subject is classified on the A to E scale (100 to 50 points). If the requirements of the subject are not fulfilled a student get F. We see the consistency and fairness of the assessment especially in the frequent board examinations (the entrance examinations, semester examinations, dean's examinations and the state final examination). But even this more or less democratic platform does not assure absolute fairness of the resulting assessment, which in arts is not actually possible anyway (the examiners in the board usually have different opinions on the artistic performances of students). At the Faculty of Music graduation performances are assessed (in the opposition procedure) but not classified. The decision not to classify arose from an internal referendum (vote of individual departments), but for a part of the academic staff the result of this vote is still a controversial topic.

The description of the requirements for student assessment is part of the agenda recorded in the information system and part of the subject syllabus. In addition to basic information, the objectives of the subject, learning outcomes and assessment methods are defined. Thanks to the fact that the entire system has become more accurate, also due to the introduction of the descriptor-based frameworks, it is possible to monitor how the objectives of individual subjects and the forms of their outcomes, including assessment comply with the basis requirements for the profiling of the graduates of the individual levels of studies. In theoretical subjects one can for instance monitor the link of the topics presented in a particular subject to an important question in the published set of questions for state final examination. For further optimization of the setting of this study agenda and the quality system we decided last year to define more accurately and supplement the parameters for the assessment of performances for final examinations separately for different types of study outcomes. At the same time, however, we have to be aware that the subjectivity of criteria, characteristic of the assessment of artistic activities, and the relatively wide variability of the required skills and competences, for instance with regard to repertoire diversity, will not anyway allow us to create an exact, objective and complete list of the criteria based on which each student would be assessed.

A significant progress in quality was brought by the change of the entire information system. We have acquired the new system from Masaryk University which continues to develop it as a flexible, open and secure tool providing support for a majority of the most important activities which take place at universities. Thanks to the fact that it is a system of a partner school from Brno, we also have a high quality methodological and technical support assured for its everyday use. The transition to this new system allowed us to review the existing study agenda and the recording of processes according to the current needs of a higher education institution in the 21st century and with view to the EHEA (ESG) 2015 standards. The system enables administrative workers, teachers and students to use many more functionalities. The system also allows for the building of vast archives of study supports, study outcomes or results of the creative activities of both students and teachers. Currently, we still are learning to use its capacities and thanks to its permanent use we have the opportunity not only to avail ourselves of an interesting sophisticated tool for further teaching but also to exploit these opportunities for a stronger PR of the school and better support in future, such as through e-learning formats complementary to the teaching process etc.



Currently the Faculty of Music is finishing the preparation of the “Assessment of Quality of Educational and Creative Activities of Study Programmes and their Specializations on the Basis of Assessment of Graduation Performances at JAMU Faculty of Music” which is based on the graduation performance assessment criteria (as described by the guarantors of the study programmes). These assessment criteria may also be applied in other assessment procedures (entrance examinations, semester examinations, dean’s examinations and others).

In most profile and important subjects students are assessed on continual basis. Student assessment also involves the analysis of their artistic performances, and the analysis and grounds for particular assessment. Because students are present at the public part of the discussion during the defence in front a board, they are also familiar with the context and the individual problematic or appreciated parameters of their performance and the opinions of the board members. Thanks to the relatively small dimensions of the Faculty the teachers have sufficient awareness of the partial assessments, taking place in groups for instance at interpretation seminars, and often take them into account in further assessments of a student and his or her study progress.

A challenge for further increase of information awareness and obtaining adequate feedback on student results is a better use of the information system, which enables via information notebooks either the collective sharing of notes and opinions of an entire board or a targeted and discrete sharing with individual students.

There still are reserves in the faculty’s use of technologies.

Students receive assessment feedback most often on the student-teacher basis. JAMU is a small academy which values its personal approach to each student.

### 3. Student profiles

#### 3.1 Admission/Entrance qualifications

The requirements for admission of applicants, especially as to their talents, the criteria assessed during their admission and the requirements for the admission procedure itself necessary for admission to the studies are included in the study programme description in the accreditation file. After accreditation they become a binding part of the agenda kept separately for each field of study and study programme. The definition of specific requirements and the manner of their assessment are the frequent topics in consultations with prospective students, who have virtually unlimited opportunities to ask both the faculty management as well as each teacher of their major field of study for free consultations regarding the requirements and their preparedness or individual options. Consultations with applicants and communication with the public are part of the job of academic workers. Many applicants for studies extensively avail themselves of this possibility.

The announcement of admission procedure in the form of admission procedure notice is updated for each individual academic year, including the description of the conditions and the requirements for its course. The notice must be discussed in the Faculty’s Academic Senate. Subsequently it is published at the school’s website. The public announcement also contains the conditions and information for foreign applicants for studies.

The currently valid version of the Higher Education Act requires a much stricter options for the review of processes under Code of Administrative Procedure and therefore JAMU also publishes detailed procedural requirements for success in the admission procedure.

The requirements for admission are different for different levels of studies. The talents and the personal characteristics of an applicant are the fundamental criteria for admission. As for the admission procedure for the follow-up Master's and Doctoral studies the assessment criteria include the previous study results, the standard and assessment of the graduation performance and the

theoretical thesis at the state final examination, previous artistic activities and presentation of the objectives in further studies – such as the topic and focus of the diploma thesis or the doctoral thesis, including the expected scholarships. For the doctoral degree the requirements also include the description of the plan for further pedagogical activities and the research project.

The admission procedure for the study programme Piano Playing and Teaching in the follow-up Master's level of studies is specific as it involves the assessment of applicant's teaching competences.

### 3.2 Student progression, achievement and employability

The quality of students at the individual workplaces is monitored individually in the course of the entire studies from the discovery of talents in the admission procedure, in the dean's examinations at the end of the first year, at each semester assessment until the state final examination. If a student wishes to continue his or her studies, the progress is assessed in the procedure for admission in the follow up Master's or Doctoral degree of studies when the student should present his or her own plan of professional growth in the form of a personal creative programme, which is accompanied with theoretical reflection at the end of the studies at each level whereby the student demonstrates the ability to think critically, the level of knowledge of the history of the field and its current state of development and also self-reflection on his or her own place in the context. This should also be, among others, one of the parameters of quality – the setting of processes for the individual development of student's talent which the faculty monitors, helps develop and improve.

Student progress and development is systematically monitored and assessed at board examinations – starting from the entrance examination, over semester and dean's examinations to the state final examination. Thus the progress of students is monitored, assessed and compared by all the teachers at a given department at least once per semester. Additionally, the dean's examinations, with the participation of the dean, vice-deans and department heads, offer an opportunity for benchmarking between the individual years and departments. Ultimately, the result is an enriching inter-departmental comparison and fine-tuning of the criteria for the assessment of student performances with regard to maintaining the excellence of the studies at the Faculty of Music.

Students may apply for the recognition of previous studies or any part thereof. A student presents to the Office for Studies a list of the subjects, with annotations, which he or she passed during the previous studies. In the recognition process the conformity (or at least considerable similarity) of the content of the subjects with those offered by the Faculty of Music is assessed as well as the manner of completion of the subjects and their credit evaluation (see Rules of Studies and Examinations, Tit. II Div.2 Sec.2).

The previous completed studies abroad are as a rule recognized in their entirety in the recognition process which is administered by the Studies administration office of the Rector's Office. In majority of cases the faculty provides a substantive statement assessing and evaluating the type of the school and the standards in comparison to the schools in the Czech educational system.

Recognition of parts of studies at some other school under the Erasmus+ programme is governed by the rules of the programme. Despite this fact the way in which credits are transferred is different and most workplaces of the faculty do not transfer the credits at the same amount which is stated in the Transcript presented by the student.

At the Faculty of Music each teacher of the major field of study follows the professional career of his or her former students, meets them in pedagogical collaboration, if they are teachers at elementary schools of art, conservatoires or musical comprehensive schools, and monitors their activities in renowned musical orchestras or opera houses or art agencies. In 2018 MEYS carried out a survey among university graduates. The aim of this survey was to gain better understanding of the issues coming along with the transition of the current generation of university graduates to the labour market and increase the quality and usability of higher education. There were two surveys carried out: "Eurograduate" and "Absolvent 2018". In 2018 there was also a detailed sociological survey carried out among the graduates of our doctoral study programmes which was performed by the Department

of Sociology of the Faculty of Arts, Charles University, in collaboration with other artistic higher education institutions within the Centralized Development Programme project “Promoting competitiveness and quality of doctoral study programmes at artistic higher education institutions in national and international context”. It has brought valuable data and inspirational feedback from our graduates and, in addition, enabled comparison with the other art universities.

Most of the graduates were able to find jobs and positions, most often in the cultural domain or in musical education, in which they successfully apply the knowledge, skills and competences obtained in the studies at JAMU Faculty of Music.

In the course of the Bachelor’s studies students also have the opportunity to gain training for potential pedagogic career. The profile of the pedagogy programme or, more precisely, the music teaching programme also includes a separate state examination that matches the given specialized training, more specifically, an examination in the knowledge of the basis of pedagogy, psychology and teaching methodology for the relevant artistic focus of a student.

