



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report
for the Undergraduate Study Programme
(Integrated Master) of:

Music

Institution: Ionian University

Date: 9 December 2022

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme (Integrated Master) of **Music** of the **Ionian University** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme (Integrated Master) of **Music** of the **Ionian University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Dr. Vasilis Kallis (Chair)**
University of Nicosia

- 2. Dr. Natassa Economidou-Stavrou**
University of Nicosia

- 3. Dr. Panagiotis Liaropoulos**
Berklee College of Music

- 4. Dr. Evis Sarmoutis**
Ithaca College

- 5. Mrs. Ioanna Kerefiadou**
Student, Athens School of Fine Arts

II. Review Procedure and Documentation

The accreditation review was conducted in a bifold manner. Two of the panel members (Dr. Natassa Economidou-Stavrou and Mrs. Ioanna Kerefiadou) were physically present at the Ionian University Premises. The other three panel members participated remotely via video conferencing software.

The panel members engaged in meetings with the Department of Music of the Ionian University stakeholders (senior management of the department and university, faculty, students, alumni, and collaborating organizations). During the meetings the panel had the opportunity to ask questions and discuss the challenges and opportunities faced by the academic unit. In addition, a virtual tour of the facilities was provided for the remotely participating panel members. The two physically present members had the opportunity to actually visit the Department facilities.

The accreditation panel was provided with documentation and information from both the Hellenic Authority for Higher Education (HAHE) (the template for the accreditation report, mapping grid, guidelines) as well as extensive documentation from the Department of Music of the Ionian University, including the previous external evaluation report of the department, their accreditation report, previous internal evaluation reports, measured performance indicators, undergraduate study programme guide, and quality assurance policy.

The panel considered thoroughly all the relevant documents as well as consulted online resources such as the website of the department.

The meetings and facilities tours took place during a 2-day period (November 28-29, 2022). The ensuing decisions regarding compliance (or not) with the 10 Principles as well as the writing of the accreditation report were made with equal participation from each panel member and were unanimously agreed upon through a consensus-building process. The members of EEAP would like to emphasize that the academic bodies of the Ionian University and the Department of Music Studies fully collaborated with the panel during the accreditation process and provided the requested additional information and clarifications in a timely and professional manner.

III. Study Programme Profile

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 musical 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 Undergraduate Study Program consists of 3 majors:

1. Music Performance
2. Composition
3. Musical Sciences, which branches off to six specializations
 - a. Musicology
 - b. Byzantine Music
 - c. Music Education and Psychology
 - d. Music Technology
 - e. Music Production
 - f. Music Hermeneutics

The department is a member of the Association Européenne des Conservatoires, Academies de Musique et Musikhochschulen (AEC). The academic staff comprises of 59 instructors/researchers as follows:

- Teaching/Research Faculty (Μέλη ΔΕΠ): 11 Professors, 8 Associate Professors, and 6 Assistant Professors)
- Special teaching personnel (Μέλη ΕΕΠ): 4
- Special lab and technical staff (Μέλη ΕΤΕΠ): 1
- Visiting Professors: 3
- Part-time faculty (ΠΔ 407): 7
- Part-time faculty (Ακαδημαϊκοί Υπότροφοι): 4
- Emeritus Professors: 6
- Teaching associates: 6

The plurality of academic staff reflects the unique character of the Department's study programs. Moreover, the Department hosts three music labs and publishes two music journals. Graduates of the department pursue solo careers and/or are employed in a variety of jobs and

sectors. Some examples include orchestras and ensembles; primary, secondary, and tertiary education; music schools; cultural organizations; media and music production; music composition; and music libraries.

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: Academic Unit Policy for Quality Assurance

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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out 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 the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

Findings

The Panel gathered information about the Department's quality assurance policy and practices from the Department application ('Πρόταση Πιστοποίησης ΠΠΣ') and the Department's website. Furthermore, it has taken into consideration all documents submitted and information provided through the meetings with the various stakeholders.

The Quality Assurance Policy of the Department of Music Studies is in line with the Quality Assurance Policy of the Ionian University which has been prepared and approved by the University Senate. The policy is being implemented by:

- Procedures for monitoring the implementation of the undergraduate music program, which ensure the continuous adaptation and evolution of teaching methods, the proper guidance of students in order to make informed choices regarding their study pathway,

the credible evaluation of their performance, and the measurement of their satisfaction through feedback

- The annual evaluation and adjustment of the undergraduate program curriculum so that it reflects the latest developments and approaches in teaching in the area of music and its disciplines
- Procedures for the perpetual improvement of the internal regulations of the Department in cooperation with MODIP
- The systematic recording and profiling of the incoming undergraduate students for the purpose of conducting a statistical comparison with the data of previous years in order to upgrade the operations of the Department
- Systematic support of the initiatives of the academic staff to cooperate with external artistic, scientific, and education stakeholders in order to promote the diffusion of the Department's activities both locally and internationally

The Department of Music Studies monitors the quality assurance of the Undergraduate Studies Program rigorously via the Curriculum Committee (OMEA) which is appointed every two years by the department's General Assembly. The Curriculum Committee is periodically also assisted by other university bodies such as MODIP, the Deans' Offices, and the University Senate. The implementation of the quality assurance policy is purposed to promote and reflect

- the appropriateness of the structure and organization of the undergraduate curriculum as well as teaching quality
- the achievement of the expected learning outcomes and qualifications in accordance with the European and national teaching framework of higher education
- the correlation between teaching and scientific and artistic research
- the enhanced employability of the Department graduates in the labour market
- the quality of the research conducted by the academic staff
- the quality of the provided administrative and other support services.

Analysis of judgement

The EEAP finds the structure and organization of the curriculum suitable for the programme in Music (integrated master).

The students need to complete 300 ECTS in order to graduate. This number falls in line with the Bologna principles as it allows students to follow the approved 30 ECTS per semester structure (30 x 10 semesters = 300 ECTS). Every module has a clear value in terms of ECTS and has its own learning outcomes that determine the knowledge, skills and abilities that the students will develop upon completion of the module. Furthermore, since the curriculum corresponds to an integrated master's programme, it also has two compulsory theses in the fifth year (Διπλωματική Εργασία).

The EEAP 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 Programme Committee (Επιτροπή Σπουδών) 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 EEAP acknowledges the high level and competence of the teaching staff, whose level and expertise are fully appropriate for the courses of the Undergraduate 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.

There is also a clear sense of progression with well over half of the full-time faculty (Μέλη ΔΕΠ) being at professor and associate professor rank.

The Department of Music Studies invests 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 that are often eye-catching and include local and international peer-reviewed publications as well as artistic collaborations and distinctions. 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 programme. The strong publication record in fields of musical science and the rigorous artistic 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, creativity, and performance. To put this in a clearer perspective, students constantly participate in research and artistic activities alongside their teachers. The Panel notes here the activities of the labs

- Hellenic Music Research Lab
- Lab for Electroacoustic Music Research and Applications
- Early Music Lab
- Summer Music Academy (Θερινή Μουσική Ακαδημία)
- Mediterranean Network for Music

and the various music ensembles hosted by the Department. Furthermore, the students benefit from the collaborations of the Department and its academic staff with important institutions such as the Athens Conservatory, the Greek National Opera, and Corfu Philharmonic Company. During the meetings with stakeholders, the Panel became aware of the implication of students in projects involving the archive of the Athens Conservatory and the Greek National opera as well as opera performances by the Greek National Opera. All these, which bridge research/artistic output with teaching, offer invaluable experiences to the students.

