



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Music Education

Department: Music Studies
Institution: Ionian University
Date: 26 June 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Music Education** of the **Ionian University** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation.....	5
III. Postgraduate Study Programme Profile	6
Part B: Compliance with the Principles	7
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT	7
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES	13
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT	17
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION	21
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES.....	25
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT	29
PRINCIPLE 7: INFORMATION MANAGEMENT.....	34
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES	37
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	40
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES.....	43
Part C: Conclusions.....	45
I. Features of Good Practice	45
II. Areas of Weakness	46
III. Recommendations for Follow-up Actions	46
IV. Summary & Overall Assessment.....	48

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Music Education** of the **Ionian University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Liaropoulos Panagiotis (Chair)

Berklee College of Music

2. Katsarou Eleni

College of Education, University of Illinois at Chicago

3. Litos Ioannis

University of Macedonia

4. Tzanetakis George

Department of Computer Science, Faculty of Engineering, University of Victoria

II. Review Procedure and Documentation

The accreditation review remote visit took place over two days: May 27, and May 28, 2024. During these two days the EEAP members met over videoconferencing with various stakeholders involved with the Postgraduate Study Program “Music Pedagogy.” Meetings on the first day were with the EEAP, Director of the PSP, Head of the Department, MODIP members, Steering Committee/OMEA members, and faculty. After a short presentation of the history, goals, and composition of the program, a discussion took place about the strategic goals and current status of the academic unit, quality assurance policies at the department and at the institutional level, and collection of information for the accreditation. This was followed by a meeting with EEAP, administrative staff members, and teaching staff members of the PSP where the panel received an on-line tour of classrooms, lecture halls, libraries, and other facilities related to the PSP. A discussion followed regarding the facilities presented in videos produced for this purpose.

During the second day, meetings were held with faculty members and teaching staff, students from both years of study, graduates of the program, and individuals from various external organizations that collaborate with the academic unit in various ways. The accreditation visit concluded with a meeting between the EEAP, the Director of the PSP, the Head of the Department, MODIP members, PSP Steering Committee/OMEA members, and MODIP staff. In the meeting, preliminary findings and impressions from the visit were discussed and clarifications were provided as needed to the accreditation panel.

In terms of documents, a variety of sources of information assembled by the PSP were consulted both prior to the virtual visit and after it was completed, while working on the accreditation report. These documents include: the PSP’s accreditation report, the quality assurance guide, the list of faculty members, the program study guide, the regulation for appeals, examples of student questionnaires, summary of the faculty accomplishments, thesis regulations, diploma supplement, responses to the internal quality assurances process, student mobility regulations, and many others. This plethora of well-written and well-organized documents and information was helpful for the accreditation panel during the preparation of this report. Overall, both the virtual accreditation visit and our interactions with the various stakeholders went perfectly well.

III. Postgraduate Study Programme Profile

The Postgraduate Study Program “Music Pedagogy” is offered by the Department of Music Studies at the Ionian University. The Program was established in 2015 and launched its educational activities in 2016. It consists of two specializations: “Music Education in Schools and the Community” and “Choral Conducting of Children’s Choirs in Schools and the Community.” The modality currently used by the program is remote.

In order to graduate, students must complete 120 European Credit Transfer and Accumulation System (ECTS) units over the course of 4 academic terms. They receive a Masters degree. Tuition is set to 1000 Euros per term.

Graduates of the Program are mostly working in primary, secondary, and tertiary education settings in Greece. They also work as researchers in higher education, cultural institutions, libraries, museums, and archives. They are also employed in the private sector in conservatories and music schools. The graduate program is in regular communication with its graduates and this communication helps inform decision making.

The Department of Music Studies was established in October 1992. It is part of the Ionian University, itself established in 1984 - and considered by local stakeholders a continuation of the Ionian Academy (1824-1864), the first modern tertiary institution in Greece. Today, the Department serves more than 1000 students in its Undergraduate, Graduate, and Doctoral programs. The Department provides a vast variety of music courses classified under five distinct fields:

1. Advanced Music Theory (Harmony, Counterpoint, Fugue) and Music Composition
2. Music Performance (instrumental, vocal, conducting)
3. Music Education
4. Music Technology
5. Musicology (systematic, historical, ethnomusicology)

It offers an Integrated Masters Degree comprising 300 ECTS that can be completed in five years minimum. The main facilities of the Department are located at the old castle in the city of Corfu. The Department also has access to spaces in the Ionian Academy.

The Department also participates in the program MUSE (MUSIC higher Education meetS the cyber dimEnSion), Erasmus+ KA220, and has established partnerships with the ERASMUSHOGESCHOOL BRUSSEL (Belgium), YASAR UNIVERSITESI (Turkey), and LUNDS UNIVERSITET (Sweden).

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The Panel has gathered comprehensive information regarding the quality assurance policy and practices within the Institution, the Department, and the Postgraduate Study Program from various sources. Our examination encompassed several key documents, including the Postgraduate Study Program's Accreditation Application

(A1, 'Πρόταση Πιστοποίησης ΠΜΣ'), the Program's Quality Assurance Policy (A2), Targeting Quality (A3), the University's, the Department's, and the PSP's official websites, along with other pertinent materials found within the PSP's accreditation dossier. Additionally, we gathered valuable insights through discussions and meetings with various stakeholders.

It is noteworthy that the Quality Assurance Policy adopted by the Department of Music Studies aligns seamlessly with the overarching Quality Assurance Policy of the Ionian University. This university-wide policy has been thoughtfully formulated and officially endorsed by the University Senate, adhering to established global academic standards and practices. As indicated in the University's Strategic Plan the quality assurance policy assumes a pivotal role. It directly influences the successful execution of the institution's strategic pillars for the indicating period. These pillars collectively support the University's ongoing pursuit of excellence in education, research, sustainable growth, social engagement, and the efficient management of resources, infrastructure, and services.