The employability of Faculty of Music graduates depends in the first place on the free positions in orchestras, opera companies, elementary schools of art, music comprehensive schools and art agencies. If such an institution announces a selection procedure, Faculty of Music graduates have the opportunity to participate. It has to be stressed that majority of Faculty of Music graduates are able to acquire such positions already during their studies.

Faculty of Music graduates can be found in a very wide range of professions:

- in the interpretation domain primarily as interpreters of informed historical, classical, jazz, modern or contemporary and electronic music in various orchestras, musical formations, bands as well as soloists or opera singers or directors,
- as authors of contemporary, electronic or acousmatic musical compositions, authors of film or stage music or multimedia compositions or in the audiovisual domain,
- in the field of musical production and management as initiators of their own agencies,
- in pedagogic professions as teachers of music and music theory at all levels of art education (elementary schools of art, conservatoires, art universities),
- as freelance artists, activists and cultural workers in the non-profit sector, festival dramatists, initiators, organizers and implementers of projects in the public space.

For all the study programmes analysis of graduates’ ability to find jobs have been prepared. In addition to professional musician jobs, JAMU graduates often work as teachers in musical education institutions of all levels (elementary art schools, conservatoires, musical comprehensive schools, art universities). For this reason the state final examinations also include Pedagogy and Psychology as obligatory subjects.

Our graduates find positions in important regional and national musical orchestras, cultural and educational institutions. They significantly contribute to the cultural life in Brno, many of them return to and are active in the region where they had come from. One can encounter graduates of JAMU Faculty of Music at various positions. Many of them participate on long-term basis in non-institutionalized cultural activities in the area of live and independent culture (orchestras, musical formations, festivals, alternative clubs and societies) and are regular and successful applicants for and recipients of municipal culture grants. JAMU graduates can also be found at visible positions at the national level. There are several individuals who have succeeded at the international level. All the examples are important as a model to which current students may relate. In any case, the faculty should work with its students in the course of their studies so that they become “ambassadors” of the academy and the best marketing tool enhancing its good name.

Through their work our graduates contribute to cultivation of artistic and cultural life in Brno, the Czech Republic as well as abroad.

## 4. Teaching staff

### 4.1 Staff qualifications and professional activity

At the Faculty of Music the pedagogic positions are filled by the decision of the dean on the basis of the results of selection procedures. The selection procedure is announced and published in advance and the essential requirements which an applicant must meet to be selected are contained in the selection procedure announcement and publication. The course of a selection procedure is clearly described in the “Regulations on selection procedures for filling academic positions”.

The required criteria include in particular qualification in artistic practise and previous teaching experience or pedagogic training. During the selection procedure which as a rule takes the form of an artistic and teaching performance followed with an interview the selection committee assesses the previous artistic professional career and teaching experience of an applicant and his or her plan of pedagogic activities.

The Faculty of Music is one of the two most prominent art institutions that offer a full spectrum of musical arts in the Czech Republic and as such is among the sought-after highly prestigious art workplaces and therefore there is sufficient interest in its academic positions. Despite the fact the faculty prefers, as regards the filling of academic job positions, an active approach to the hiring of new staff. Another advantage is the possibility to keep a large proportion of employees who are active directly in the region. With view to the many years of experience and the school's ability to maintain high standards, we assume that the faculty may continue to rely to a considerable degree on its best graduates.

The faculty supports a further career growth of its academic workers by motivating them as well as by giving them direct assistance during habilitation and professor appointment procedures.

To systematically support creative and pedagogic activities the faculty uses, among other tools, its internal grant system and organizes regular publishing activities of its teachers and doctoral students. The internal grant system and the project support under the JAMU Educational and Artistic Activity Development Fund also enable the annual innovation of lectures and subjects or the preparation of new lecture cycles.

An important institutional tool for increase of qualifications is the teacher scholarships and work placements within specific collaboration and mobility projects organized by the academy under the Erasmus+ programme and also as “freemovers”. Even though the faculty cannot, with view to its size, provide adequate and full base for the independent individual creative activities of its teachers, the creative and inspirational environment of the academy with many examples of “good practice” and its slightly competitive atmosphere is beneficial for further personal development. Many workplaces are in the process of progressive optimization of their spatial and technical capacities for the achievement of the standards necessary for accreditation of the study fields. Employees may also use the university library and propose based on the needs of their workplaces the purchase of new books, periodicals or authorized accesses to professional databases.

There are also other benefits offered under employment relations and university employee care schemes such as meal vouchers, or supplementary pension contribution etc.

There is no direct and system tool to develop pedagogic skills and professional competences of its employees.

Besides teaching and support of professional growth and development of creative activities, the duties of the pedagogic staff also include administrative and organization activities. These consist of managerial activities during organization of master courses, workshops, student displays and presentations, including graduation performances, and also occasional or systematic promotion of the faculty and other forms of awareness promotion and educational activities in life-long learning as well as assessment and expert activities. Participation at similar events organized by other units and partner

schools is also obligatory. As one of the important principles of managing and assuring the quality of its expert activities, the faculty supports its teachers in their involvement in the decision-making and representative bodies of its partner institutions such as orchestras, concert halls, theatres and other schools and mutual exchange of experts as well as sharing or representative results of expert activities.

The faculty would benefit from broadening the status of non-academic staff so that the faculty management may delegate part of the administrative duties from teachers to non-academic staff.

The current nature of the direct state support for creative activities has so far been limited to the funding of science, research and innovation only. This manner of funding research and development activities of Czech universities limits to a great extent the opportunities for the involvement of workers from the arts domain in classic research activities. Therefore state resources offer only very rare and limited opportunities for the employees of the Faculty of Music to apply for the support and funding of creative activities in grant and project procedures. Therefore the faculty tries to compensate this handicap by announcing topics and allocating funds within the university or rather faculty budget structure, such as by using the funds to support a specific research. Consideration should also be given to the idea of creating a faculty or university strategy for the support of research through art.

What seem as an advantage for future is a more systematic support of foreign scholarships for teachers in addition to the Erasmus+ programme, particularly for the establishment of long-term collaboration with partners such as the Royal Conservatoire of the Hague or for strengthening the partnership ties with schools outside the European Union, such as the UNT, University of North Texas, Denton and CalArts, California Institute of the Arts, Valencia, both in the USA.

Flexibility, critical thinking, and the ability to defend one's own opinion are one of the objectives of the educational processes as defined at JAMU. One of the fundamental rules is the semester-end board assessment of all students in the profile subjects and at the final examinations in the major study field on the basis of a public discussion of their presented study outcomes. Thus opinion confrontations constitute part of each group evaluation of semester, year-end and final student works. Participation in similar opposition procedures at their home or other institution is part of the job profile of each academic worker.

Part of the agreement made in an employment contract is also the duty to carry out and demonstrate creative activities such as regular active participation of academic staff at concerts, conferences and festivals and art exhibitions. These activities as such require permanent use of critical thinking, which should assure a sufficient preparation for further systemic career progress involving the acquisition of the “doc.” and “prof.” academic degrees. The habilitation and professor appointment procedure is a rather complicated process involving an opposition debate after a public lecture which also requires and examines the ability of critical thinking. In the debate the quality and comprehensiveness of expert reflection of one's own artistic production and its placement in the context of the current national and international trends as well as the previous pedagogic achievements of an academic worker are assessed (see Rules of Habilitation Proceedings and Proceedings for the Appointment of Professors).

#### **4.2 Size and composition of the teaching staff body**

The faculty management organizes recruitment processes for academic staff positions on a regular basis. The criteria such as age structure, gender balance, artistic as well as pedagogical competences are taken into account. Each specialisation is secured with two expert teachers.

When actively searching for quality staff for the appointment to specific teaching positions and when making a final decision, the dean and the faculty management pays attention to the balance in the representation and support of the individual disciplines, which support is given evenly to all areas of the study programmes. In further assurance of personal development emphasis is placed also on potential overlap and sharing of specific competences between these areas so that teacher's professional competences may be used by several workplaces.

The authority to influence the content of professional training and thereto related decision-making on the appointment of competent staff to academic positions rests directly with the faculty management, with view to the relevant plan for faculty's further development by the dean's executive team. In addition the dean has at its disposal the advisory bodies such as the Faculty of Music Artistic Board and the meetings of the department heads. Both the boards are convened by the dean (the Artistic Board and the department heads meeting are convened, respectively, at least once per semester and once per month during semester). Responsible for control activities and decision-making on the division of the contribution is the Academic Senate. The Dean's Advisory Board meet each 14 days. A report is made on the agenda and the results of the meetings, which is available to the other employees at departments. The individual departments meet as may be necessary (mostly 3 times in a semester) and also of these working meetings minutes are made which are available to other members.

There are also the Doctoral Boards active at the faculty which meet several times in an academic year and which are responsible for the current composition of the subjects in the study plans of doctoral studies. Thanks to the well-proportioned representation of the members from all key areas of study programmes and with the participation of external experts, who are permanent members of these boards as well, each year corrections, updates and possibly also review are made in the expert development of doctoral studies for each subsequent academic year.