The EEAP has gathered through its meetings with social stakeholders (including employers such as Athens Conservatory and Greek National Opera) that there is ample demand for highly skilled graduates that are ready to participate in the relevant industries. Equally importantly, the

graduates of the undergraduate program of the Department of Music Studies enjoy relevant high employability locally (within Greece) and have considerable potential for careers abroad.

Although the facilities of the Department of Music Studies could be improved, the panel has found that within the relative limitations of the existing building(s), faculty and students have developed extremely 'good practices' of utilising their teaching/practice/performing spaces. It was presented to us that the Department plans to move its operations to a new, fully appropriate building which is currently being built. As we were told, the new building's enhanced capacity will transform positively the Department's functioning potency.

Upon request, the Panel received a very comprehensive annual review (internal evaluation) documents for the academic years 2019-2020 and 2020-2021 that demonstrate the taking place of a thorough annual audit of the quality assurance system of the undergraduate programme, as well as the collaboration of the departmental assembly with various university bodies. In general, the impression of the Panel was rather positive as to the attention paid by the department to the internal evaluation of its curriculum and internal processes. Both the reports the Panel received pinpoint procedural and structural problems and identify/suggest meaningful solutions. The Panel would like to draw attention to one of the most essential findings of the 2019-2020 internal evaluation, the absence of assessment criteria and quality evaluation indexes for *artistic fields* such as musical performance and composition in the relevant State laws (Κριτήρια και Δείκτες Αποτίμησης της Ποιότητας των ΑΕΙ της ΕΘΑΑΕ, Έκδοση 1.0 / 12.2020). These conditions tolerate - or even promote - a sense of unfairness amongst the faculty of artistic subjects since the state laws include clear provisions for scientific subjects such as musicology, music therapy, music psychology, and music education. Moreover, it inhibits the proper evolution of the Department of Music Studies itself. As it ensues from the above, the Panel confidently states that the programme is governed by a very robust approach to issues of quality assurance.

Conclusions

The programme complies fully with this principle. The Panel confirms that all the 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 to the Bologna Process and the European Higher Education Area

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel urges the state bodies responsible for tertiary education to address and amend the absence of assessment criteria and quality evaluation indexes for *artistic fields* such as musical performance and composition in the relevant State laws (Κριτήρια και Δείκτες Αποτίμησης της Ποιότητας των ΑΕΙ της ΕΘΑΑΕ, Έκδοση 1.0 / 12.2020). As of today, this absence undermines the essential idea of equality among the various music disciplines and inhibits the Department's progress.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

Findings:

The Department of Music Studies of the Ionian University was established in 1992 and during its short but rich history, it has consistently demonstrated an ambitious and growing program that covers several scientific and artistic fields. The program is structured in three clear and distinct majors in Music Composition, Music Performance and Music Science. All three branches lead to one, common degree.

The Department has several strengths in its offerings: It offers music performance as an official track, it has a rich and diverse list of course offerings by well-established professors, it has a profound and impactful artistic presence on the national and international stage, it is at the forefront of musicological research with several publications, and it offers specialized courses in several areas that are not found in other music programs in Greece, or at least not found in the same degree (Jazz, Early Music, Film Scoring, Acoustic Ecology, Organ). The department is currently housed at an idyllic location in Corfu and has a long and established list of alumni.

The Department has established an Internal Quality Assurance policy, which is effective and is updated annually. The university is fully committed to growth and the annual Internal quality assurance policy is combined with the institution's strategic plan. The Department has done a great job internationalizing its profile and taking full advantage of all opportunities afforded for

mobility, despite operating in the periphery. This is due to its faculty's great efforts and active international profiles. Bearing this in mind, the Department was perhaps the first institution in Greece to fully implement the Bologna Process, both in letter and spirit. Proof of this is found in the large number of student exchanges and the relative straightforward processes for credit transference. In a sense, it offers a truly internationalized music degree by the sheer number of visiting professors, international partnerships and participation at international organizations. More specifically, the department hosts on average 12 visiting professors per year, whereas a third of its faculty also visit European institutions.

The Department has several mechanisms for feedback and improvement. One of the most effective ones is through the participation of faculty at international festivals, symposiums and conferences. This allows faculty to stay up to date with current trends and international tendencies, and this knowledge finds its way back to the classroom. In addition, the department has a remarkable representation at prominent international organizations and European projects. One of its faculty members is a Council member for the international Association of Schools of Jazz. The department is also a dynamic member of the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen - A.E.C.), taking part in prestigious programs, such as the Polifonia Project. Furthermore, the department is a principal and founding member of the Mediterranean Network for Music, the first academic / artistic forum for the region. The department is one of the most well networked Higher Education institutions in Greece and the students directly benefit from this. Its newly established Alumni Association helps connect the department with the international professional market. This association is vital and beneficial to current and former students and creates an effective channel of communication between all parties.

In terms of comparison with other institutions at a national level, the Department of Music Studies at the Ionian University is one of three institutions offering an integrated Master's degree in five years, one of three offering composition studies and one of two offering performance studies. The structure of the offered degree is balanced with the students essentially admitted into one of the three-degree program paths after internal auditions. This nonetheless creates problems for the students that cannot successfully audition for their chosen path, often resulting in additional years of study, as these students continue their preparation to successfully enter their chosen path. This issue is beyond the department's control however, as it is an issue directly caused by the lack of specialized criteria in the national entrance exams.

The philosophy of the degree focuses on the tetrptych of theory, praxis, art, and technology. These principles are reflected through the core group of courses that all students take during the first two years of their studies. The following six semesters, students take more specialized courses that are relevant to their chosen/selected majors, including a thesis. The latter amounts for 10% (30 ECTS) of the entire degree credit load, demonstrating the importance the department places on this final chapter of each student's journey. Indicatively, on average, most courses are close to 5 ECTS, but there are many discrepancies depending on the degree track. The schematics for each track are clearly laid out in the student guide. The chain of courses is specific; however, it would be useful to have a degree path in the student guide, not just the schematics. The committee could only find a semester-by-semester outline of the curriculum, but not of each major, something that could help students make more informed choices at the beginning of their studies.

Responding to an increasing need for specialization and certification in Music Education/Pedagogy (which, since 2015 is a necessary condition for teaching music in the primary and secondary education in Greece), the department has established a parallel program (set of courses) called Teaching Competence (‘Παιδαγωγική και Διδακτική Επάρκεια’). This program, which constitutes a certification accepted by the State, amounts to at least seven courses worth 31 ECTS. As of today, much of the responsibility for teaching these courses falls on the Music Education and the Music Therapy and Music Didactics professors, who also have to teach their regular, Undergraduate Music Program courses in the Music Education Specialization, as well as their courses in the Postgraduate program in Music Education.