In a manner consistent with other state tertiary institutions in Greece, the University's quality assurance policy is managed by MODIP, an independent entity that deals with all matters pertaining to quality assurance. Its two units - Quality Assurance Committee (Επιτροπή Διασφάλισης Ποιότητας), and Quality Assurance Service (Υπηρεσία Διασφάλισης Ποιότητας) are entrusted with the organization, coordination, implementation, and ongoing monitoring of the quality assurance process.

The University, the Department of Music Studies and the Postgraduate Study Program state clearly on various occasions their commitment to the implementation, monitoring, and continuous improvement of the quality assurance process.

In accordance with the state regulations governing tertiary education, the Department of Music Studies operates its own quality assurance committee known as OMEA. This committee functions in tandem with MODIP and collaborates with various Department entities to oversee and enhance the quality assurance measures.

The Quality Assurance Policy of the Ionian University is readily accessible to the public via the institution's official website, where it is made available alongside other essential information:

<https://modip.ionio.gr/gr/quality-assurance/>

<https://modip.ionio.gr/>

As stated in the Postgraduate Study Program's Quality Assurance Policy & Objectives, the academic unit aims for the optimum allocation and management of resources, intending to create a suitable environment to achieve the institution's goals in ensuring the provision of the required resources in terms of personnel, funding, infrastructure, and equipment. This enables the program to function and continuously improve its efficiency in achieving the quality objectives it sets.

The PSP under review offers two specializations which function autonomously:

“Music Education in Schools and the Community” and

“Choral Conducting of Children's Choirs in Schools and the Community.”

As per the curriculum included in the Program's website, there is no provision for

common courses between the two specializations. Furthermore, these two specializations differ essentially with respect to teaching philosophy and methodology. The specialization 'Music Education in Schools and the Community' consists of theoretical courses that nurture research; courses in 'Choral Conducting of Children's Choirs in Schools and the Community' are more practical, tilted towards improving conducting skills, score reading, singing, musicality, and familiarizing students with pertinent choir repertoire. Since 2022, only the first specialization is active. According to information provided to the panel by the head of the Postgraduate program in regards to the re-activation of the second specialization, the intent is that the specialization will be reactivated but, at the moment, there is no specific date set for its reactivation. Lack of specialized personnel was the main reason for the deactivation of the specialization.

During its meetings with the Program's stakeholders, including academic staff, administrative bodies, current students, and alumni, the Panel verified that the Program offers adequate support services. These services encompass administrative assistance, access to an extensive research library, and a well- functioning student welfare office.

II. Analysis

The curriculum structure and organization of the Postgraduate Study Program under review are found to be well-suited to the expected standards. In this program, students are required to accumulate a total of 120 ECTS credits to earn their degree. This aligns perfectly with the principles set forth by the Bologna framework, allowing students to adhere to the approved structure of 30 ECTS credits per semester, resulting in a cumulative total of 120 ECTS credits over the course of 4 semesters.

The completion of the degree requires the writing of a researched-based thesis (Διπλωματική Εργασία) for the 'Music Education in Schools and the Community' specialization, and a final graduating concert/performance for the 'Choral Conducting of Children's Choirs in Schools and the Community' specialization.

When evaluating the Program as a whole, its learning outcomes align with Level 7 as defined by the European and National Qualifications Framework for Higher Education.

The Panel confirms that the promotion of quality and effectiveness of teaching is at the core of the programme, with staff using an array of methods to teach the subject at theoretical and practical levels and adopting a student-centred approach in their teaching. The "Coordination Committee" (Συντονιστική Επιτροπή) - a formal internal PSP committee - reviews the curriculum regularly, which includes information from module evaluation forms and other formal and informal suggestions by students and makes decisions about all kinds of curriculum development issues to ensure quality and effectiveness of teaching.

The Panel acknowledges the high level and competence of the teaching staff, whose

skills and expertise are fully appropriate for the courses of the Postgraduate Study Program. The teaching staff possesses the relevant qualifications required, whether these are postgraduate research titles and/or professional experience obtained at the highest possible level in the music field in Greece and internationally. A substantial body of the Department's academic staff has a very strong international presence, which means that students are perpetually exposed to fresh ideas and practices that go beyond the limits of their local society.

The Postgraduate Study Program under review as well as the Department of Music Studies invest in the enhancement of the quality and quantity of the research output (which includes artistic work) among faculty members, who have had successes and distinctions, and include local and international peer-reviewed publications as well as artistic collaborations. They also participate in funded research projects and are greatly adept at creating opportunities within the often limiting environment (in terms of available resources) of the arts and humanities. They are highly 'extroverted' by way of collaborations, partnerships and collective work with scholars and artists from around the world.

Teaching and research are linked in creative ways in the Postgraduate Study Programme "Music Pedagogy." The strong publication record output of the academic staff indicates that the students are increasingly able to experience the benefits of research-informed teaching in the programme. There is really priceless value in the sharing of experiences at the highest level of musical research and creativity. To put this in a clearer perspective, students constantly participate in research activities either individually or alongside their professors.

Finally, the Panel affirms that the Department of Music Studies at the Ionian University has effectively implemented a quality assurance system. Both the Department and the University have established comprehensive quality assurance objectives. The accreditation application documents also demonstrate that the University places significant emphasis on quality assurance in its strategic planning and vision. Furthermore, there are well-defined processes and institutional bodies (such as MODIP and OMEA) responsible for monitoring and managing these objectives. Both the Department and the University are committed to a continuous review process and the Quality Assurance policy is appropriately communicated to both internal and external stakeholders through the University and Department websites.