The participation of external members in most of the key bodies and evaluation boards at the faculty has worked well and brings many other benefits.

The faculty management permanently monitors the activities in the areas of its professional interest on the Czech as well as international art scene, at other higher education institutions and secondary schools, especially those which have a similar programme. Similarly also the representation of the current faculty employees in the expert bodies of other schools and professional organizations in the Czech Republic as well as abroad and the participation of external experts in the faculty councils gives us a relatively sufficient overview of the trends and personal capacities in the individual specializations from the regional or national perspective.

The prerequisites for further professional development of a specialization, that is, a study programme, its students and teachers, are linked to active involvement of professional staff in the topical artistic trends and events both by theoretical as well as practical activities (today referred to also as research through art). This means in particular participation at international or important Czech festivals, concert and theatre projects, conferences, exhibitions and other events as well as participation in their organization. For purposes of monitoring performance and its impacts on its further development JAMU has instruments such as the RUV and RIV databases. On the basis of the analysis of the relationship between the budget and their performance parameters, the faculty management now is able to manage its further needs and development. The management may monitor and try to influence processes not only through the performance of the teacher but also his or her students by the individual workplaces (see: 4.1e). Thus the performance parameters are also taken into account for purposes of budget allocation at individual workplaces.

## 5. Facilities, resources and support

### 5.1 Facilities

Currently the Faculty of Music has at its disposal satisfactory buildings which thanks to many years of use for teaching processes in the domain of musical arts have become well adapted for more specialized teaching as well. The faculty provides spaces for teaching activities (lecture, seminar and consultation rooms equipped with presentation technology), concerts (the grand Concert Hall /auditorium for 120 persons, Chamber Music Hall for 50 viewers, "Vault Hall" music hall for 30 persons and the Organ Hall for 30 to 40 persons), for music theatre (the experimental Studio 9 for 25 persons and a fully equipped Orlí Street Theatre), recording activities (the faculty's and the JAMU recording studios and professional mobile equipment for outdoor recording activities), production

activities (several postproduction studios, workshops) as well as rehearsals (rehearsal rooms with pianos and other instruments and a gym). We try to organize the teaching processes so that they follow the highest standards for assuring accredited programmes and at the same time enable the simulation of professional situations. The spaces of the faculty are equipped both with audiovisual as well as information technologies. Teachers use these facilities for presentation of the study materials and for their own further education. Thanks to the sufficient equipment and flexible technological apparatus students can process their outcomes in a digital and possibly also high analogue quality during lessons for the benefit of their further professional development and career building. For this purpose the hardware as well as software equipment of the computer stations in the teaching spaces of the Faculty of Music is renewed each year.

To fulfil the obligations coming along with the assurance of its major and auxiliary processes the faculty uses the spaces of its main building located at Komenského náměstí 6. Besides, part of the education takes place in the IVU building of the Astorka centre at street Novobranská 3. However, most of these premises are used by JAMU as dormitories for student accommodation, which results in a conflict between the faculty's interest in using these premises for educational purposes and the need to use these spaces for economic activities, and in addition the capacities at this location have to be shared with the Theatre Faculty. Indispensable services on a university-wide basis are provided by the JAMU Library which together with the JAMU Publishing House is part of the IVU Centre and currently offers the teachers and students over 100,000 books and specialized periodicals. For presenting the outcomes of its educational activities, especially in the form of opera production, special concert production in experimental or multimedia formats, the faculty uses in addition to several concert halls in the main building the recently completed Orlí Street Theatre / Musically Dramatic Lab at the Orlí street 19. The theatre spaces, including the rehearsal rooms, are equipped with cutting-edge technologies for the post production and the stage presentation of most of the types of artistic performances created during the teaching process. The building of the theatre also houses a professionally equipped JAMU Recording Studio for the recording of chamber orchestras. Despite all these facts the faculty is forced to use for some of its activities additional spaces. For instance the largest instrument owned by the faculty—the state-of-the-art concert organ—is installed in the concert hall of the Brno Philharmonic seated in the neighbouring building and its use is linked to a long-term well-designed and bilaterally advantageous collaboration contracts with this internationally active professional institution. Similarly, the concert hall of the Brno Philharmonic in the building of the Besední dům is used for orchestral performances and performances of the organ study field take place in some of Brno churches on contractual basis.

Despite these currently available wide and variable placement options, the faculty starts to feel the lack of spaces especially for potential further development. Any further systematic extension of education or any additional administrative demands or potential large project activities can no longer be handled by a change in the structure of the existing use of the academy's building but only by way of adapting additional spaces in some other buildings. To that end, a new development strategy is being prepared which will be part of the priority objectives of the currently prepared Strategic Development Plan for Years 2021 to 2025. The long-term strategic plans of the academy and its faculties take into account the development strategies and plans of the individual workplaces. The map of the faculty's workplaces is attached (passportization). This is closely linked to funding. Further development strategies must also find ways to the reduction of expenditures because a balanced volume of the existing operating costs and expenses, including the continual and permanent care for the building in our ownership cannot be achieved at the expense of personnel costs, which make up the largest mandatory part of the budget, as opposed to operating expenditures.

The faculty has at its disposal a sufficient number of musical instruments satisfying the needs of the individual specializations, and overwhelmingly in a quality necessary for concert activity. Financial planning also encompasses the renewal of the instrumental pool which is assured at the national level particularly from the resources for the equipment of laboratories and educational spaces with state-of-the-art technologies and the maintenance of which is funded on long-term basis from the faculty budget, and therefore it is part of the standard operating costs of the faculty.

At present, JAMU is in the progress of implementing the project “Improvement of Infrastructure of the Musical Arts study programme at JAMU” (under registration number CZ.02.2.67/0.0/0.0/16\_016/0002246) in the total amount of eligible expenditures of CZK 79,373 thousand under the Czech Operational Programme Research, Development and Education financed by the European Regional Development Fund (ERDF). The exchange of pianos of no longer satisfactory quality for new instruments – 20 grand pianos, 4 upright pianos, 2 clavichords and 2 seaboards of the same or higher quality – will be financed within this project. The project also enables further development of the recently founded Department of Organ and Historical Interpretation by purchasing new instruments that are replicas of historical musical instruments (classical and romantic flute, 2 baroque oboes, viola da gamba) which are going to be used by the individual students for the development of professional skills and at the same time will enable the creation of temporary chamber music formations for an informed interpretation of “old music”.

The Czech Republic was one of the first post-communist countries in which the academic circles have from the launch of the World Wide Web become immediately linked to the activities of foreign universities and where the creation of an academic network got a full support from the government. This long-term strategy for the development of a high-quality high-speed backbone network and for investments in related technologies has provided to higher education institutions and their units sufficient basis for the use of new technologies, communication options and tools for sharing information in various data forms.

The renewal and acquisition of new technologies is managed by a university-level system which is part of the strategic long-term plan prepared for each year by the Department of IT and Information Services on the basis of the requirements of the faculties and their specialized workplaces and is included in the plan for Renewal of Assets and Development of Technologies 2018-2024 (technological groups). The plan exploits all usable resources. The academy is gradually broadening its services for students and employees so that within the next several months all the buildings are completely covered with wi-fi signal, which will enable a trouble-free access to the eduroam network.

The faculty invests on long-term basis into the development of its instrumental, equipment and technological background for artistic production. The development of instrumental pool, technological background and equipment of the workplaces as well as their maintenance is part of the standard provision for accredited study fields and specializations. A large part of computer and communication technologies is acquired for the needs of the support of educational and organization processes, but there are also some study fields at the faculty for which these technologies are indispensable production tools, such as Composition or Multimedia Composition. The result of the systematic and planned building of specialized workplaces is, for instance, the Orlí Street Theatre which serves as JAMU’s musically dramatic laboratory equipped with cutting-edge technologies. The theatre also contains a professional recording studio where students have the opportunity to work under the management of highly specialized staff in conditions that come close to professional standards.

Similarly, there is also the Concert Support Office at the faculty which enables a systematic confrontation of school projects with inspirational visiting projects from outside of the faculty. But most importantly, drawing on its rich base of concert performances and recitals of the individual interpretation specializations of all departments, and the material and PR background of the Musical Production Department, it contributes on a significant scale to the offer of professional artistic and cultural production in the city of Brno as well as the entire region and creates an important platform for the encounters of future artists and audience.

Part of the infrastructure for the support of the studies, creative and research activities in Musical Arts is the library which corresponds by the composition of its funds and spatial capacities to the types and profiles of the given study programmes at JAMU and the subjects and the number of students at the individual faculties. The library is a specialized information workplace which provides access to information sources (database licences, audio and audiovisual fund, printed music funds and specialized literature concerning the Musical Arts field) and offers the necessary information background for studies, creative activities as well as artistic research and scientific research in the domain of musical arts.