Another important component of the degree is the internship program, a two-month long professional placement, taking place during the summer months. This timeframe is useful for some tracks, but not for all (e.g., Music Education students). The department has established excellent synergies with local partners in Corfu, as well as other prestigious partners in the main metropolitan areas of Athens and Thessaloniki, and this well-established network is crucial to student success. Additional outlets for internship are also found interdepartmentally through the program’s hosting of high-profile international events as part of the Ionian Summer Music Academy, such as the Piano Festival and the Cello Mediterranean Festival. The department is well placed to transfer research and new knowledge directly to the classroom through its labs, most notably the Hellenic Music Research Lab, the Lab for Electroacoustic Music Research and Applications, the Early Music lab, the Ionian Summer Music Academy, and the Mediterranean Network for Music, among many others.

One of the main goals of the department’s Internal Quality Assurance policy is to develop and sustain a culture of excellence within the academic community, helping establish the University as a top tier institution, via promoting the academic and professional ethos of its graduates, disseminating its artistic outputs and benefiting the community through technological innovations. The Institution’s Quality Assurance Unit helps promote a culture of excellence through collective work, where all institutional bodies and individuals actively take part. The University has established committees that evaluate policies of internal quality assurance, and this aim is implemented through various strategies, most notably through statistical data collection of study duration per student, student Evaluations of faculty through anonymous questionnaires and through emphasis on student-centred teaching through active learning methods.

Analysis of judgment

The committee was convinced and impressed by the large number of course offerings and the high quality of students and faculty. This is truly a highly sought program, and one that enjoys considerable international attention and recognition. However, the high number of courses together with the high number of students create an excessive burden on faculty workload. It is absolutely commendable that the faculty is able to deliver the curriculum and give students the best possible experience, but in the committee’s opinion the program will benefit from certain program revisions that can also help limit the number of students and courses, especially in areas where this is possible. Through official institutional data and statistics, it is clear, at least at the moment, that the number of graduating, outgoing students is disproportionately low

compared to the number of newly enrolled students coming in. This effectively means that the number of enrolled students will not remain stable but will continue to rise exponentially to alarming numbers and to an unsustainable student to faculty ratio. This issue is further exasperated when considering the performance track / path. Whereas a different area (e.g. theory, music education, music technology) may take more students per class, this is impossible in the performance area, where all lessons are mainly private, one on one classes, rather than groups.

Furthermore, there are curriculum concerns (always in relation to the faculty size and the problems associated with all peripheral institutions) regarding the sheer number of courses, the number and structure of majors (there are 3 in theory, but 6 in practice), the low number of instructors in relation to the aforementioned, and the inconsistency between the availability of study positions in the performance specializations/instruments. There is no specified number of maximum students per track, and currently there is no institutional policy in place that provides a guide as to the maximum number of students per instrument. This creates studios of very different sizes.

Moreover, there is no institutional policy regarding the maximum number of teaching hours, and the weekly working hours become a subjective choice; we commend and applaud the faculty that are making great sacrifices to deliver the curriculum; however, this should not happen at the expense and detriment of their own research time. The creation of a clear policy will also benefit the students by informing them of the availability of each studio. The panel acknowledges that the aforementioned issues are not entirely an internal problem of the Department of Music Studies, but a national problem found in all Greek institutions, simply because there is no communication regarding the number of available seats per track per year, and there is no national policy in place that would be conducive to such a strategy.

Another issue of concern relates to the low number of advisors. Currently, there are only three advisors for the entire student body. This is not sustainable by international standards, and we recommend the increase of the number of academic advisors, to ensure the best possible student experience. Whereas the Student Guide is up to date and extremely useful containing all schematics, there is no substitute for an academic advisor, who can help students make the best possible choices.

After reviewing the 2012 external evaluation, there are some recurring issues that need to be addressed. Among the same issues noted are the pressures on private instruction that can cause heavy workloads (precisely because of the ever-increasing number of students), the need for additional faculty in certain areas, the heavy student workload, especially during the first two years of study. Finding a way to reduce the number of students and strategically revise the curriculum by offering more classes through the core curriculum, could help alleviate some of this pressure. Finally, the duration of studies was another noted issue, exacerbated further from the fact that most students do not graduate in 5 years - with some of them even needing up to 8 years for the completion of their degree. Again, the reasons for this are mainly due to unsuccessful internal auditions and / or the financial pressures of living in the Greek periphery that causes some students to relocate to mainland Greece to seek employment at the very late stages of their degree.

Conclusions

Overall, the Committee finds merit and excellence in the work taking place at the Department. The faculty is scientifically and artistically well positioned to provide a cutting edge, 21st century music curriculum. The graduating students are professionally sought after and have bright employment prospects. The department is internationalized, providing an unparalleled experience to its students, who excel professionally. One can only applaud the faculty for its commitment and student centred approach, an aspect that was well documented by the students. Despite a low operating budget, they still provide students with a world class education and professional opportunities with international artists. The reputation of the program and its offerings, makes it a program of choice for many Erasmus students. There is a strong collegiality among students and faculty that facilitates a successful delivery of the curriculum and programs.

There are however some areas that, if addressed, will allow the institution to thrive further. The disproportionate student to teacher ratio creates enormous pressures on both the delivery of the curriculum and the advising of students, the large number of courses and hectic student workload, the additional years that students take to graduate that adds even more pressure to the student / teacher ratio and the absence of maximum teaching hours. We congratulate the faculty for creating a collegial atmosphere and for the continued care and support they provide their students. It is clear that they managed to create a special atmosphere which aids the delivery of the program.

Panel Judgment

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Framework (Integrated Master)	YES	NO*
	X	

Panel Recommendations

We congratulate the University for its compelling, attractive, and contemporary outlook. The positives here far outweigh any areas of concern. It is however in the committee's opinion that the following could enhance an even more compelling curriculum design and delivery. We therefore recommend the following:

- Establish a policy clearly outlining a maximum number of teaching hours.
- Increase the number of academic advisors.

- Reduce the number of students by further supporting the students taking extra years and by reducing intake.
- Institute policies that establish a cap on studio numbers, in addition to clear universal guidelines for all instrumental and vocal studios, so that there is a consistency across the spectrum.
- Address the devastating course overload that the music education/pedagogy professors are faced with and find ways to amend it
- Address the hectic student workload with possible revisions of ECTS credits and collaborative curriculum revisions, where and when appropriate.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement 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, enabling 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;*
- *reinforces 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 students' complaints.*

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;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

Findings

The EEAP identified a rich academic program in terms of courses, majors, pedagogical methods, and modes of delivery appropriate to the nature of each course. Students are offered a great variety of courses to choose from, according to their interests, and are given multiple opportunities during university years to engage in various activities in the community and collaborate with a diverse array of institutions and organizations in Corfu (archiving scores and music books from rare collections and archives, offer free music classes to babies and toddlers in the community, perform and implement music education projects in galleries, teach and participate as performers in Corfu's wind bands, teach music to prisoners and many more).

In terms of students' assessment, the majority of the faculty members use a variety of assessment tools which are clearly described in the course outlines and offer multiple opportunities to students to show their progress. These include assignments, written and aural tests, projects, solo and ensemble performances, compositions, essays, microteaching, teaching in schools, lesson observations etc. The music performance examinations are conducted by the faculty member who is responsible for the course in the Western Classical Music specialization, whereas in Jazz Performance specialization, all jazz faculty members are present in all the jazz performance exams.