III. Conclusions

The Postgraduate Study Program "Music Pedagogy" complies fully with this principle. The Panel confirms that all stakeholders in the Department of Music Studies as well as the administrative and academic bodies of the Ionian University understand the utter importance of quality assurance and do the best of their ability to ensure that it is properly promoted and implemented as per the provisions of the

National Qualifications Framework for Higher Education and in accordance with the Bologna Process and the European Higher Education Area.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommends that the Postgraduate Study Program “Music Pedagogy” as well as the Department of Music Studies at the Ionian University maintain their commendable practices

related to Quality Assurance Policy in order to secure the ongoing development and sustainability of its procedures and methods. This will ultimately benefit the students, teaching and research staff, administrative personnel, local stakeholders, and society at large.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP “Music Pedagogy” of the Ionian University was established as a two-year (four semester) programme and was designed in accordance with the scientific approaches of music pedagogy in the country and abroad, such as The Greek Association for Music Education (EEME), International Society for Music Education (ISME), the Early Childhood Music Education Committee (ECME/ISME), the International Council for Music and Dance Traditions (as well as the National Committee of ICMDT Greece), the European Music Therapy Confederation (EMTC), the World Federation of Music Therapy (WFMT), as well as the universities and research centres in Greece and abroad that attend to the domain of music pedagogy. The PSP was established in 2015 and has followed a reformation period since then, to attend to all the necessary pedagogical needs of music educators in the 21st century. Since 2015 under the name “Pedagogy of Music,” the PSP through a few iterations has been reconceptualized and in 2020-22 it was named “Music Pedagogy” with its only active specialization “Music Pedagogy in Schools and Communities.” In 2022-23 and 2023-24, it has continued in this latest format. The PSP is primarily a distance-learning programme, that appears to suit the needs of the students as well as the programme requirements and its faculty. One weekend per semester is dedicated to bringing all the students at the Ionian University for many culminating and engaging seminars/events and learning opportunities; summer seminars are equally well planned and attended but are not mandatory.

In the documentation reviewed by the Panel, the structure of the programme and its publicly advertised rationale is clearly articulated both in the website and the Study Guide. The design of the existing programme concerns many key considerations so that graduates become excellent practitioners, and include the following: 1) building rigorous theoretical knowledge and enhancing teaching skills in music education both within and outside school contexts, and specifically aims to better equip music educators of all school levels to continuously evolve and learn in multiple school and other/community educational contexts in which graduates are, or will be employed; 2) preparing students based on the synergy of scientific knowledge

and professional experience that are accomplished via either the local practice teaching opportunities as provided by the programme coordinators or as realized by the student’s own school and community placements; 3) promoting research and innovation that are instantiated in the students’ deep understanding, planning and teaching in various contexts, as well as in collaboration with faculty members’ research agendas and established programmes.

The programme of studies can be completed in two academic years. To be eligible to graduate, students must complete 4 semesters of study and must be successfully evaluated on 10 courses, plus the Final Thesis in the last semester, for a total of 11 courses, all of which account for 30 ECTS per semester, for a total of 120 ECTS. In the first two semesters (in year 1) students are required to take two classes and select two additional courses of the three available electives. In the last two semesters (in

year 2) students are required to take the designated Research Methodology course as well as to participate in the Group Project, that account for 30 ECTS, in the first semester, and complete a Final Thesis that is mandatory, that accounts for 30 ECTS.

The PSP evaluates regularly how its graduates fare among their peers and in their subsequent practice and research contexts. Self-report, written reflections, and other data of graduates are evaluated and verbal communication with the programme's external partners are considered. The widely varied research tools and their practical subject specific instantiations in numerous educational/musical contexts, are reviewed by faculty and programme coordinators to better assist in the continuous improvement of the programme goals.

II. Analysis

The PSP "Music Pedagogy" of the Ionian University pays particular attention in the articulation of the programme so that learning is "conducted via research." Indeed, in the documents reviewed and in faculty and student/graduates interviews conducted, this claim is given more weight than is warranted. While this research orientation in a post graduate program is advisable, in educational contexts and specifically in such innovative programmes such as the one under review, that encompasses cultural, sociocultural, multicultural, health-related orientations, and numerous artistic expressions, it appears far more important to reformulate the "research methodology" and its manifestations of knowledge and skills, to be more aligned with the philosophical and practical implications of the widely used notion of "teacher inquiry." This Panel believes that this would be a better suited approach with the programme and the faculty and student comments that were reviewed.

Additionally, the programme design indicates that a central tenet of the course of two-year study is the structured feedback from students and graduates that better assist in the revision of courses and activities within the programme. As it stands, the graduates' comments appear to be supporting the notion of more time in face-to-face seminars and more opportunities to conduct practice teaching, in which they are evaluated regularly. This would be a very beneficial addition to the evaluation of the purported learning outcomes. It may be that the external partners can be collaborators in designing a standards-based evaluation tool that can be utilized across sites and coursework.

Also based on the review conducted, it is unclear whether the external partners' comments on the viability of the programme are evaluated critically and methodically. Even though the external partners are very thankful and deeply appreciate the assistance they receive in their sites, a more comprehensive and systemic approach would be far more important to develop.

III. Conclusions

The Postgraduate Study Program “Music Pedagogy” complies fully with this principle.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It may be advisable to re-think and/or re-design the Research/Methodology Courses so that there is a systematic and deeper coordination and integration with the students’ own classroom realities, and that would envelop the key tenets of “teacher inquiry.” This scientific approach would require for the faculty of these courses to examine carefully how the theory-into-practice approaches can be fostered in deep and engaging ways. It may be, for instance, that “participant teaching” may be introduced in early semesters, so that students are given opportunities to conduct mini lesson inquiries, take part in school meetings and question how these can be enhanced vis a vis the programme orientations, meet with parents and community members, all within the sphere of teacher inquiry.