The structure and composition of the library funds corresponds to the current level of development and knowledge in the domain of musical arts. The library funds are continually supplemented in accordance with the requirements for studies, creative and research activities as well as with regard to publication activities and the latest knowledge, creative methods and trends in musical arts. Another part of the infrastructure is a computer classroom which provides access to electronic information resources, electronic materials and database licenses, which enables their processing and which may be used for specialized educational purposes and specialized trainings.

Access to study literature is also available through the JAMU Information System. The JAMU information system (IS) is operated and developed by the Faculty of Informatics, Masaryk University. The system has been developed and operated in compliance with the effective version of Act no. 111/1998 Coll., on Higher Education Institutions. Its operation has been outsourced, that is, the responsibility and liability for its operation has been transferred onto the provider. Masaryk University assures the operation by direct hosting. This system enables to perform the administration of students with a low number of administrative staff and also to handle increase in the number of students without any increase in the number of the administrative workers, accentuates possibilities for the work of a wide academic community and provides high-quality communication, presentation and e-learning tools. The JAMU Information System also includes the Theses module for the discovery of plagiarism in final theses.

Currently the following on-line databases may be used for research purposes: Umění online (freely accessible e-sources), Oxford Music Online (Grove Music Online, The Oxford Dictionary of Music, The Oxford Companion to Music), Music Online (audio library, printed music, encyclopaedia), Play with A Pro (musical teaching videos).

Equally important is the acquisition of a server station with a large capacity disc array, which now enables virtualization of several systems, and also data storage devices used by the Faculty of Music and serving the needs of its students and teachers. The JAMU Audiovisual Library has also been created in this context. Thanks to this system the students of the faculty have access to a sound recordings database and at the same time teachers have the opportunity to create in electronic form multimedia teaching and examination materials which are used for education.

## 5.2 Financial resources

The legal framework for the financial management of higher education institutions is given primarily by the full text of Act no. 111/1998 Coll., on Higher Education Institutions and on Amendment and Supplement to Other Acts, and the follow-up “Regulation for the provision of contributions and subsidies to public higher education institutions by the Ministry of Education, Youth and Sports” (hereinafter the “Regulation”) issued by the MEYS under ref. no.: MSMT-1251/2018-2.

The contributions and the subsidies under the Regulation are provided to a public higher education institution by the MEYS for the implementation of accredited study programmes and life-long learning programmes and thereto related scientific, research, development, innovation, artistic and other creative activities. Normative funding is based on fixed and performance indicators. The fixed indicator is based on the number of students agreed with the Ministry of Education (for JAMU this agreed number has for a long time been 669 students with a 10% deviation in both directions). The performance indicators have changed during the last 5 years. Currently they include the outcomes from the Register of Artistic Results (RUV) 50%, the Register of Results of Science and Research (RIV) 10%, student mobility 20%, graduate employability 10% and external income of the school 10% (in details see Annual Report on JAMU economic activities for 2018).

Thus the normative funds provided by the MEYS constitute the largest source of funding for the faculty, and in 2018 there were also two additional significant resources of financial means – ESF and ERDF – for projects under the Czech OP RDE (Operational Programme Research, Development and Education).

Generally it can be stated that other non-investment financial means for funding its activities are obtained by the Faculty of Music from these sources. Other incomes from the state budget, state funds and regional and municipal budgets and, as mentioned above, also from the EU budget, study related fees, revenues from assets, revenues from main activities, revenues from supplementary activities, incomes from foundations and endowment funds as well as JAMU funds.

What also needs to be mentioned in a more detailed manner is the centralized and decentralized development projects funding by the MEYS which is a systemic part of higher education budget reserved exclusively for systematic and controlled support of infrastructure development. Universities have to clearly define the support activities for each year in a project application for this part of the contribution. A part of the means is allocated to shared building of strategic objectives which are agreed between groups of universities on the basis of short-term partnerships. Special part of the budget is represented by the funds for the Long-term Conceptual Development of a Research organization (LCDRO – an institutional support of science and research and special-purpose subsidies for specific research). With view to the facts that the focus of the creative activities at the Faculty of Music is on arts, this item does not make up a significant part among its resources and the LCDRO subsidy is allocated to the Faculty on the basis of results contained in the RIV database. Other specific sources are grant agencies, funds and foundations such as: the Technology Agency of the Czech Republic, the Czech Science Foundation (GAČR), IVF (International Visegrad Fund), the Statutory City of Brno, and the South Moravian Region (see the annual reports on economic activities). Internal resources consist in particular of the revenues from concert activities and the Chamber Opera production, or the revenues from the life-long learning courses offered beyond the regular study programmes (e.g. the Methodical Centre, International Interpretation Courses and other short-term courses for foreign students). The University of the Third Age has a special position among life-long learning courses because it is supported by a contribution from the MEYS, while all the other life-long learning courses are paid by the participants. As for its supplementary activities, the faculty gains revenues from the lease of the premises of the MUSICLAB club for catering services. In addition to the restaurant and catering services, the club gives the faculty students the opportunity to present themselves and participate in the club's cultural program, which is currently very well-appreciated and which is based to a large degree on the latest and interesting trends in jazz music. Similarly, temporarily unused spaces are also leased (particularly during the time of the summer holidays). All these activities are separated from the use of the contributions to the major activities relating to the education in the accredited study fields and thereto relating creative and scholarly activities.

The above-described multi-source funding mechanism enables us to maintain on long-term basis high performance and high quality of learning outcomes as well as all forms of creative activities.

The current manner of financing art academies in the Czech Republic has been introduced as a sort of “model of contract-based funding of higher education institutions”. The system envisages a stabilization of the budget with a 3-year outlook. It is based on the agreement between four independent art academic schools and the MEYS on a concrete number of students at individual faculties and thereto relating personnel plans. This partial fixation of funds allows for a better strategic planning, more stable staffing for effective processes and systematic development. The basic condition is to keep the number of JAMU students at both faculties at a level not exceeding 10% year-on-year decline or increase. The link to the numbers of students is also a good tool for the academy's internal management and planning needs. There is a risk that a non-systematic increase of the number of students will not be funded, while the expenditures for their education, to which the academy commits itself by accepting them, remain unchanged. Similarly, the reduction of the numbers of students may lead to the decline or disappearance of some specializations.

Just like other art schools, JAMU perceives as a long-term handicap the non-existence of any institutional support for creative artistic activities and therefore in the course of 2018 art academies submitted a proposal to the MEYS for a minimum compensation of this situation in upcoming years. The proposal was accepted for 2019 and it follows from the negotiations with the Ministry that from 2020 an additional new Artistic Activities Fund will be created which will be divided on the basis of the outcomes reported in the RUV database.

The allocation of the funds acquired by the entire JAMU among the individual units of the academy (the faculties and the workplaces shared by the entire school) is approved by the JAMU Academic Senate and the JAMU Board of Trustees. The materials for this allocation include an annual analysis of the contribution by both the faculties to the fulfilment of the fixed and performance indicators – see the Budget Indicators Analysis 2014-2018. Within the common operating financial means, the fulfilment of the performance indicators is an auxiliary factor only, but it forces the faculties to use all means of motivation to improve the individual results – especially in the RUV, RIV databases and student mobility. The division of the funds among the individual units is contained in the annex Budget of Units 2014-2019. The contribution to the RIV database results is systematically reflected in the allocation of the funds for institutional support of research and development. The proposal for the allocation of non-investment financial means approved at JAMU level for the Faculty of Music is discussed at the Faculty of Music Dean's Advisory Board and subsequently approved by the Faculty of Music Academic Senate. The budget is prepared as balanced, is based on the budget proposals of the individual cost/profit centres and takes into account the amount of the approved MEYS contribution and the actual costs and revenues for the previous year.

Its approved part of the school's budget is deposited on the faculty by the academic senate and the faculty, after separating the mandatory part of the personnel expenses given by the sum of the liabilities from employment contracts with individual employees and special-purpose funds for implementation of concrete projects, allocates these funds to the individual cost centres. These centres provide for and assure the material, technical, and technological requirements for education-related activities, including property and equipment administration, operation, maintenance, necessary repairs, student and staff mobilities administration at the International affairs office, Project management office, production of chamber opera performances, their documentation and technological support, also to individual students school projects by Audiovisual studio (AVS), and last but not least organisation of all artistic interpretation school performances and other concert activities by Concert support office. Another auxiliary workplace which assures the operation of the departments, particularly in terms of funding domestic mobility, is the department secretariat. The individual departments and their units prepare the plan for their development always for a five-year period and its updates for the relevant academic year. According to the purposes connected with the implementation of the study plans of the individual specializations, the necessary funds are allocated to departments through the services of the above-described workplaces and units. The Faculty of Music Academic Senate subsequently approves the Annual Activity Report as well as the Annual Financial Report for the relevant calendar year. If needed, the academic senate members may on continual basis be informed on the state of the financing of the faculty.

Academic staff and students may avail themselves of the internal grant procedure for the innovation of study plans and methods from the Educational and Artistic Activity Development Fund and also for the support of student creative activities. During the fund distribution process no preference is given to any study profiles, and therefore any evaluated study programme is secured in terms of finance and material in a sufficient manner corresponding to the existing situation.