There is mutual respect in the student-faculty relationships, which was evident through the discussions with both groups. The students feel privileged studying at the Ionian University Department of Music and recognise the quality and the level of their studies and their professors. They feel that the faculty members are supportive and help them, when needed, to overcome difficulties or weaknesses regarding their learning. Likewise, the faculty acknowledges students' voices and views on their curriculum and their learning at the University, and this is evident in curriculum revisions where the student perspective is taken into account (i.e., adding a specialization in music production after identifying strong interest on behalf of the students). Also, the student surveys are conducted regularly, and the faculty members are informed about the questionnaire findings regarding their courses. In general, findings from the student surveys for the year 2019-2020 reveal students' positive attitude towards the education they receive in the music program.

Analysis of the judgement

In the discussion with the students a recurrent theme was that, although there is a rich array of courses that the student may choose from, not all students are able to develop their performing skills in the program, as there is limited availability of music performance faculty, a fact that allows mainly the students enrolled in the music performance major to enrol in music performance courses. As a result, many students who fail to enter the Music Performance Major are not given the possibility within their 5-year studies at the University to continue developing their performing skills, although according to the curriculum of the music program, there is such possibility through other music performance courses offered outside the Music Performance Major. Students identify the need to have the opportunity to continue developing their performing skills during university years in all majors as they consider them important for music educators, composers, musicologists etc. This is an urgent need for the department to find ways to respond to the aforementioned issue or consider the curriculum and make clear to future students that music performance courses are only provided to the music performance students or under specific circumstances.

Another topic that emerged from the discussion with the students is that those following the Music Sciences Major must enrol in many more courses compared to the other two majors, as the majority of their courses only correspond to 3 or 4 ECTS each. This lack of balance for the Music Sciences Major students who need to take 4 or 5 courses to reach 15 ECTS compared to the Music Performance Major students, for whom the private instrument instruction course equals to 15 ECTS (equal to half of the semester load) was raised by the students, who felt overwhelmed by the huge amount of workload they must deal with every semester.

Conclusion

The aforementioned findings are directly related to curriculum issues and thus already many of them are discussed in Principle 2. However, we consider very important that the department seeks for ways to offer the possibility to non-Music Performance Majors to develop their performing skills during their studies.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The department is encouraged to investigate ways to offer the possibility to non-music performance majors to enrol in music performance classes and be able to develop their music performance skills outside the Music Performance Major.
- The student assessment in Western Classical music performance instruments is suggested to be conducted by more than one examiner, following the practice that takes place in jazz music performance.
- The department should revisit the workload of the courses to achieve better balance between the workload of students within the various majors and specializations.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

Findings

At the beginning of each academic year the Music Department organizes a welcome orientation event for all the incoming students, where they are informed by the Head of the Department for various aspects of their studies, such as the study programme, the ECTS system, the infrastructure, the supportive units for students and anything that will support them in a smooth transition from high school to higher education. In order to graduate, students in the music program are required to complete 300 ECTS, 30 each semester for 10 semesters. During the last two semesters, students are required to complete two bachelor theses/final recitals, depending on their Major and Specialization. In order for the students to be able to enrol in the theses/recitals courses, they need to have all the requirements for the Major completed, as well as all the courses of each specialization.

There are practical training opportunities in place, although practical training is not required. The practical training is funded by ESPA and is scheduled for the summer months. Students may choose among a diverse array of organizations and companies relevant to their musical training for the purposes of the practical training. The practical training corresponds to 8 ECTS which the students are credited upon successful completion of the requirements that are described in the Practical training guide. Besides the practical training described, music education and psychology students are offered various opportunities within the relevant courses to observe and teach music lessons in various educational contexts.

Student mobility is strongly supported, and the Music Department has exchange agreements through Erasmus+ with various music universities around Europe. Music students are encouraged to spend at least a semester abroad.

Upon successful completion of all the requirements, a diploma supplement is issued (without request) for all students, together with their integrated Master's degree in one of the three Majors: Composition, Music Performance and Music Sciences. In the case of Composition and Music Performance, the Major is stated on the degree and in the case of Music Performance, the specialization is also included (i.e., Music Performance: Piano). In the case of Music

Sciences, which includes various specializations, only the title of the Major is written, and no further information is included in regard to the focus of the studies (i.e., Music Technology, Musicology, Music Education etc.)

Students' progress is monitored through three appointed academic advisors, one for each Major.

Analysis of the judgement

The EEAP, after discussing with faculty and students has a few areas which considers important to be taken into account for improving the quality of the support given to students during their studies:

1. Students strongly feel a lack of consistent guidance and support in the various phases of their studies, in terms of selecting courses and progressing within a Major and its specializations. They also suggested that continuous advising on course selections each semester would also be useful. It seems that for a number of 1000 students three academic advisors are not enough.
2. Specifically for the Music Performance Major, students admitted that they don't feel they are officially informed about positions available every year for new students in music performance. They shared examples where in one year there was only one position for the Music Performance Major in one specific instrument, and that the following year there was no position at all. This means that students who would have liked to apply and possibly be admitted, would now have to delay their graduation for a year.
3. Looking at the statistics of the University by MODIP it became evident that the majority of students (80%) do not graduate in ten semesters - the expected timeframe for completing the degree. It is noteworthy that more than 45% of the students graduate in 7 or 8 years.
4. Students cannot proceed with a thesis/recital if they do not complete all the requirements described for each Major. This might mean that a student who has one course left and fails to pass it, might need to delay enrolling in the thesis/recital course for a semester or even for a year. Maybe this could be avoided if more consistent monitoring was in place by the faculty and academic advisors, who could advise the student to prioritize which courses to take each semester.
5. ECTS allocation could be re-examined in order to maintain balance between the workload of the different Majors, as students in the Music Sciences Major clearly expressed the heavy workload they face each semester because of the very low number of ECTS in their courses, compared to the other Majors.

Conclusion

The University is encouraged to look into the aforementioned comments and investigate possible ways to better support students and better monitor their progression through the years, as well as better balance the workload in each Major in terms of the number of courses students are required to take each semester. In addition, the university needs to carefully consider the low percentage of on-time graduating students, as this, besides the disadvantage for the students and their families, constitutes a major problem for the Department in terms of student numbers, faculty working load, infrastructure, administrative support etc. The reasons

students delay to graduate should be identified and possible solutions for improvement of the situation should be investigated. Probably assigning student advising duties to all faculty members at least for first- and second-year students (10 students per each faculty member), could be a possible solution.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP makes the following recommendations:

- The department should consider ways to better and more consistently monitor students' progress within their studies, in ways that unnecessary delays or mistakes in selecting courses will be minimized. Assigning student advising duties to all faculty members could be a possible solution towards this direction.
- The department should be consistent on the formal language and content of its issued Degrees and should consider stating the specific specialization in each major. Right now, only Music Performance includes the name of the final degree and states in parenthesis the specific specialization corresponding to each student's Main Artistic Field. In the cases of Musical Composition and Musical Science, the name of the final award bears the name of the corresponding Major only.
- In the Music Performance Major, the department should consider ways for a more timely, clear, consistent, and more transparent procedure in regards to how many students enter the Music Performance Major in each instrument every year.
- The department is encouraged to investigate possibilities to allow, under certain conditions, students who have not completed one of their Major prerequisite courses to continue with their thesis or recitals to avoid delaying graduation.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff 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 members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

Findings

The Department of Music Studies at the Ionian University comprises twenty-five (25) faculty members (DEP), four (4) EEP members, one (1) ETEP member, seven (7) PD 407/1980, four (4) Academic Scholarship members (N4009/2011), and three (3) Visiting Professors. These faculty members bring diverse expertise and research interests to the Integrated Master's Program and its curriculum. There is also a fair balance in the academic ranking ratio between female and male professors.