Also, the notion of how the students can be methodically evaluated while they conduct their own teaching-- that is concurrent for most as they attend programme coursework—points to the design of an evaluation tool that examines/assesses standards and skills, and perhaps even dispositions of music pedagogy.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

Student-centred learning is a priority for the teaching staff of the postgraduate study program "Music Pedagogy" of the Ionian University. The instructors have strong connections with the existing students in the program and the graduates of the program. They are regularly trying to adjust their offerings to make the student experience better as well as shape and evolve the curriculum. The experiences,

priorities, and opinions of the students are taken into account through a continuing process of evaluating their needs and encouraging them to take an active role in all aspects of their education. The excellent ratio of instructors to students allows for regular informal feedback to take place. The learning that takes place is in many ways experiential and includes group projects, flipped classes, and seminars that are open not only to the graduate students of the program but also to the wider surrounding community. Guest lecturers are also frequently invited enhancing the learning experience. These activities provide ample opportunities for critical thinking and self-reflection for the graduate students.

Student-centred learning respects the diversity of students and applies multiple ways of learning and teaching. Different approaches are regularly assessed in order to improve the student experience. Students are also encouraged to act independently, and critically explore new topics under the guidance and supervision of their instructors. This continuous and collective process of experimentation and self-reflection by instructors and students leads to mutual respect.

There exists a “Coordination Committee” that coordinates student-centred learning. The committee meets regularly with the instructors in the postgraduate program and informs them of new alternative and complementary ways of learning, teaching, assessment, and educational software that can be used in classes.

Classes are supported through the use of a learning management system that allows presentations, articles, multimedia, web links and other resources to be accessible in an organized manner by students. These resources support teaching, and provide multiple ways for the students to engage with the material asynchronously and remotely in addition to the regularly scheduled class meetings.

Each student has to complete a Masters Thesis and their supervisor provides guidance about the topic, research, and writing of it. This process begins in the 3rd term of the studies and is coordinated accordingly at regularly timed intervals to ensure timely graduation rates.

Multiple methods of assessment are utilized in the graduate classes. The criteria and ways of assessment for each course are listed in the course outlines and connect to associated learning outcomes. Assessments include oral presentations, written reports, group projects, seminars, exercises, tests, etc. Students are informed about the specifics for each course at the start of the term and informed about the learning outcomes. The instructors are prepared to assist in any way they can the learning experience of the students and provide personalized advice about the content of the courses and associated assessments/learning outcomes.

Course evaluations of the instructors and their teaching are conducted at every term. The results are provided to the instructors from the student-centred learning coordinating committee. The committee ensures that the course evaluations are performed in a reliable, consistent, and timely manner.

In addition to the regular course evaluations, student feedback can also be provided directly through a process for submitting complaints and appeals. Any such feedback is discussed by the student-centred learning committee as well as the academic advisor. The academic advisor can answer any questions the students might have. Students are informed at the beginning of their graduate studies about the availability of this person.

There is also centralized student advising at the Ionian University level. In addition, the students have access to the institution's library both physically and electronically. They also have access to specialized equipment and software required for their projects. After graduation, they become members of the alumni group of the music pedagogy graduate program and, in that way, stay connected with the faculty and current students.

Oral exams as well as the graduate thesis examinations are conducted by an exam committee of three instructors. This ensures that the process is more balanced, equitable, and fair. In the oral exams an external examiner is also present further ensuring that all processes are followed.

II. Analysis

The postgraduate study program "Music Pedagogy" has done a great job of implementing principles of student-centred learning. The hybrid learning combines mostly remote instruction with intense concentrated periods of in-person learning. This makes the program accessible to a much wider variety of students, many of which are working professionals in the area of music education. The faculty experimented over time to come up with this scheme and the graduated students with whom the panel talked to really appreciated it. A wide variety of assessment approaches ensure a holistic approach to learning. Various forms of student advising are in place and the good faculty to student ratio and small size of the program enable personalized learning to take place. The relationship between faculty and students is excellent. Course surveys are conducted regularly and are used to adapt and evolve the teaching of the courses.

III. Conclusions

The panel concludes that the Postgraduate Program "Music Pedagogy" is fully compliant with this principle and follows all the recommended guidelines and

practices for student-centred learning.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

We would encourage the program to continue their commitment of student-centred learning.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

All the above must be made public in the context of the Student Guide.

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The PSP “Music Pedagogy” of the Ionian University was especially designed to provide practicing, as well as aspiring music teachers of all levels and music contexts, with a post-graduate degree in this highly specific specialization of the department. The aspiration and an ongoing endeavour are to also provide the graduates with a specialized certification.

This PSP follows a very detailed approach as to the admission of students with several faculty in the admission committee, that along with the secretarial support and collection of all applicants’ documentation, conduct written examinations, oral interviews, and evaluate the applicants accordingly. Each part of the four-step process is weighted according to each applicant’s academic background, subject knowledge, musical orientation, and oral interview performance.

Given the nature of this programme that is largely conducted in synchronous and asynchronous distance learning environments as well as the occasional face-to-face seminars during the academic year and the special short-term courses in the summer, as well the attention to class size and faculty allocation of student advising, students are provided with ample support of their studies. Specifically, there is an effective organization of the coursework, assessment procedures, and monitoring of student progress. Additionally, there appears to be a culture of

collaboration among faculty and the program coordinators that promote efficiency and allocation of roles to specific persons, offices and committees—a policy that allows for successful academic advising and progression of studies. The Panel, in both published documents reviewed and in interviews with faculty, students and graduates of the programme, was impressed by the high calibre of professionalism and collaboration.

The programme applies a comprehensive orientation process, which is appreciated by the students, who referred with enthusiasm to the support by the faculty and the coordinators of the programme. The students reported that they were aware of their duties and responsibilities and that the communication with their academic advisors and faculty was their most important and most positive experience.

Students, most of whom are practicing teachers and music practitioners, are provided with information relating to the various stages of their studies via course outlines, and through the programme faculty and coordinators as well as via the website that is in Greek; updates in English, we were told, are forthcoming. Faculty also make themselves widely available to answer questions and provide career and academic guidance to interested students.