From the long-term planning perspective it is essential to have several sources of funding. The faculty has to improve its management of the performance and qualitative parameters which are an important factor in the creation of the budget. Also it is necessary to maintain active dialogue on the role of art education in society and continue to advocate the equality of artistic results generated in the RUV database with the scientific and research results in the RIV database. Hope is seen in the planned establishment of the Artistic Activities Fund which should regularly provide funds for an institutional support of creative artistic activities. This is also linked to the equality of individual areas of education and their financing (natural sciences, humanities, technical and art study programmes and others). If the plan for the introduction of an institutional support of artistic creative activities comparable with the institutional support of research activities in other university programmes is effectuated, art study programmes will be stabilized in the long run thanks to an adequate assurance of the needs for their implementation and further development. Collaboration with the professional and commercial domains also seems interesting in terms of better funding. JAMU Faculty of Music does not have a

marketing strategy and so far has not been able to use its potential in creating attractive commercial offers for future partners, for instance in advertising and PR services.

For a better and more effective management of the academy an internal audit institute has been set up. The institute has prepared a risk management strategy plan at Rector's Office level. The faculty may plan the performance of an internal audit of a relevant period of faculty's choice. The risk situation map is prepared at the university level – and is available at the Internal Audit office. Each year the results of the internal audit are assessed (see the Annual Report on Internal Audit Results) and the relevant assessment Report on the Results of Financial Controls is submitted to the Ministry of Education, Youth and Sports.

### 5.3 Support staff

The support staff may generally be assessed in terms of preparedness, technical and professional knowledge as highly qualified. However, with view to the size of the academy and a relatively low number of employees it is inadequately paid. It can be said that with regard to the increasing demands on administrative and work performance it is very difficult to motivate these employees for additional work activity beyond their existing job obligations. This also starts to limit in a fundamental manner other project and cooperation activities of the individual workplaces.

Out of the total number of 152 individual employees or 119.67 FTEs working directly at the Faculty of Music, 124 natural persons or 86.46 FTEs are teachers and 28 natural persons or 33.21 FTEs are non-teaching staff. Of the non-teaching staff, 10 natural persons or 9.46 FTEs work in “blue collar” positions (janitor, cleaners), the rest are the faculty's managerial staff. The faculty management also includes positions of specialized and senior officers who are responsible for the following processes in accordance with the faculty's organizational structure – the Concert Support Office, the Studies Administration Office, the International Affairs Office, the Facilities and Operational Management Office, the Project Management Office, the Chamber Opera Studio, the Audiovisual Studio and the Dean's and departmental secretariats (see Annual Report on JAMU activities for 2018).

With view to the size of JAMU many support activities are assured at the university level through non-faculty staff – including the Financial Department, IT and Information Services Department or the Technical Department of the Rector's Office. As has already been mentioned above, these units with university-wide operation also include the Library, the JAMU Publishing House, the Orli Street Theatre and the Astorka dormitory – see the academy's organizational chart that constitutes part of the annual reports on the activities and financial management of JAMU.

The processes for further professional and career development and strengthening of the competences of the technical and management personnel are, in compliance with valid legislation, labour law amendments and latest internal regulations, assured in the form of trainings taking place several times a year. Further professional training of employees takes place at the university level and these processes are supervised by JAMU management. The heads of the individual offices are methodically guided directly by the individual vice-deans and senior officials. This also includes practical trainings in occupational safety. All employees participate as necessary in the seminars and trainings organized by the MEYS or other supervisory authorities (such as in the area of migration policy and thereto related activities subject to the regulations and order of The Ministry of the Interior of the Czech Republic and The Foreign Police).

## 6. Communication, organisation and decision-making

### 6.1 Internal communication process

All the students and employees of the Faculty of Music have a school e-mail box. For electronic communication the faculty uses or administers the following instruments and platforms: JAMU Information System (is.jamu.cz), the Faculty of Music website (hf.jamu.cz), the website for applicants for the studies at the Faculty of Music (jamuj.cz), the Faculty of Music email client

(webmail.jamu.cz), the Faculty of Music facebook profile and other tools. Contacts to students and employees of the faculty are available at the aforementioned websites. Currently, works are in progress concerning the updating of the content of the websites and innovation of their graphic form. These works are performed in coordination with the works on a new visual style of the entire JAMU.

Communication with external teachers is assured directly by the head of a workplace and department or the head may delegate the responsibility for the necessary communication on one of the professors or associate professors. These persons are then taken as guarantors of a given subject or part of an educational cycle.

The administration of information and communication technologies is the responsibility of the qualified staff of the Faculty of Music and JAMU Rector's Office (see: 2.3b).

## **6.2 Organisational structure and decision-making processes**

The size of the teaching staff and the number of employees limit the options for involvement of individual workers in several organizational structures at the same time. Therefore the organizational structure reflects the basic requirements of legislative and regulatory frameworks and tries to utilize in an efficient manner the time and spatial capacities of the staff and employees. The organizational structure is attached (see: Faculty structure, 4.2b).

One of the mechanisms providing feedback to the faculty management is the regular participation of the dean and his staff at the meetings of the Academic Senate of the Faculty of Music where especially the representatives of the Students' Chamber discuss their needs for improvement of the organization of study and artistic activities.

The academic community in the Czech Republic has developed as a very strong democratic structure where fundamental decisions are subject to a multi-level approval process. For example, the proposal for the allocation of non-investment financial means approved at JAMU level for the Faculty of Music is discussed by the Faculty of Music Dean's Advisory Board and subsequently approved by the Faculty of Music Academic Senate. Similarly, the Faculty of Music Academic Senate also gives statements to the proposals of study programmes implemented at the faculty. As for property changes, these are approved at the university level only, by JAMU Board of Trustees. On the other hand, matters such as changes in study programmes or accreditation proposals must be discussed and approved upon dean's request by the Faculty of Music Artistic Board (see: Faculty structure, 4.2b).

The responsibilities of the managerial personnel are defined in the documents which the managers have received in relation to their respective offices. The scope of activities in connection with the management of a vice-dean's office is defined in the appointment letter and functional classification description. The job profile of department heads is described in the document "Department Head Job Profile", which each head of a department has received from the dean. This document describes, among other things, their responsibilities for the admission procedure, for the current setting of the study agenda for the individual fields, for the preparation and organization of the state final examinations; also the administration of opposition procedures is well known and need to be fully managed. It is with regard to the many years of experience with these processes and personal characteristics which guarantee a full functionality of these activities that the dean selects and appoints such representatives for the individual departments.

Students are involved in important decision-making and advisory bodies of the academy and the faculty. Also employees are indispensable members of the majority of bodies, with view to the high degree of specialization coming along with their responsibilities for certain processes (for external experts see also point 4 of this report).

One of the important proofs on the standard of processes is the successfulness in pedagogical and artistic activities. This includes the employability of graduates, performance results in the RUV database, success in international competitions, high interest in participation in Leoš Janáček International Competition and others.

## 7. Internal quality culture

Higher education institutions in the Czech Republic have the obligation to introduce a quality assurance and internal assessment system under the amendment of the Higher Education Institution Act and beginning in 2017 each school has to substantiate its existence in its internal assessment report. The quality system and its tools such as: the internal assessment board, list of accreditation standards and regular assessment of the quality of activities at all levels and at all workplaces are the fundamental prerequisite for acquiring institutional accreditation. Up to now JAMU has not taken any systematic internal evaluation measures relating to the design and development of the quality system, even though many of its processes and assessment of their parameters already show the basic principles and rules of institutional management based on quality parameter assessment and rules of designing and fine-tuning additional processes for the maintenance as well as increase of required parameters.

Also related to this is the fact that so far the Faculty of Music has not passed through the external quality assessment process and that one of the most important goals of this evaluation process is to obtain the assessment and evaluation of the setting of the quality system at JAMU and its units.

The principles and procedures in the area of quality assurance and assessment are determined at JAMU level by the document “System of internal assurance and assessment of the quality of educational, creative and other related activities”. The document describes the main principles of assessment specific to art academies, when publicly presented and assessed outcomes of the majority of offered subjects are regarded as an indicator of the quality of the preceding educational process and at the same time as an indicator of the quality of the creative activity that constituted the content and objective of the subject.

The following annexes are attached to the document:

- Field accreditation standards: In 2016 to 2017 the recast of the structure of the documents describing the general and field standards of activities at both the faculties was undertaken, particularly for the needs of further activities directed at the new system of accreditations. On this basis the following strategic documents have been prepared by the collaboration of the representatives of JAMU and the Prague Academy of Performing Arts, as one of the results of a joint centralized development projects: “Standards for accreditation of study programmes in the educational area of Arts – including Dramatic Arts, Musical Arts, Film and Television Arts and Dance Arts” finalized in November 2016. At the start of 2017 both the documents were delivered to the National Accreditation Bureau.
- Framework of qualifications (acquired competences—knowledge, skills and qualifications) for the individual study programmes and their specializations for the Bachelor’s, Master’s and Doctoral degree.
- Graduation performances, which in addition to the Bachelor’s and diploma thesis are an equal part of the requirements for the completion of studies. Graduation performances are described for study programmes and their specializations. The description contains the characteristic of the performance and the professional knowledge, skill and competences demonstrated by a student through his or her graduation performance. It also includes the description of the evaluation of the graduation performance and the evaluation criteria.
- Learning outcomes from of all the subjects in which such performance is presented. These include various types of outcomes from skill presentations to entire works intended for wide public. The document specifies for individual study programmes and their specializations and degrees and years of study the subjects in which such performances are presented, the type of the performance, and its audience and the evaluator of the performance.