The Department encourages the mobility of faculty members by establishing agreements with domestic and foreign institutions for research and teaching purposes. Furthermore, it encourages the statutory six-month educational leaves at other Institutions as well as participation in the European mobility program ERASMUS+ (which supports faculty members for teaching or training) and is alert for the utilization of other opportunities.

Over the years, the Department of Music Studies has developed a large network of international co-operations, ensuring its representation in important international forums, in order to follow and participate in the developments in the field of music studies.

As part of its strategic planning, the Department works intensively towards the provision of internationalized music studies in Greece, through the development of artistic synergies/collaborations within the wider Mediterranean region. One of the most significant achievements towards this aim was the founding of the Mediterranean Network for Music. Since 1999, the D.M.S. has hosted over 250 visiting academics from universities and music academies from around the world (roughly 12 visiting academics per year).

It is important to note that due to the lack of financial resources, and in order to meet the Department's curricular and administrative needs, faculty constantly carry a teaching overload.

Workload extends to lab and tutorial teaching, supervision of individual and graduate projects, and student consulting and support. This latter part of the workload is not reflected in the regular contract agreement and is uncompensated. Faculty members spend (on an average) 8 - 16 hours per week on teaching, as well as numerous hours per week on the above-mentioned duties. Since a significant percentage of their time should be spent on conducting research and/or participating in artistic endeavours, the EEAP encourages the Department to identify ways to reduce teaching hours, and overall workload of faculty members.

Despite the above-mentioned issues with the significant work overload, faculty continue to develop academically and artistically, and a large number of faculty members publish their research work in national and international scientific refereed journals. A significant number of monographs and edited volumes have been published during the last three years. Moreover, faculty members participated in numerous performances and organized and participated in national and international conferences, bringing more visibility to the Department as well as their research and performance practice. Equally, every year, 30% of the Department's teaching staff is visiting on professional grounds various Academic Research Centers, Conservatories, Music Academies and Universities abroad.

The Department follows the current legislation on the recruitment and promotion processes of faculty members. Specifically, all procedures of announcement, selection, promotion, and recruitment are posted on the information system APELLA. The details of these processes are accessible to candidates and members of the evaluation committee, ensuring transparency and securing a meritocratic result.

In HAHE's Quality Evaluation Criteria and Indicators (Version 1.0 / 12.2020) there is a section on research activity (Excellence in research and performance of scientific staff) but there is no section on artistic activity. Since in the Department of Music Studies a large part of the activity of faculty members and other staff is in the artistic field, the EEAP considers it absolutely necessary to add this section (Excellence in the artistic activity and performance) in HAHE's Evaluation Criteria.

Students, especially those in later semesters, are encouraged to actively participate in research activities administered within their courses. The specialization in Music Pedagogy and Psychology offers, in addition to the courses, special actions that facilitate this. The Music Technology major offers many similar opportunities (from sound engineering to music production). Finally, the course Special Topics in the History of Modern Greek Music is entirely based on the research engagement of the participants with primary sources of various genres.

All faculty members are regularly evaluated by the students through extensive surveys. Each semester, an anonymous evaluation for the quality and effectiveness of the teaching of all courses offered is carried out by the students. The evaluation is done through questionnaires distributed to the students during the period from the 8th to the 10th week of the semester. The questionnaires are completed, collected, and delivered to the department secretariat by the students. The questionnaire is based on the ADIP model but adapted to the educational philosophy and teaching/assessment methods of the department. The focus is on collecting the

maximum level of feedback regarding the quality of each course and ways to improve the course. Responsible for the coordination of the evaluation process is the OMEA of the Department. Each instructor is informed about the results of the evaluation in his/her course(s). The Chair of the Department has access to the evaluation results of all courses. Student participation in the assessment process varies by course. The analysis of the data shows a preponderance of positive opinions about the quality of the courses.

Analysis of judgment

The EEAP confirms that the Department of Music Studies at the Ionian University maintains very high standards in regards to its teaching staff. All current faculty members are highly qualified individuals with substantial contributions to both the academic and artistic fields. Moreover, the Department creates, encourages, and supports faculty development opportunities, scholarly research and artistic activities, development and use of new technologies, and faculty mobility. At the same time, the Department applies consistently quality assurance processes for all its teaching staff members in regards to recruitment, qualifications, evaluations, and overall scientific and artistic competence.

Conclusions

The EEAP concludes that the Department of Music Studies is fully compliant with this principle. We would encourage the Department to continue along this path of excellence regarding the quality standards of its teaching staff.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department should consider alleviating faculty overload and to allow additional time for faculty members to engage more in scholarship and artistic activity.
- The department should consider establishing a maximum number of contact hours for each faculty member based upon area of specialization. The EEAP considers the current model unsustainable given the current ratio of faculty/student population.
- The department should consider establishing a maximum number of hours for faculty supervision of theses and other administrative duties.
- While faculty are encouraged to participate in international conferences, there is a lack of adequate financial support for their participation. Additional funds need to be allocated for this purpose.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. 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, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

Findings

The Music Department is located in its own historical building within Corfu's Old Castle. The Music Department building hosts laboratory spaces, various classrooms for private lessons and small ensembles, percussion classroom, jazz ensemble classroom, 2 larger classrooms for 10-20 students, a piano lab class, 4 small music technology/recording/music production studios and laboratories, practice rooms, faculty offices, and an administrative office.

In addition, although the majority of the music books are in the University Main library, the Department has its own library in their building, which hosts unique collections and archives donated by significant composers, researchers and academics from Greece and abroad. Also, the library has all the main music texts for the courses offered as well as a great number of scores, LPs, CDs, and tapes. All these are available to students and faculty for study and research. The library also offers a space to be used by the students as a study room.

Findings from the previous external evaluation of the Department underlined the need for improvement in terms of the Department's infrastructure. Being able to visit the classrooms and studios, we realized that not much has improved in terms of the actual space in which the department operates since the previous external evaluation that took place ten years ago (2012). It is important to note that faculty have used every available space in their building in the best possible way, they have insulated some of the rooms with temporary solutions and managed to alleviate soundproof-specific issues but only to some degree, since the rooms are quite small and adjacent to one another. There is the option for some classrooms to be used as

practice rooms when no teaching is taking place in order to accommodate more students. The practice rooms are in the basement and humidity is harmful for the equipment. The group music classrooms are quite small in size, which does not allow for courses with more than 20-25 students to be delivered in the Music Department building. Consequently, the majority of the theoretical courses are taught in amphitheatres in other university departments, and the large orchestral ensembles are using the auditorium of the Ionian Academy.