Based on data provided and discussions with current students and graduates of the programme, the Panel concludes that students are making very satisfactory progress in the programme. The graduation time is two years.

There are opportunities for students to engage in practice teaching in educational, community, and Erasmus+ settings via research projects and other pedagogical events during the second year of study or upon graduation. These are not mandatory. In accordance with the national guidelines on scholarship opportunities, 30% of students may become eligible for scholarships that are determined based on academic and economic considerations.

For the Final Thesis that is required of all students in the programme, students are provided with many preparatory activities that include courses and advising by faculty and the program coordinators, attending other students' thesis presentations, and participating in faculty projects that guide students to pursue their interests and thesis topic selections. The final thesis examination committees are well structured and represent all faculty ranks and must be approved by a special programme committee. Before students submit their final thesis, they are automatically availed of a Diploma Supplement, in both Greek and English.

II. Analysis

The Panel has determined that the nature of the distance learning approach of the program is well warranted for the following reasons: a) the increase of expenses and difficulties of living and studying on the island of Kerkyra because of the distance and costs in traveling, and b) the students' work commitments in various parts of the country. Nonetheless, the current approach of one weekend a

semester dedicated to face-to-face meetings/seminars on campus in Kerkyra, could very well be increased as numerous students and graduates suggested.

The programme maintains records of student participation and progression through the two years of study. In addition, there are records pertaining to the various coursework. The regulations regarding student admission, progression, recognition and final thesis requirements are clearly published in electronic format and the students are satisfied with the feedback they have been receiving on their progress.

Regarding external partnerships that provide students with internship and work-study opportunities, students generally express satisfaction with these placements. However, there seems to be an atypical approach to these placements, particularly in relation to the standard evaluation of student projects.

III. Conclusions

The Panel has determined that there are three areas that might be re-considered so that the programme becomes more rigorous and competitive. First, all efforts might be made to have all on-line material and paper documents in both Greek and English to attract students that have limited or lesser knowledge of Greek; this would mean for the coursework to be moving in that direction as well. Second, placements with the Erasmus+ network must be matched with the interests and topics that make this programme unique as supported by the faculty strengths and areas of expertise; this would necessarily allow students to expand their academic and professional horizons. Third, and as previously mentioned in principle #2 of this report, the notion of how the students can be methodically evaluated while they conduct their own teaching-- that is concurrent for most as they attend programme coursework—points to the design of an evaluation tool that examines/assesses standards and skills, and perhaps even dispositions of music pedagogy.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel has no further recommendations for this principle.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The selection of teaching staff follows standard transparent procedures administered by the Department of Music Studies. Since the establishment of the postgraduate program in 2015 the focus has been on utilizing existing teaching faculty from the department to teach the courses of the graduate program. Before the start of each teaching term, the “Coordination Committee” (Συντονιστική Επιτροπή) determines which faculty member will teach each course based on their research and teaching expertise. When external faculty are considered, the committee examines their curriculum vitae and decides what the best courses for them to teach are. The committee considers their academic studies, their published research output, and their teaching experience in the topic. The committee decisions for faculty allocations to graduate courses are formally documented to ensure transparency and accountability. The committee makes every effort to balance gender, seniority, and diversity of the teaching faculty.

Efforts are made to attract high quality faculty to the program, subject to the

financial abilities of the Department of Music Studies, and the Ionian University, as well as the hybrid nature of the graduate program (virtual and in-person). These efforts include seminars with distinguished guest lecturers from Universities abroad, as well as collaborations through programs such as Erasmus.

The teaching load for the postgraduate program in Music Pedagogy comes as an additional load to the faculty involved, on top of their teaching and service duties to the Department of Music Studies. Their undergraduate weekly load for faculty is 6 hours of teaching and 12 hours of physical presence at the University. The additional postgraduate load is up to 3 hours per week. Sometimes courses are split among instructors to provide more flexibility in terms of teaching hours and provide extra value to the students. Typically, instructors are able to choose a course they want to be responsible for and develop over time. Faculty are consulted throughout this process so that there is agreement about their teaching load.

The evaluation of the teaching faculty by students forms an important component in their evaluation for tenure and promotion. This evaluation is primarily accomplished through course experience surveys conducted at the end of each academic term. These surveys are completed anonymously by the graduate students. The results of the survey are provided to the instructors and discussed among them in order to inform the improvement of teaching practices. All the information is collected and stored and can be used when it is needed during the tenure and promotion process. The surveys also inform the future allocation of courses to faculty. Faculty also regularly discuss multiple modes of teaching, learning and assessment as well as the use of new technologies for achieving more effective teaching.

The faculty, in addition to teaching, have strong research activity that informs their teaching. Their teaching development is supported by discussing regularly the results of course experience surveys. Decisions are made collaboratively and through consensus. This process is also followed to evolve the study guide and teaching resources. The Department of Music Studies provides some support for faculty members to participate in mobility programs through Erasmus+.

II. Analysis

The postgraduate program “Music Pedagogy” in the Department of Music Studies at the Ionian University maintains high standards with regards to its teaching staff. All current faculty members are highly qualified individuals with substantial contributions to their academic field. The program encourages faculty development opportunities, scholarly research activities, development and use of new technologies, and faculty mobility. The Department of Music Studies also applies

quality assurance processes for all its teaching staff members with regards to recruitment, qualifications, and evaluations.

III. Conclusions

The post-graduate program in Music Pedagogy has adequate teaching staff and policies supporting the development of faculty and is fully compliant with this principle. There are clear, transparent policies for selecting teaching faculty for the program and allocating them to courses.

External faculty are invited as guest lecturers in seminars and collaborations with existing faculty and students. The teaching load is allocated equitably through transparent and equitable processes. There are regular course surveys that are used for assessing the faculty and informing the improvement of courses and learning outcomes. There is also some support for faculty and student mobility. We encourage the post-graduate program to continue along this path of excellence regarding the quality standards of its teaching staff.