The crucial change for internal assessment of the quality of educational and creative activities is the transition from study fields to study programmes with specializations. In 2018 preparatory works were carried out on the first applications for accreditation of new study programmes and in 2019 this demanding process will continue. Comprehensive accreditation applications are being prepared or have already been filed for the following Bachelor’s or Master’s study programmes: Stringed Instruments; Wind Instruments; Percussion Instruments And Jazz; Historical Interpretation; Multimedia Composition; Composition; Conducting, Signing And Opera Directing; Musical

Production; Piano Interpretation. At the doctoral level of studies these include: Interpretation and Theory of Interpretation; Composition and Theory of Compositions; Musical Production.

The gradual processing of the documents for the accreditation of the newly created study programmes has become the key activity in the quality domain. This includes the aforementioned annexes to the System of Internal Assurance and Assessment of the Quality of Educational and Creative Activity at JAMU – the “Qualification framework for study programmes and their specializations at JAMU Faculty of Music” (See Annexes A – no. A16); the “Assessment of quality of educational and creative activities of study programmes and their specializations based on the assessment of graduation performances at JAMU Faculty of Music” (See Annexes A – no. A17); and the “Assessment of quality of educational and creative activities of study programmes and their specializations based on assessment of learning outcomes of study subjects at JAMU Faculty of Music” (See Annexes A – no. A18).

So far these documents have been prepared for these study programmes (current state—autumn 2019): Stringed Instruments (both degrees); Wind Instruments (both degrees); Historical Interpretation (follow-up Master’s degree); Multimedia Composition (follow-up Master’s degree); Composition (non follow-up Master’s degree); Conducting, Singing and Opera Directing (non follow-up Master’s degree); Musical Production (Doctoral degree). The remaining documents will be processed by the end of 2019.

The newly established and designed study programmes are reviewed by the National Accreditation Board. For a successful accreditation application each guarantor of the study programme must prepare an independent self-assessment report on the study programme. This is a relatively new process as the Faculty of Music, the first reports have only been prepared at the start of summer 2019. At present (autumn 2019) the self-assessment reports for the following study programmes are being prepared: Stringed Instruments (both degrees); Wind Instruments (both degrees); Percussion Instruments and Jazz (both degrees); Historical Interpretation (follow-up Master’s degree); Multimedia Composition (follow-up Master’s degree); Composition (non follow-up Master’s degree); Conducting, Singing and Opera Directing (non follow-up Master’s degree); Musical Production (Doctoral degree). The remaining reports will be ready by the end of 2019.

Almost all the departments have used the opportunity for the aforementioned accreditation to review their currently offered study programmes and plans and make beneficial innovations and changes and broaden the scope of their competences. In addition, some departments have prepared entirely new specializations or types of studies (e.g. Composition, Conducting and Opera Direction Department – composition of electroacoustic, stage and film music; Jazz Improvisation Department – jazz composition and arrangement; Organ and Historical Interpretation Department – a joint historical interpretation programme with the Conservatoire of The Hague).

The quality assurance and evaluation procedures are monitored, controlled and managed at JAMU level by the Internal Assessment Board. The Board has 9 members appointed from among the representatives of both the faculties. For the area of assurance and increase of quality JAMU internal regulation was drawn up in 2017, titled the “Rules of the system for the assurance and internal evaluation of the quality of educational, creative and related activities”. The activity of the Board is governed by JAMU internal regulation - “Internal Assessment Board Rules of Procedure”.

The main objective in internal assurance of the quality of the educational and creative activities at the Faculty of Music is excellence in artistic (or production) performances of, in the first place, students but also of academic workers. A student’s artistic (or production) performance is at the heart of the interest of the educational mission of the Faculty of Music. Therefore this performance presented before a board, compared and evaluated within the comprehensive system of board examinations at the Faculty of Music – starting with entrance examinations (a board composed of the department head and teachers), over semester examinations (a board composed of the department head and teachers – at the end of each semester), dean’s examinations (a board composed of the dean, vice-deans and department heads – at the end of the first year) to the state final examinations (a board composed of the board chairperson, who is a professor from some other department, the department head and teachers).

The internal evaluation of the educational and creative activities at the Faculty of Music takes the form of evaluations, analyses and debates or discussions at several levels – at the faculty management level and at the level of the management of the individual departments.

The internal evaluation of the educational activity at the Faculty of Music traditionally takes the form of a questionnaire survey, among other ways. In 2017 there was a discussion at the level of the faculty management regarding the relevance of the existing system of evaluation of the individual departments by way of a questionnaire survey (usually 2 departments in a year). The result of this discussion was the decision to deviate in the upcoming year of 2018 from the well-established evaluation model. With regard to the current modifications and changes in the internal regulations concerning qualification theses at the Faculty of Music a decision was made to focus on this important area also in evaluation. Therefore a questionnaire survey among diploma candidates concerning qualification theses was prepared for 2018.

The survey was performed among diploma candidates at the beginning of May 2018. It was followed by the preparation of a methodology for the assessment of the questionnaires and the insertion of the collected data into the resultant tables. In December 2018 the results of the survey, including the final report, were presented to the Faculty of Music management. The average assessment that emerged from the answers of the individual respondents was mostly positive but of course critical remarks and suggestions for improvements appeared as well. However, with regard to the low rate of return of the questionnaires at some departments, it was decided that the questionnaire survey would be repeated in the next year as well.

The internal assessment of creative activities at the Faculty of Music takes place annually at the meetings of the Dean's Advisory Board and frequently also at wider meetings of the faculty management with the heads of departments. The subject-matter of the assessment is in particular the statistics of the results and the scores in the RUV and RIV databases in the current year. Analyses of these situations and benchmarking across art academies in the Czech Republic are submitted. With regard to the mild decline in the RUV score, the dean of the Faculty of Music prepares motivational remedial measures for the next year (targeted rewards to reporting academic staff and other measures).

At the Faculty of Music it is the vice-dean, Mgr. Jan Přibil, who is responsible for quality assurance. DiS. The quality officer is MgA. Zuzana Palaniyappan (at maternity leave since July 2019) and MgA. Kateřina Polášková (since June 2019).

## 8. Public interaction

### 8.1 Cultural, artistic and educational contexts

A significant part of the Faculty of Music's impact in the public domain is its artistic activity. This direct interconnection with the cultural and educational activities in the region requires an indispensable collaboration with the South Moravian Region, the statutory city of Brno and also trans-regional partners and their support programmes, such as the Ministry of Culture of the Czech Republic and other bodies. This collaboration has above-standard parameters, our representatives take an active part in the function of the Brno Cultural Parliament and are members of the grant committees distributing the financial means for the support of live art. Municipal institutions representatives and city and regional management officials are part of important platforms such as JAMU Board of Trustees and the Presidium of Leoš Janáček International Competition.

JAMU is an advocate of equal position of arts in the general elementary and secondary education and secondary vocational education as well as in the domain of informal education. In the past the management of JAMU and the faculty have several times initiated a cross-sectoral meeting of the officials of the Czech Ministry of Education, Youth and Sports and the Ministry of Culture with the representatives of secondary specialized schools as well as elementary schools and elementary schools of art with the aim to try to harmonize the educational frameworks for the lower levels of the school system. The Faculty of Music cooperates on long-term basis with conservatoires and elementary art schools in organization of workshops, local exhibitions and festivals and participates in refining and



using the teaching methodology for the individual study fields. Some teachers are involved in the teaching processes at these lower levels of professional art education.

JAMU is an important higher education institution and its Faculty of Music is one of the two educational centres offering a wide range of specializations in the domain of musical arts as well as its marginal forms in the national academic and public space. Its graduates and teachers, and even students in the course of their studies are therefore the key participants in many cultural and artistic events not only at the regional level. In line with the mission and the objective of the school, many representatives of the faculty take an active part in public life and cultivation of society.

One of the most important regular interventions and declarations of the faculty's professional level is the Leoš Janáček International Festival which together with the Prague Spring is the most significant and most renowned instrumental competition in the Czech Republic. It offers unique experience to those of our students who participate in the competition and also enables the other participants to compare internationally their level of achievement in the disciplines of the competition. In this respect a fundamental activity in lifelong learning is the organization of the International Interpretation Courses which have had a long tradition (this year they have occurred for 52nd time) and which are visited each year by some 100 participants from around the world.