There exists a Liaison and Career Office that functions as a supporting entity for students and graduates to plan their educational and professional careers, and as a channel of communication between the University Community and other educational institutions and - mainly - employers. In addition, Counselling and Psychosocial Support is available to all members of the Academic community, students, faculty members, and administrators. The Music Department also has the support of the Ionian University's Unit of Counselling, Psychological and Health Services, which aims to support its students and to assist them with their studies through a range of services.

Analysis of judgment

In the 2012 evaluation it is suggested that "The Committee was informed that the building land has been bought and the architectural blueprint for a new building has already been prepared. This new building is especially designed to meet the needs of a university music department. However, the department cannot proceed with the construction because of the lack of sufficient funding".

However, ten years later, this plan has not been implemented yet. Clearly this is directly related to shortage of funding, and probably the pandemic was also an inhibiting factor. The EEAP received confirmation from the Vice-Rector of the Ionian University that the process for the building of a new venue for the Music Department is already underway, which is something that will solve many of the infrastructure issues of the Department.

More specifically, the lack of big, suitable for music courses classrooms, does not allow for some courses which require special music equipment to be delivered in the most appropriate way, and the faculty members find alternative solutions to deliver the best possible result. The EEAP has identified, among others, the need for a large, fully equipped music education laboratory where students will be given the opportunity to engage with more practical aspects of music teaching and learning. The need becomes more urgent since, besides the Music Education and Psychology Specialization in the Music Sciences Major, which attracts a high number of students, another high percentage of students from other Majors and Specializations also attend the music education-specific group of classes (πιστοποιητικό Παιδαγωγικής και Διδακτικής Επάρκειας) in order to be eligible to teach Music in schools after graduation. Another issue that was noted by the EEAP is the lack of accessibility in the building for the disabled.

In terms of student resources, students revealed that due to lack of funds, those enrolled in the music technology specialization are required to buy licenses for music technology software themselves, since the university does not give them the opportunity to work on their

assignments in the music technology labs for a satisfactory number of hours per week, due to lack of space, and at the same time, does not fund software licenses for them. As a result, the high cost of software is an inhibiting factor for students to choose the music technology specialization. They also identified the lack of brass instruments in the Department, which are associated with the local Corfu musical tradition. Students could potentially learn to play these instruments and participate in the various bands of the island.

Besides the limited space, the high number of students (around 1000 students) and the limited funding for new instruments and new music technology equipment and software, there is also limited funding for the maintenance of the musical instruments and piano tunings according to the faculty.

Finally, in terms of administration support, there are only two administrative staff members supporting the department, which is considered insufficient for a department with more than 1000 students.

Conclusion

It is noteworthy to mention that the department faculty, under the circumstances, are making enormous efforts to use the allocated space and equipment in the best possible way. It is clear that the majority of the aforementioned weaknesses cannot be overcome unless there is available funding to serve the needs of the Department in terms of space and equipment.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The department needs to employ at least one more administrative staff member in order to support the department’s administration workload.
- Until the department moves to new facilities, it is important that there is sufficient budget for the required maintenance of the music equipment. In addition, adequate funding needs to be secured to meet the needs for new music equipment, including music technology software that students will be able to use at home, since the university does not provide sufficient space for them to work on their projects in the music technology labs.

Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY 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 as well as to the academic community.

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

The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme Compliance

Findings

The Department of Music Studies at the Ionian University provides students with high-level scientific and artistic training, combining theoretical knowledge with the cultivation of practical skills and the development of musical creativity, aiming at their future scientific, artistic and pedagogical proficiency. This, in accordance with the European and the National Qualifications Framework for Higher Education.

The EEAP has determined that the Department has established a multidimensional process for its information management that informs internal, as well as external evaluation and accreditation processes. Core in this process is the role of OMEA, the internal evaluation committee made up of faculty members from diverse disciplinary fields within the department. The internal evaluation group (OMEA), 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.

Another source of data collection is based on internal department procedures like accountability reports from different committees and units of the Department, from discussions with student and alumni representatives and from requests from the student association.

Finally, information management is also based on the existing legislation and any amendments or changes relating to music studies or to vocational rights of graduates.

Information collected via all these avenues is used to revise the curriculum, implement novel teaching methods, improve infrastructure and department facilities, facilitate the use of Information Communication Technologies, the organization of conferences, workshops, invited lectures, performances, and so forth.

On the other hand, a multidimensional process has also been adopted on the ways and modes of disseminating information. More specifically:

- 1) The Department's Student Handbook (Student Prospectus): Written and updated annually in both Greek and English.
- 2) The Department's [website](#), 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 Department inside and outside the University.
- 3) The websites of the four institutionalized laboratories of the Department - The Hellenic Music Lab, the Lab for Research and Applications of Electroacoustic Music, the Old Music Lab, and the Summer Music Academy - that provide information on the respective identity, purposes, personnel, activities and academic collaborations on a plethora of artistic and scientific fields.
- 4) A variety of other online resources of academic or institutional nature.

It was reported to the EEAP that internal evaluations take place regularly and students are asked to provide feedback on their courses and teaching staff every semester. The EEAP 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. Further, this information is directly shared with the information system of MODIP.

The students gave feedback to the EEAP indicating that they value and rate rather highly the information provided by the Department. 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 but expressed their scepticism regarding the actual number of courses required for graduation.

Finally, the Department collects, and evaluates information regarding the absorption of graduates and their development in the labour market. The conclusions of these studies are discussed in the regular faculty assemblies of the department with the aim of planning the strategic reinforcement and protection of the professional rights of the graduates. In this process, there exists a systematic collaboration with the department's alumni association.

Following the collection of all data, the Internal Evaluation Committee (OMEA) 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, as well as the reformation of the course content.

Analysis of judgment

Overall, the EEAP confirms that data collection, analysis, frequency of surveys and decisions being made following the data evaluation are sufficient. The Department of Music Studies uses an integrated system of data collection and analysis that fully aligns with the University’s quality assurance system, informs to the highest degree all decision-making bodies within and outside the Department, and contributes significantly to short-term, long-term, and overall strategic planning.

Conclusions

The EEAP concludes that the Department of Music Studies at the Ionian University is fully compliant with this principle. We encourage the Department to continue its good practices regarding its Information Management in order to maintain a mostly efficient management of its programs.

Panel Judgment

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

Panel Recommendations

The Student Handbook (Student Prospectus) should also include comprehensive catalogues of all courses needed for the completion of each major – not just a semester-by-semester presentation of those courses. This will help students have a more thorough understanding of their studies trajectory and also facilitate their planning (the particular recommendation is also stated under Principle 8, since it is relevant to what both Principles 7 and 8 address).

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

Findings

Key information about the academic unit and the study programme is available online. The department's website is clearly organized and contains information in both Greek and English (the former is more comprehensive since the language of instruction is Greek). The information content is structured in nine categories that embrace

- the Department's history and its organizational chart
- academic and administrative staff, including detailed information about the academic staff (education, research/artistic interests and research/artistic output)
- essential information related to studying: curriculum, schedule of classes, course outlines, academic calendar, internships, learning and assessment processes, etc.)
- admission, student life, and scholarships
- Quality assurance policies
- news and announcements
- the library and its usage
- research opportunities, research labs and activities (shedding light on the rich array of seminars/workshops and the commendable activities of the Departments three labs)
- international projection and collaborations of the Department, including information about Erasmus programs and opportunities as well as international collaborations
- archive of all the Departments concerts since its creation
- the Department's music ensembles
- alumni issues

Analysis of judgement

The information available on the Department's website is both comprehensive and applicative.