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Even though the postgraduate program is fully compliant with respect to this principle there are some areas of improvement. More funding for faculty and student mobility could be provided. For example, support for conference travel could help with increasing the visibility of the postgraduate program and create new opportunities for collaboration with other

institutions. The establishment of a teaching award would provide some recognition and visibility to faculty who do an exceptional job with teaching.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

I. Findings

The specialization “Music Education in Schools and the Community” of the postgraduate program “Music Pedagogy” is part of the Department of Music Studies, located in the Faculty of Music & Audiovisual Arts of the Ionian University. The postgraduate program’s courses are conducted following a hybrid study program with weekly distance learning sessions and in-person classes (three days per semester). This practice was deemed to serve both the learning objectives and the schedules of the students, while also reducing the financial cost of potential travel. The distance learning classes are conducted via the ZOOM platform while the in-person classes are held on Friday, Saturday, and Sunday during a predetermined three-day period each semester in classrooms of the Department of Music Studies such as classroom 009, 010, 101, 121, 302-studio, music technology laboratory. In all these locations, the available resources, technical equipment, and musical instruments of the Department of

Music Studies are utilized. According to interviews, both teachers and students agree that these resources are sufficient to effectively support their courses.

Furthermore, the postgraduate program endorses students' learning needs with a variety of online and on-site services and makes good use of university's agencies for students personal, social and professional development. In particular, asynchronous teaching is supported by the learning platform "Open Courses," where relevant material for each course and each teaching unit is posted (presentations, articles, notes, relevant bibliography, video and website links, assignments). Students also have in-person and remote access to the institution's central Library resources, such as electronic databases (via HEAL-Link). Additionally, students are granted access to all IT and communication services of the institution, as well as to support or advisory services provided by the Student Counselling Office of the Ionian University, both in-person and by phone, on matters of professional orientation and dealing with psychosocial problems. Moreover, each student has an Academic Advisor who guides and supports them during their studies by providing advice regarding the postgraduate program, as well as their professional and academic development. Finally, Academic ID provides the right for reduced ticket prices in public transport, and Digital Services provides students with an email account, a connection via wireless network (Wi-Fi) and a virtual private network (VPN).

The specialization "Music Education in Schools and the Community" within the postgraduate program "Music Pedagogy" is supported by a dedicated team of professionals. This includes 6 professors from the Department of Music Studies at Ionian University, 1 professor from the University of Ioannina, 1 external partner who conducts classes for the postgraduate program, and 1 academic scholar who teaches at both the undergraduate and postgraduate levels while also working part-time in the administrative services of the postgraduate program.

II. Analysis

Overall, the accreditation panel confirms that specialization "Music Education in Schools and the Community" of the postgraduate program "Music Pedagogy" has sufficient resources and means, on a planned and long-term basis, to support learning and academic activity of students. However, it should be noted that, according to student interviews, postgraduate students have little time to fully enjoy and utilize the facilities, equipment, and on-site resources that the program provides. Three days each semester seems insufficient for making good use of the resources, socializing with other students, and fully engaging with the benefits that the postgraduate program provides.

III. Conclusions

We encourage faculty members to continuously support their students by fully informing them about the program's resources and benefits. Additionally, we urge faculty to make optimal use of resources and tuition fees to best serve the students' needs. Finally, we recommend that the Head of the Department allocates a dedicated music pedagogy room for the postgraduate program to better support its vision.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- An exclusively allocated music pedagogy room (spacious, suitable for movement, drum circles, equipped with a variety of musical instruments), would significantly improve the student experience.
- The predetermined three-day period of in site classes should be hosted two times per semester instead of once.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The panel has determined that the Postgraduate Study Program has established a multidimensional process for its information management that informs internal, as well as external evaluation and accreditation processes. It was reported to the panel that there exists no central information system that includes postgraduate students so, core in the process of the information management is the role of the Coordination Committee (Συντονιστική Επιτροπή), the internal evaluation committee made up of faculty members within the PSP. The Committee, based on the system of quality management of MODIP, collects data through surveys, quantitative and qualitative information from faculty regarding the content and instruction mode, research, artistic, and teaching activities, and community outreach activities.

These surveys provide a detailed profile of the student population (age at the start of studies, gender, marital status, employment status, academic qualifications, artistic activity, teaching experience, research experience), course of study (grades per semester, semesters required to complete the program, drop-out rates),

research work (contributions to conferences, publications, and the field). For teaching staff, information is collected annually on their research work and their participation in conferences, workshops, symposia, and artistic activities.

Following the collection and evaluation of all data, the Coordination Committee proceeds to conclusions and findings regarding the implementation of the academic/artistic goals and research objectives of the department, as well as the identification of weaknesses and/or challenges which may exist/arise during an academic year. After the analysis of the data, strategies for dealing with the detected problems are formulated, with the aim of upgrading the quality of the education and the services provided. Important aspects of this process are the redesign and rationalization of the study program, the reformation of the course content, and the use of the appropriate instruction modality (in person or remote).

It was reported to the panel that course evaluations take place regularly and students are asked to provide feedback on their courses and teaching staff every semester. The panel had access to course evaluations tabulations and examined sample questionnaires used for course evaluations. Specifically, information is collected and examined on a variety of quality indicators, including the following: follow-up of the course, workload in relation to the study, transparency in grading criteria, faculty guidance and openness, teaching ability, and faculty consistency. The data from the students' evaluations is collected by the Coordination Committee and communicated to the instructors.

A multidimensional process has also been adopted on the ways and modes of disseminating information. More specifically:

- 1) The Department's Student Handbook (Οδηγός Σπουδών): Written and updated annually in Greek.
- 2) The PSP's website (<https://music.ionio.gr/pedagogy/gr/>), which is updated regularly, presents the management of data for students, faculty, and courses offered. It contains substantive information such as structure and organization of the program, governance, course descriptions, thesis-related information, research and scholarship information, faculty profiles, human resources and information on all activities of the PSP inside and outside the Department and the University.