In addition to educational, artistic and other creative activities, there is also the function of a direct social actor, which the Faculty of Music views as no less important. Through all its activities the faculty tries to contribute to the spreading of knowledge and values in society. A traditional value from which the entire JAMU derives the principles of its activity is academic freedom. This value is associated particularly with institutional autonomy, political independence, freedom of thought, the right to present and defend one's opinions, defence of equal opportunities, active participation in self-government and development of the principles of democracy. In collaboration with other personalities and partners it participates in the creation of a space for public discussion and significantly contributes to its openness, critical, expert and cultivated character. The academy is aware of its position and role in the society and therefore puts emphasis on ethical behaviour of its academic community and all its employees.

## **8.2 Interaction with the artistic professions**

In its methodical centre the Faculty of Music collaborates with elementary schools of art, there is also an interconnection with the Brno Philharmonic – the Philharmonic director is a member of the Production Doctoral Board and JAMU Artistic Board, the General Manager of the Czech Philharmonic is a member of the Faculty of Music Artistic Board and JAMU Board of Trustees and excellent students of the faculty are members in the orchestral academies of prominent orchestras (Brno Philharmonic, Czech Philharmonic, Prague Symphony Orchestra, Prague Chamber Orchestra and other). At these positions we interact with the officials of significant cultural institutions.

Successful developments can also be seen in the collaboration with the Brno National Theatre through the regular participation in the programme and organization of the International Festival Janáček Brno and the involvement of the members of the Department of Composition, Conducting and Opera Directing, the Department of Musical Management and Department of Singing in the preparation of theatre performances and in similar activities. We will continue our collaboration with the Brno Philharmonic and other important institutions.

The Faculty of Music encourages the involvement of practitioners in the teaching process, specialized professional preparation and production of learning outcomes (such as workshops or field trips). External practitioners are also invited to participate in various boards, especially for the state final examinations.

The Faculty of Music regularly announces an internal student competition for the support of creative activities, which offers scholarships for the support of high-quality extracurricular art projects. Employees participate in musical, dramatic or multimedia as well as scientific and research projects: they receive support both in the form of a mobility contribution and the possibility of co-financing. The faculty and university workplaces offer the technical and administrative support for participation

in international competitions, extracurricular projects of professional partner institutions and in obtaining grants and implementation of additional grant projects.

Departments and supervising teachers follow their students' career after their completion of studies and many of them are employed at artistic positions in prominent institutions. Such a long-term contact with our graduates gives us the opportunity to acquire valuable information on the trends in the professional domain and also to receive feedback on the preparedness of our students.

The teachers of the Faculty of Music are also involved in the University of the Third Age (U3V) programme within the principles and various forms of lifelong learning. The faculty organizes paid courses, preparatory courses for talent examinations but also offers many free-of-charge consultations.

### 8.3 Information provided to the public

For provide information to the public the Faculty of Music uses:

- web pages – the official internet pages of the entire school, the official internet pages of the faculty and also, for example, the portal for prospective students: jamuj.cz, social networks and other electronic media
- JAMU publications (books, anthologies, expert studies, qualification theses, textbooks and other materials) and periodicals – such as the Občasník JAMU (issued at least twice a year in printed and electronic form: [www.jamu.cz/obcasnik](http://www.jamu.cz/obcasnik)) or JAMUsica (electronic magazine to which an ISSN has been attributed this year)
- archive of JAMU final theses in printed or electronic form in JAMU library (in compliance with the statutory obligation on publication of qualification theses)
- printed matter (brochures, leaflets, posters, banners and other materials)
- media services of portals operated throughout the year – e.g. mestohudby.cz and regular programmes and promotional regional journal KAM, and other resources.
- press releases (issued by the PR department of JAMU Rector's Office)
- occasional programmes on various channels on the Czech Radio, the Czech Television and regional cable televisions (e.g. news reports and interviews, advertising clips for significant concert and dramatic events, etc.)
- informal and independent student activities – e.g. alternative presentations, notes, etc.

Information to be published is subject to prior approval of the Faculty of Music management, and if required, are revised and approved by the Dean's Advisory Board. The principles of official information to be published double check is besides the Deans's Advisory Board guaranteed by the Concert and/or Project Department, and by the IT administration. The content is not to be spread arbitrarily or deliberately. Authorized access to content administration is limited. The final theses archive is filled only after their content and form have been approved by the supervisor; the assessment reports of supervisors and external examiners are its part. The information spread through professional groups and students (printed materials, Facebook, etc.) is only reviewed retrospectively.

## 9. Supporting documents

Annex 1. Title: JAMU Statute, JAMU Faculty of Music Statute

Annex 2. Title: Strategic Plan 2016-2020 + update 2018

Annex 3. Title: Annual Report 2018

Annex 4. Title: Rules of internal assurance and internal evaluation of the quality of educational, creative and related activities

Annex 5. Title: JAMU Rules for Studies and Examinations

Internal regulations of JAMU:

JAMU Statute

JAMU Rules for Studies and Examinations

Rules of the system for the assurance and internal evaluation of the quality of educational, creative and related activities

JAMU Internal Assessment Board Rules of Procedure

JAMU Academic Senate Rules of Procedure

JAMU Academic Senate Electoral Code

JAMU Artistic Board Rules of Procedure

Internal Assessment Board Rules of Procedure

JAMU Scholarship Rules

JAMU Code of Ethics

JAMU Disciplinary Code

Rules of Habilitation Proceedings and Proceedings for the Appointment of Professors

All JAMU internal regulations are available at JAMU website:

[dokumenty.jamu.cz](http://dokumenty.jamu.cz) – List JAMU (in Czech)

[dokumenty.jamu.cz](http://dokumenty.jamu.cz) – Documents (in English)

Internal regulations of JAMU faculties:

Statute of JAMU Theatre Faculty

Statute of JAMU Faculty of Music

Theatre Faculty Academic Senate Rules of Procedure

Faculty of Music Academic Senate Rules of Procedure

Theatre Faculty Academic Senate Electoral Code

Faculty of Music Academic Senate Electoral Code

Theatre Faculty Artistic Board Rules of Procedure

Faculty of Music Artistic Board Rules of Procedure

JAMU Self-assessment Report

Information Assessment Report + Supplement

Career Code

Admission Procedure Decrees

Financial resources

Budget Indicator Analysis 2014–2019

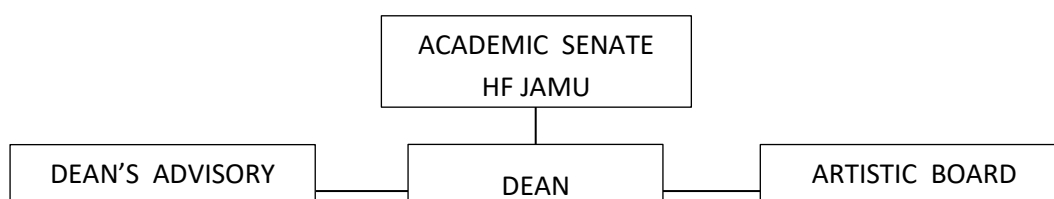
Faculty Expenses Budget of Units 2014–2019

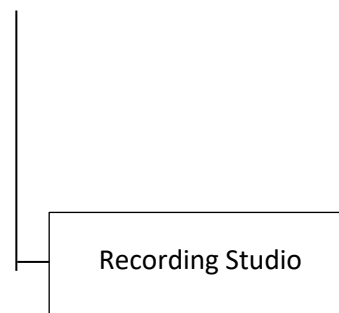
Renewal of Assets 2014–2018

## 10. Annexes

Annex no. 1:

### ORGANISATION CHART FACULTY OF MUSIC





Annex no. 2:

## Number of Students in study programmes of Faculty of Music JAMU

Study programme: **Musical Art**

Number of students in bachelor, master and doctoral degree by fields till 31. 12. 2018:

Field of study	Total	Bachelor	Master	Doctoral	foreigners incl.