However, the information about the available study choices (majors and specializations) could be clearer, a reality probably reflecting the somewhat complicated structure of the undergraduate curriculum itself (more on this is mentioned in Principle 2). The Panel requested a view of the available majors and specializations that outlines the course categories and available courses *within* each major. This view required the perceptual restructuring of the

curriculum, one that prompts a more ‘vertical (as opposed to ‘horizontal’) perspective. The academic body of the Department responded promptly, and this ‘new’ perspective enabled the Panel to have a considerably more adequate perception of the pathway in each major/specialization as well as the strengths and weaknesses of the curriculum.

The study programme is rather clear for the more experienced students (i.e., those already in the program), but challenging for the prospective students. Owing to the 2-stage process that governs the acceptance of new students in the Undergraduate Music Program, prospective students are not able to fully plan their studies *before* being accepted by way of the rigid state-controlled examination mechanism. Specifically

1. The students are initially accepted in the Undergraduate Program (stage 1), by way of article 19 of the law 4559/2018 (A’ 142) and its amendments in 2019. The particular law determines the criteria and conditions of the acceptance of students into the undergraduate music programs of the Ionian University, University of Macedonia, University of Ioannina, and the Department of Ethnomusicology of the Ionian University. These criteria and conditions as well as the entrance exams *per se* are unified (identical for all students across the board). The students are placed in their preferred programs by way of their exam results.

Thus, since 2019 when the aforementioned examination system was introduced and hereafter, the acceptance into the Department of Music Studies of the Ionian University is done exclusively through the common entrance examinations throughout Greece. (This information is taken from the Department’s website: <https://music.ionio.gr/gr/candidates/admissions/>)

2. Then the Department holds its own internal auditions for the students interested in the Performance and Composition majors (stage 2)

Conclusions

The Panel finds that the Department is fully compliant in the way that public information is managed. It has reached this decision by consulting the Department’s website and meeting with students and other music stakeholders. The information included in the online presence, via the website, of the Department is adequate and useful to all the interested parties - what the Department’s website displays fulfils fully the purpose for which is built.

Panel Judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- We note the efficient way public information is organised and presented in the Department's website, hence the full compliance with the Principle.
- However, we feel that the Department's website also needs to display the Undergraduate Program curriculum organised in terms of the available majors ('ΣΥΓΚΕΝΤΡΩΤΙΚΟΣ ΠΙΝΑΚΑΣ ΜΑΘΗΜΑΤΩΝ ΑΝΑ ΚΑΤΕΥΘΥΝΣΗ' as was sent to the Panel upon request, which exhibits the 'vertical' structure of the curriculum). This will render the curriculum more transparent to prospective (and even current) students. It could be included in the Curriculum ('Όδηγός Σπουδών'), alongside the semester-by-semester outline.
- Fine tune (correct) the sub-tab 'Όλες οι Συναυλίες' found under the tab ('Συναυλίες'). Currently, it sends the reader to the tab 'Ενημέρωση'

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

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. Revised programme specifications are published.

Study Programme Compliance

Findings:

The coordination of the Internal Quality Assurance System (IQAS) falls under the purview of the Internal Evaluation team, which works in close collaboration with the Curriculum Committee and the Secretariat. The latter supports this process with information and recorded data. The internal Evaluation Team works closely with the Quality Assurance Unit. The QAU has an advisory role, assisting in legal matters and formal implementation of procedures, and also monitors the timelines for a successful preparation and submission of the Annual Internal Evaluation Reports. Finally, it assists the External Evaluation process of the academic units.

The review and revision of class content is a hierarchical process that starts from the instructor. The University respects and recognizes the academic freedom and autonomy of its instructors and places full faith in its faculty's expertise and objective judgment. There are two exceptions to this principle: the first involves interdisciplinary courses, where the review and revision process is undertaken by a team and not individually; the second concerns course aspects that affect global degree matters, such as revision of ECTS allocations, scheduling, lab work, etc.

The annual internal evaluation reports include important conclusions and key findings on the implementation of the academic and research work of the Department, identification of strengths and weaknesses and documentation of instructional and research data, including financial data and research awards and analysis of student evaluations. Naturally, the COVID-19 pandemic had an impact, but the EEAP found that the Department took all appropriate steps to ensure that its internal processes operate on the best possible level. It is worth highlighting the

empathy, perseverance, dedication, and hard work of all University stakeholders during that time. Students were very appreciative of faculty efforts to provide the best education possible during the pandemic.

The main findings of this exercise have clearly laid out areas of strength, but also areas of possible improvement. The department has also identified ways to reinforce the positive findings and to address all areas of concern decisively. More specifically, the department is taking all necessary steps so as to perfectly align with recent trends and contemporary best practices in Higher Education and the needs of the professional market. It consistently takes steps so as to increase the mobility among students and staff, to reinforce student centred approaches and policies, to disseminate the artistic and scientific work in an even more profound manner, to strengthen international cooperations and collaborations and to continuously revise its offerings, adding new research and teaching areas, as needed.

In addressing areas of concern, the department reviews and revises both the content of courses and the overall degree structure, increasingly helps students develop strategies that can help them adapt faster in their program areas, and supports students in identifiable areas of insufficient knowledge, knowhow and skills, such as music technology. The department is also taking appropriate steps to increase its participation to externally funded research programs and activities, continues to update and upgrade its infrastructure within its limited means, undertakes statistical analysis regarding student retention so as to address decisively both the extended period of additional years of study (as a result of unsuccessful internal auditions, deficiencies in music training and other factors), and students abandoning their studies all together. Finally, the department is taking decisive steps in supporting students with career advice and connecting them with professional market key players.

There are other notable findings through the annual internal evaluation reports. One area concerns practice-led artistic research, which is currently not recognized under the qualitative criteria for review and assessment at any Greek Higher Education Institution. This is a major oversight, which is amplified at the Ionian University, precisely because it is an institution committed to artistic research in all its facets, with its faculty excelling in that area, yet this important activity is not recognized under the official national review agencies. Another key finding is the genuine need for an increase of the number of faculty members. The student to faculty ratio is rather high and even though the students are generally happy, the faculty load in terms of teaching, research and service is disproportionate.

In terms of teaching materials, all courses contain all relevant information needed (Student learning outcomes, content, etc.), with clear communication. There is an established Curriculum Committee that is at the forefront of this process. The findings of internal reviews help make individual and collective revisions. On an individual basis, the feedback that professors receive from students and their peers helps them deliver more effective courses. On the collective level the various committees are also informed by these processes, and in return make crucial changes to processes and mechanisms to benefit the entire academic community.

Analysis of judgment

Overall, EEAP was satisfied by the department's performance and efforts in this principle. There are clear structures and processes in place and institutional stakeholders are fully committed to this process and actively participate. The system in place is responsive, dynamic and it is reviewed regularly and methodically.