Current students gave feedback to the panel indicating that they value and rate rather highly the information provided by the PSP. They also reported that the courses they are taking prepare them well for the job market/workforce and are providing them with a good understanding of the connection between practice and research. They expressed satisfaction with the variety of the topics offered.

II. Analysis

Overall, the panel confirms that data collection, analysis, frequency of surveys and decisions being made following the data evaluation are sufficient. The Postgraduate Study Program uses an integrated system of data collection and analysis that fully aligns with the Department of Music Studies and the University's quality assurance system, informs to the highest degree all decision-making bodies within and

outside the PSP, and contributes significantly to short- term, long-term, and overall strategic planning.

III. Conclusions

The panel concludes that the Postgraduate Study Program “Music Pedagogy” is fully compliant with this principle. We encourage the PSP to continue its good practices regarding its Information Management.

Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel has no further recommendations regarding this principle.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES
INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC
ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY
ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The specialization "Music Education in Schools and the Community" within the postgraduate program "Music Pedagogy" provides information about the structure of its program, the courses and various event it organizes, through its website, the Department of Music Studies website, the website of Ionian University, social media pages, as well as through information brochures, posters and invitations posted at specific locations in the Department and dispatched to candidates via email by the teaching staff. Specifically, the postgraduate program's website (<https://music.ionio.gr/pedagogy/>) delivers information about:

- The postgraduate program's quality policy, its objectives and learning outcomes
- The Study Guide (Curriculum)
- The Regulations regarding academic advisors objections
- The internal regulation of the postgraduate program
- The Research Ethics Regulation
- The Regulation of studies, practical training, mobility, preparation of assignments
- The Regulation mechanisms for managing student complaints
- Lectures, seminars, and other events organized by the postgraduate program and the Department of Music Studies
- The teaching staff of the postgraduate program
- Postgraduate students' publications and conference participation

The website contains the following menus and sub-menus:

- Home
- News
- All news
- Announcements
- Events
- Academic Calendar
- Organization

- Regulation
- Call
- Curriculum
- Conferences and articles in which postgraduate students have participated
- Staff
- Contact

The postgraduate program maintains a social media account on Facebook (<https://www.facebook.com/MusicPedagogy.IonianUniversity>). It is noteworthy that during student interviews, no one mentioned hearing about the postgraduate program directly from its website or social media. Everyone stated that they learned about the program either from a fellow student or through a random Google search.

II. Analysis

The information provided by the postgraduate program's website is both comprehensive and applicative. However, several areas need improvement to enhance the public information available about the postgraduate program. According to interviews with students and faculty, the postgraduate program hosts numerous workshops and events each semester, while postgraduate students engage in various creative and artistic activities within the community as part of their studies. Unfortunately, this information is limited to the website and uses an insufficient mode of delivery. Furthermore, the postgraduate program collaborates with distinguished social partners, who should be highlighted on the website, with detailed explanations of their partnerships provided. Similarly, students should be able to easily find information about the administrative and technical staff supporting the implementation of the postgraduate program, as well as details about visiting professors and other collaborators. For example, in the contact menu, students are not able to find the official email of the postgraduate program, only the email of a part-time secretary. Additionally, it would help students to know more about the available online and on site resources and benefits (for instance, Erasmus Placement, Open Courses, Library access) as well as social media accounts and promotional videos. The Department's website, on the other hand, provides only limited information and promotion about the program and hosts only past calls for submissions. Last but not least, the results of the annual internal evaluation of the postgraduate program should be available at any website. Finally, the English version of the website lacks information clarity, objectivity and completeness.

III. Conclusions

The Panel believes that there is a list of changes that must be completed by the administrators of the postgraduate program in order to improve the program's public information. All the information provided by the website should appear in a sufficient, direct, objective, clear and readily accessible way. Although the information is comprehensive some of it is "hidden" in various files and is hard to access through hyperlinks (for example teaching staff CVs, master theses, conferences, seminars/training content of the sub-menu events). Some of the menus

and sub-menus should be reconsidered to ensure the information does not get lost. Ideally, all the websites and social media accounts should be synchronized and up-to-date and present any information in an attractive and comprehensible way that can be accessed directly. Finally, the website of the postgraduate program should mention the names of, as well as further information about the collaborating organizations, and all the privileges students of the program have, in accordance with the Findings of Principle 6.

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The postgraduate program needs to synchronize and update all the websites and social media accounts referring to the program.
- Some of the contents of each menu and sub-menu must be reorganized.
- All the information must be provided in a more effective way with less hyperlinks and connections to other websites.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The postgraduate program uses the internal system for quality assurance that is followed by all academic units and programs at the Ionian University. This system is developed and implemented by the quality assurance unit (MO.ΔΙ.Π). The goal is to ensure the high quality of the program offered and the continuous improvement of its educational and research mission. The process follows international practices, especially within the higher education sector of the European Union and is guided by the processes specified by the Hellenic Quality Assurance Agency (HQAA). For example, there are regular internal and external reviews as well as accreditations. This review encompasses evaluation of the courses offered in terms of content in order to reflect current developments in the field of study, the course workload and completion rates, the satisfaction of the graduate students with the program as well as the provided services and supports. This review is conducted by all stakeholders involved in the program operation such as faculty members, graduate students,

as well as technical and administrative staff. Course surveys are conducted at the end of each term and are also used to inform the internal review process.