Percussion Instruments	9	8	1		4
Historical Interpretation	20	9	11		2
Organ	10	9	1		3
Church Music	2	2			1
Orchestral Conducting	7	5	2		1
Choral Conducting	4	3	1		
Composition	9	6	3		2
Multimedia composition	2	2	0		2
Opera Direction	3	2	1		1
Bassoon	6	2	4		
Flute	10	7	3		4
Oboe	8	7	1		4
Clarinet	10	8	2		1
French Horn	9	8	1		1
Trombone	7	5	2		
Trumpet	10	7	3		
Tuba	4	2	2		
Violin	19	12	6		4
Double Bass	6	2	4		2
Guitar	12	9	3		8
Violoncello	9	6	3		1
Viola	4	3	1		
Music Management	16	16			4
Music Production	7		7		2
Jazz Interpretation	31	23	8		12
Piano	30	21	9		7
Piano Pedagogy	12	12			2
Piano and Piano Pedagogy	7		7		
Voice	34	21	13		5
Interpretation and Theory of Interpretation	30			31	6
Composition and Theory of Composition	6			6	2
Music Production	2			2	
<b>number of students</b>	<b>355</b>	<b>217</b>	<b>99</b>	<b>39</b>	<b>81</b>

#### Number of graduates in 2018

study	Bachelor	Master	Doctoral	Total
number of graduates	73	33	3	<b>109</b>
foreigners incl.	17	9	1	<b>27</b>

#### Number of students failure in programme Musical Arts

2018	Failure of students in study programme Musical Art			Total
	Bachelor	Master	Doctoral	
Individual decisions	4	4	2	<b>10</b>
Conclusion	4	2	0	<b>6</b>
<b>Total</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>16</b>

#### Live long learning

	number
Methodological Centre – piano	143
Foreign students	5
International interpretation courses	97
Interpretation courses Kyoto	40
U3V	221
<b>Total</b>	<b>506</b>

**Number of lifelong learning courses of Faculty of Music**

SP	Training courses for professions			Optional courses			U3V	Total
	less 15 hour.	less 100 hour.	more	less 15 hour.	less 100 hour.	more		
Culture and Art	2	0	2	0	0	0	5	9
Total	2	0	2	0	0	0	5	9

**Number of participants in lifelong learning courses of Faculty of Music**

SP	Training courses for professions			Optional courses			U3V	Total
	less 15 hour.	less 100 hour.	more	less 15 hour.	less 100 hour.	more		
Culture and Art	137	0	148	0	0	0	221	506
Total	137	0	148	0	0	0	221	506

Annex no. 3:

**The Czech National Higher Educational System**

Education is provided free of charge at all three levels. Primary and secondary education is managed by the Framework Educational Program (FEP). It determines what the pupil should know after finishing school or grade. Schools create a school curriculum (SEP), in which they set out specific content for the given outcomes.

Primary education is represented by elementary schools (základní školy) and lower grades of multi-year grammar schools. Secondary education consists of secondary vocational schools with a school-leaving certificate / vocational school with a vocational certificate / vocational school with a school-leaving certificate / general grammar school / conservatory. Completion of secondary education by the school-leaving examination is a condition for entry to university. The primary school system consists of elementary schools and lower secondary grammar schools and provides general education to all children in the course of 9 years of compulsory schooling from 6 to 15 years of age. Secondary schools include secondary technical schools with a graduation exam / secondary vocational schools with apprenticeship certificate / vocational schools with a graduation exam / grammar schools / conservatoires. Completion of secondary education with the “maturita” graduation exam is a prerequisite for admission to a higher education institution.

Tertiary professional schools provide students with practically oriented qualifications at the ISCED 5B level. Their aim was to fill the gap in qualification needs between secondary and tertiary education. These schools have mostly been attached to secondary technical schools and they still form a single legal entity with them. Only one fifth of them are independent entities. Their curriculum (educational programme) is prepared by the school and accredited by the MEYS. These schools can charge fees where the maximum level is regulated (together with other issues) by the Decree on Tertiary Professional Education.

Higher education institutions (HEIs) provide tertiary education to ISCED 5A and 6 levels by organising accredited study programmes, which are prepared by individual institutions/faculties and approved by the MEYS after a positive opinion from the National Accreditation Bureau for Higher Education. In addition to that, all higher education institutions carry out other activities such as research, development, artistic work and possibly other creative activities, as well as organising lifelong learning programmes. They are either of university or non-university type facilities. The University of Defence and the Police Academy still remain state institutions, controlled by the relevant Ministries (Defence and the Interior). Private higher education institutions can only function as legal entities after obtaining the approval of the Ministry of Education which is based on the recommendation of the National Accreditation Bureau for Higher Education.

#### Types of institutions and qualification acquired

institution	ISCED level	Length (years)	type of examination	degree awarded
Conservatoire (art education)	5B	2	Absolutorium	
Tertiary professional school	5B	3 (3.5)	Absolutorium	DiS. (specialist with a diploma)
Higher education institution university and non-university type (Bachelor and Master studies)	5A	1 <sup>st</sup> cycle 3-4 (180-240 ECTS)	State examination and defence of a thesis	Bc./BcA (Bachelor/Bachelor of Art)
		2 <sup>nd</sup> cycle 1-3 or 4-6 in case of “long” non-structured courses (60-180 ECTS)	State examination and defence of a thesis	Mgr./MgA. (Master/Master of Art) Ing./Ing. arch. (for technical and economic branches/ in architecture)
			Specific state examination (“rigorózní zkouška”) and defence of a thesis	MUDr. (doctor of medicine), MDDr. (dentist), MVDr. (doctor of veterinary medicine) For Master degree holders after taking this type of examination: JUDr. (in law), PhDr. (in humanities, education and social sciences), RNDr. (in sciences), PharmDr. (in pharmacy), ThDr. (in theology)
Higher education institution	6	3 <sup>rd</sup> cycle 3-4	State doctoral examination and	Ph.D. Th.D. (theology)

university (Doctoral studies)	type			defence of a thesis	
----------------------------------	------	--	--	---------------------	--

Annex no. 4:

### JAMU Internationalisation strategy

The basic idea of the strategy from international perspective is to assure further development in the opportunities for students and teachers to acquire education and experience abroad: mobility, student joint projects, visiting teachers from abroad, presentation opportunities in international interpretation



competitions, festivals and workshops. Another important activity linked to the fulfilment of these objectives is the establishment of new contacts with foreign universities, integration of the school in international networks and opportunities to create joint study programmes. The strategy focuses on the total of nine major areas of development:

- **Promotion of openness and awareness on activities of international character at JAMU**

In connection with the ongoing process of creating a new website of JAMU and the application of a new unified visual style of the academy, the promotion of openness and information flow throughout the institution and clear definition of the international dimension of the school. In this context, clarification of the conditions for potential foreign students and teachers and creation of overall attractive visual image of JAMU as a modern art institution. Support for the development of information systems to achieve digitization of the communication with foreign partners and to make mobility easier.

- **Increase of the number of foreign students in the accredited study programmes and increase of the number of students coming from abroad for short-term and long-term stays**

In connection with point 1, completion of the preparation for teaching in English in Bachelor's and Master's programmes at the Faculty of Music and in the Doctoral programmes at both the faculties. Clear definition of the financial conditions for those interested in studying in the English language. Increase of awareness on the possibilities and artistic standards of the short-term studies abroad and for this purpose a maximum possible support for mobility of teachers which significantly contributes to the interest in student scholarships at JAMU.

- **Support of joint study programmes**

In connection with the ongoing accreditation of a joint study programme in the Master's studies between the Royal Conservatoire of the Hague and JAMU Faculty of Music, designing of a system of active support for successful implementation of the programme and, based on the first experience, definition of further steps towards mutual active collaboration between both the institutions. Application of the experience acquired during the process of accreditation of a joint study programme for opening of additional joint programmes with other partners in future.

- **Support for increase of the numbers of outgoing students**

In relation to Czech students, strong promotion of the scholarship opportunities at partner schools within the ERASMUS+ programme and under other programmes and contracts. The intention of JAMU is to increase the percentage of students using the mobility system. The objective is for mobility to become a standard part of the studies in study programmes and to considerably contribute to the fulfilment of the internationalization of students' knowledge and skills. In this regard, it is necessary to increase the flexibility in recognizing the credits acquired in partner institutions. In connection with the plan to increase the numbers of outgoing students, support to further development of the portfolio of partner schools and support to excellent students.

- **Support of joint projects with partner universities**

Within the support of students' practical experience and extension of interactive forms of education, giving students opportunities to get involved in the joint projects created by the faculty with its partner institutions, which may be highly beneficial thanks to the comparison of approaches to educational and innovations.

- **Support of participation of JAMU students and teachers in study and educational stays**

As part of the support for the development of the institution's internationalization, stimulation of students and teachers in participating at international conferences, scientific symposiums, interpretation competitions, festivals, workshops and other short-term events which promote the JAMU brand and which bring numerous innovative insights to the participants. Maintaining the high number of visiting professors who are invited on the basis of project activities and providing a concrete definition of the status of long-term visiting teachers. In this context, also the increase of the number of subjects taught in English.

- **Support of participation in international networks and in the development of the European higher education space**

In connection with the development of the partner schools portfolio, further integration of JAMU into international institutional networks and increase of participation of JAMU teachers and staff in various forms of collaboration with foreign institutions (AEC, ELIA, SAR, E:UTSA, ENCATC and others).

- **Support of the development of the quality of prominent international artistic and research projects at JAMU**

Long-term support to significant international and scientific projects at JAMU—especially the Festival SETKÁNÍ/ENCOUNTER, International Interpretation Courses, Leoš Janáček International Festival in Brno, Meetings of New Music Plus International Festival and the Festival of Percussion Instruments which are the most important JAMU events in international context. Extension of the opportunities for promotion of these events with the aim to further increase the academy's international renown. Support of JAMU's active participation at international scientific and research conferences and symposiums with its scientific and research projects.

- **Support to the enhancement of the language skills of JAMU students, academic staff and employees**

The essential requirement for the internationalization of the institution is the improvement of the language skills of teachers, employees and students with the aim to progressively remove the language barriers which still are a significant obstacle in communication with foreign partners. Support means the organization of language courses for teachers and employees as well as further increase of the quality of teaching in foreign languages.