Conclusions

The Department is fully compliant in this Principle. The Internal Qualitative Assurance assessment procedures take place annually, and most importantly, there are provisions to successfully address the outcomes of this process. The findings are communicated in a timely and professional manner to the hierarchical ladder, and they are properly recorded and submitted to the QAU of the Institution. The findings are also shared with all academic stakeholders, and these findings result in well documented action plans. Finally, the Department faculty acknowledges the hindrances with regards to the proper delivery of jazz and music education specializations within the structure of the current curriculum. They propose the creation of independent majors, which would be ideal, if this path can be adequately and substantially supported with the current teaching staff.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department is fully compliant for Principle No. 9, even taking steps beyond the expectations of this thematic cluster. The institution fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis. We encourage the Institution to continue on this path of professional self-reflection and development and we commend all actions taken to ensure that the institution is always up to date with the needs and expectations of its students, faculty and staff, but most importantly the professional market, so as to ensure successful professional work placements for its graduates.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

Findings

The EEAP finds that prior external evaluation recommendations have been addressed to a certain degree by the Department of Music Studies at the Ionian University. The EEAP reached its findings by:

1. Consulting the previous external evaluation of the program (administered by ADIP in 2012)
2. Reviewing all new available documentation (evaluation proposal, program of study, quality indicators and other supporting documentation)
3. Examining the website
4. Conducting interviews with key members of the university community such as the Vice-Rector/President of MODIP, the Chair of the Department, members of the OMEA, faculty, students, and external partners and employers.

Analysis of Judgement

The main body of recommendations in the 2012 external evaluation included the following most essential ones:

- 1) Degree upgrade from Bachelor's to Integrated Master's
- 2) Increase in the number of full-time faculty (DEP)
- 3) Addressing the issue of faculty teaching overload
- 4) Addressing the issue of student course overload
- 5) Improving facilities (building) and addressing other lack-of-sufficient-space issues

- 6) Address the issue of the high number of undergraduate students the Department of Music is accepting annually.

During the past decade, the Department of Music Studies has succeeded in resolving/improving the following:

- 1) The Degree offered since 2019 is now a Master's Degree (Integrated Master's).
- 2) The number of full time faculty increased (it is now 25) and, as a direct consequence, the overall content of the program expanded and the distribution of the administrative duties became more rational and effective. Additional faculty of the EEP, EDIP and ETEP categories were also hired contributing to a more efficient implementation of the program of studies. The EEAP determined that although the overall number of faculty has significantly increased since 2012 the faculty/student ratio is still not appropriate. The EEAP also understands that the addition of full time faculty lines and/or the hiring of additional faculty of other categories (EEP, EDIP, ETEP) depends on available financial resources for higher education in Greece.
- 3) As expressed in other sections of this report, the issues with faculty teaching overload, although slightly improved, need to be further addressed.
- 4) As expressed in other sections of this report, the issues with student course overload need to be further addressed through a restructuring of the program of studies.
- 5) The final settlement of the building issue, which will solve the still existing infrastructure problems, has already been launched. The transfer of the Department to a new building, which is currently being constructed, will in fact open great prospects for further development. Meanwhile, and during the past decade, the Department managed to create/incorporate additional spaces for teaching and tutoring activities (such as halls suitable for lectures, workshops, etc.), as well as additional spaces for practical training and performance-related activities (such as technological and artistic workshops).
- 6) The issue of the "forced" (by the Greek State) acceptance of a high number of undergraduate students to the Department of Music Studies every year, is related to the structural characteristics of the current system for entrance in Higher Education Institutions implemented by the Greek State. Consequently, the Department of Music Studies at the Ionian University has rather limited options regarding this particular issue.

Conclusions

The EEAP concluded that overall, past recommendations and findings by the external evaluation committee were addressed and integrated into the strategic direction of the Department, and in accordance with long term program planning and resource allocation.

Panel Judgment

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department of Music Studies at Ionian University presents a commendable degree of compliance with the recommendations of prior external evaluations. However, important issues such as the faculty and student course overload still need to be addressed (as mentioned in more detail above)

PART C: CONCLUSIONS

I. Features of Good Practice

- Dedication of the academic staff to their work
- Offering of music performance as an official track
- Rich and diverse list of course offerings by well-established professors
- Profound and impactful artistic presence on the national and international stage
- At the forefront of musicological research with several publications
- Specialized courses in several areas that are not found in other music programs in Greece, or at least not found in the same degree (Jazz, Early Music, Film Scoring, Acoustic Ecology, Organ)
- Commitment to growth
- Annual Internal quality assurance policy combined with the institution's strategic plan
- Taking full advantage of all opportunities afforded for mobility, despite operating in the periphery
- Internship program, a two-month long professional placement, taking place during the summer months that offers students crucial work experience
- Faculty that is scientifically and artistically well positioned to provide a cutting edge, 21st century music curriculum
- Internationalized department that provides an unparalleled experience to its students, who excel professionally
- Strong collegiality among students and faculty that facilitates a successful delivery of the curriculum and programs
- The institution fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis.

II. Areas of Weakness

- Aspects of proper operations related to funding, such as the facilities
- Insufficient number of instructors
- High number of courses together with the high number of students create an excessive burden on faculty workload
- The number of graduating students is disproportionately low compared to the number of newly admitted students every year
- There is no specified number of maximum students per track, and currently there is no institutional policy in place that provides a guide as to the maximum number of students per instrument. This creates studios of very different sizes
- There is no institutional policy regarding the maximum number of teaching hours, so, the weekly working hours become a rather subjective matter which, in most cases, leads

to work overload and potentially to feelings of unfairness on the part of the faculty that is committed the most

- Very low number of student advisors
- Heavy student workload
- Students sometimes take 2 to 3 additional years to finish their studies
- Disproportionate student to instructor ratio creates enormous pressures on both the delivery of the curriculum and the advising of students.

III. Recommendations for Follow-up Actions

- Increase, if possible, the number of faculty, or reduce the number of course offerings as well as student admissions, or ideally apply a combination of the above. New positions for faculty members in the field of music education are strongly recommended since there is a high demand for music education teaching proficiency courses by students from all Majors and Specializations. In addition, the department should meet the needs for music performance faculty in music instruments with high demand.
- Establish a policy that clearly outlines a maximum number of teaching hours.
- Increase the number of academic advisors.
- Support further the students needing extra years to graduate.
- Institute policies that establish a cap on the number of students in each studio.
- In addition, institute universal guidelines for all instrumental and vocal studios, so that there is consistency across the spectrum.
- Offer the possibility for students following the Composition or the Music Sciences Majors to enrol in Music Performance courses.
- Address the hectic student workload with possible revisions of ECTS credits and collaborative curriculum revisions, where and when appropriate.
- The EEAP strongly urges the Hellenic Authority for Higher Education to add a section for artistic activity (analogous to the existing one for research activities) in the HAHE's Quality Evaluation Criteria and Indicators (Version 1.0 / 12.2020).

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 5, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **2 and 4.**

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

The Principles where failure of compliance was identified are: **None.**

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

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Framework (Integrated Master)	YES	NO
	X	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Dr. Vasilis Kallis (Chair)**
University of Nicosia
- 2. Dr. Natassa Economidou-Stavrou**
University of Nicosia
- 3. Dr. Panagiotis Liaropoulos**
Berklee College of Music
- 4. Dr. Evis Sarmoutis**
Ithaca College
- 5. Mrs. Ioanna Kerefiadou**
Student, Athens School of Fine Arts