Specifically, the specialization "Music Education in Schools and the Community" within the postgraduate program "Music Pedagogy" conducts an annual internal evaluation by analysing and interpreting data collected from student questionnaires used to evaluate courses and instructors, as well as graduate employment questionnaires. The evaluation is being conducted by course / instructor evaluation by students, instructor inventory, and course inventory. As part of the internal evaluation, the Coordination Committee of the postgraduate program requires each teacher to compile and update their course and course inventory annually. Taking into account the evaluation forms distributed to students by the QAU/MODIP, the Department's Internal Evaluation Committee (OMEA) gathers the results and forwards them to the Coordination Committee. Subsequently, the Coordination Committee assesses the students' responses for each course and instructor, as well as overall, and uses the results for planning the next call for candidates. The reports are discussed in a meeting chaired by the Director of the graduate program including teaching staff, and an effort is made to find solutions to problems, and/or ways to improve any negative points. Improvement needs are identified through internal and external evaluations of the Department, as well as through the experience gained from the teaching and evaluation process of the courses and teachers.

II. Analysis

Overall, the accreditation panel was satisfied with the postgraduate programs' efforts in this area. The mechanisms in place are evidently effective, and all stakeholders are committed to active participation. The system is dynamic, undergoing regular and methodical review.

III. Conclusions

The postgraduate program is fully compliant with this principle. The self-assessment procedure for the program occurs annually, with outcomes meticulously recorded and submitted to the QAU/MODIP of the institution. The department clearly values this process and plans to take concrete actions to address any issues identified during the internal evaluation.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel has no further recommendations regarding this principle.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- ☐ *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

The postgraduate program in Music Pedagogy follows all the required practices for regular internal and external accreditation required by the Hellenic Accreditation Agency (HAHE). The recommendations provided by the external panel of experts through the accreditation process will be used to improve and evolve the program over time. This process takes place in coordination with the Department of Music Studies and Ionian University. The changes take place through coordination of various committees at different levels in the academic unit and the institution. Even though a recent external evaluation of the Department of Music Studies did not have specific recommendations for the post-graduate program in Music Pedagogy it did provide suggestions that affect the postgraduate program such as the position of an academic advisor and the need for regular updating of the department and postgraduate program websites with all the relevant information and associated regulations.

II. Analysis

The graduate program fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis.

III. Conclusions

The graduate program is fully compliant with Principle No. 10.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel has no further recommendations regarding this principle.

PART C: CONCLUSIONS

I. Features of Good Practice

Overall, the EEAP was very satisfied with the work that the Postgraduate Study Programme “Music Pedagogy” put into preparing for the accreditation visit. Other than relatively minor recommendations we believe this is a well-organized program that provides unique training and is highly appreciated by its students. Therefore, our overall judgment is that the program is fully compliant.

The EAAP was satisfied with the external accreditation review process. The Postgraduate Study Program has a steady stream of students and has followed best practices in performing internal reviews, collecting information from all stakeholders, and responding effectively to the changing needs.

Features of Good Practice

-The PSP follows best practices related to quality assurance, in coordination with the University quality assurance unit, under the quality assurance framework that is followed by all public Greek Universities.

-The Annual Internal quality assurance policies are designed and implemented within the framework of the institution’s strategic plan.

-The curriculum is well designed and balanced. The course content and learning outcomes are clearly stated and the number of ECTS/courses follows common practices for graduate degrees across the European Union.

-There exists a strong “research” orientation in the curriculum design and implementation.

-Students provide regular feedback through anonymous surveys after the completion of each course. It is clear that the PSP does consider all students' suggestions/recommendations.

-Both the current students and alumni highly value what they learned and have high respect for the faculty members involved in the program.

-There exists a high degree of collegiality among students and faculty that facilitates a successful delivery of all curriculum-related activities.

-Faculty is fully dedicated to and enthusiastic about their work.

-Faculty is scientifically (and artistically) well positioned to deliver a cutting edge, 21st century music pedagogy curriculum. They have strong academic records and are active in many different ways in the academic community of music education maintaining active research -careers and contributing

to scholarship in the field.

-The PSP follows clear procedures of student-centred learning.

-There exist clear procedures for admission, student progression through the program, and graduation, following standard practice in Greece and the European Union.

-The program offers several learning resources to the students including licensed software, and access to libraries.

-Information about all aspects of the program is collected and organized according to established procedures by the PSP, the Department of Music Studies, and the University.

-Public information is comprehensive and covers all aspects of the graduate program operation.

-The program has a steady number of students that is close to the aimed target from when it was established.

-Graduates of the program have successful careers in a variety of different institutions and jobs that leverage the skills they acquired during their studies.

-The PSP fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis in order to improve the students' experience and learning.

II. Areas of Weakness

-Although comprehensive, public information about the program is not synchronized and updated among the modes of delivery. It appears also hard to access through the current digital documents.

III. Recommendations for Follow-up Actions

-The PSP needs to synchronize and update all the websites and social media accounts referring to the program so that information is consistent and up to date. Having more information directly accessible and organized with hyperlinks would also be helpful.

-The PSP should consider reformulating the "research methodology" and its manifestations of knowledge and skills, to be more aligned with the philosophical and practical implications of the widely used notion of "teacher inquiry." This Panel believes that this would be a better suited approach with the programme and the faculty.

-The PSP should consider the design of an evaluation tool that methodically examines/assesses standards and skills of the students while they conduct their own teaching-- that is concurrent for most as they attend programme coursework.

-Efforts should be made in the near future to have all on-line material and paper documents in both Greek and English to attract students that have limited or lesser knowledge of Greek.

-The Department of Music Studies should look into allocating a pedagogy exclusive room (spacious, suitable for movement, drum circles, equipped with a variety of musical instruments) in order to significantly improve the student experience.

-The predetermined three-day period of in-person / on-site classes should be hosted two times per semester instead of once. Three days each semester seems insufficient for making good use of the resources, socializing with other students, and fully engaging with the benefits that the postgraduate program provides.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1, 2, 3, 4, 5, 6, 7, 9, and 10.

The Principles where substantial compliance has been achieved are:
8.

The Principles where partial compliance has been achieved are:
None.

The Principles where partial compliance has been achieved are:
None.

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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2. Katsarou Eleni

College of Education, University of Illinois at Chicago

3. Litos Ioannis

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