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

Music Studies

Institution: National and Kapodistrian University of Athens

Date: 11 July 2020

Report of the Panel appointed by the HAHE to undertake the review
of the Undergraduate Study Programme (Integrated Master) of
Music Studies of the **National and Kapodistrian University, Athens**
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 Studies** of the **National and Kapodistrian University of Athens** comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr. George Tzanetakis** (Chair), Professor, Department of Computer Science, University of Victoria

2. **Dr. Stella Baraklianou**, Senior Lecturer, Photography, University of Huddersfield, U.K.

3. **Dr. Natassa Economidou Stavrou**, Associate Professor, Department of Music and Dance University of Nicosia

II.   Review Procedure and Documentation

Due to the pandemic and the ongoing impact of Covid-19, no physical site visits took place. Instead, all meetings with Senior Management and teaching staff, as well as students, graduates and external stakeholders took place online via the Zoom online video conferencing platform. The Panel was provided with documentation from both HAHE, such as the template for the accreditation report and mapping grid, as well as documentation from the Department of Music Studies, National and Kapodistrian University of Athens, such as the previous external evaluation report, internal evaluation reports and quality assurance policy.

The main document that provided the basis for the Panel's guidance was the External Evaluation Report of 2014, of Professors Evagelia Kordoni, Costas Iliopoulos, and Assistant Professor Evis Sammoutis. Further to this, documentation and materials were provided from the Department of Music, consisting of 11 documents, including the Quality Assurance Policy, the outline of the undergraduate studies programme, KPI strategic mapping, internal evaluation reports, as well as information regarding the Integrated Masters documentation. Prior to the online site visit, the committee consulted all the relevant documents as well as examined online resources such as the newly redesigned website of the department.

During the three days of online meetings (July 6-8, 2020), the committee engaged with the faculty, undergraduate and graduate students, academic staff, technical personnel, alumni, and external partner organizations that have strong relationships with the department through the provision of practical student placements, co-organization of conferences, and research networking. In addition, a virtual video tour of the department facilities and labs was provided. Decisions regarding compliance and the writing of the accreditation report were made with equal participation from each committee member and were unanimously agreed upon. The academic unit fully collaborated with the process and readily provided any additional information and clarifications we requested.

III.   Study Programme Profile

The Department of Music Studies was established in 1991 and is approaching its 30 year anniversary. It is part of the National and Kapodistrian University of Athens (NKUA) which is the oldest university in Modern Greece and was established in 1837. The NKUA is one of the largest Universities in Europe with over 100000 registered students. The Department of Music Studies is one of the 13 departments that comprise the School of Philosophy. It offers courses spanning a wide variety of music scholarship topics ranging from historic musicology to music technology. There is particular emphasis and strength in the study of Greek music throughout its long historical trajectory from ancient Greece to Byzantine, and modern periods. There are currently 23 full time permanent members of staff, 3 technical staff, and 6 hourly paid temporary teaching academics. The department offers a 5 year undergraduate programme as well as graduate Masters and PhD degrees. Graduates of the department are employed in a variety of jobs and sectors. Some examples include: primary and secondary education, cultural organizations, media and music production, and music libraries.

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 organization 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

The academic unit has an established quality of assurance policy that follows the general guidelines used for quality assurance by the School of Philosophy and the National Kapodistrian University of Athens to which the unit belongs to. The formal process of quality assurance was initiated in 2008.

There have been regular internal evaluations pursued by the quality assurance unit of the department in coordination with the quality assurance unit of the School of Philosophy. A variety of quality indicators have been collected and are regularly updated. A clear commitment to regular reviews and continuous improvement is evident through our interactions with all stake-holders. The quality assurance policy (a 5 page document) is communicated to all parties although more details especially about the process of reacting to recommendations could be provided. Of a particular positive note, it contains specific language about civil discourse, collegiality, and respect among members of the department considering the wide variety of methodological approaches and research cultures of the different fields of music studies.

The academic unit has set specific goals regarding the study program with respect to teaching methods, student satisfaction, learning outcomes, and research output with suitable KPIs. These goals are monitored, updated, and communicated mostly through the internal evaluation process. Topics covered include intellectual property, collection of quality indicators electronically, reduction of students who either do not complete their degree or take longer than expected, finding solutions to building and facilities issues, constant evolution of the curriculum reflecting changes in research and faculty composition, and better organization of the network of alumni.

Panel Judgement

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

Panel Recommendations

The department should continue the process of regularly reviewing and updating quality assurance goals. As was expected when the formal review and accreditation process of Greek universities was established, the emphasis is gradually shifting from data and information collection toward using the collected information for concrete actions for improvement. There is still work to be done especially towards implementation of goals and more clear documentation of how monitoring leads to action. It is difficult but important to conduct the quality assurance process not only as a required administrative process but also as a fundamental way to inform continual renewal and evolution of the academic unit.

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

The Department's undergraduate programme has been designed with a strong focus on a variety of scientific disciplines pertinent to music and musicology, fostering their coexistence and creating an academic environment conducive to music studies, adhering to current international academic standards to a great extent. The Department offers a multifaceted undergraduate program based on scientific, theoretical, and philosophical approaches with direct associations to all relevant scientific disciplines and it has been designed according to the widely accepted academic standards for the specific area of music studies and adhering to the general principles of the University. In addition, in the curriculum revision procedure the department consulted graduates and external collaborators, music associations and collaborating school representatives and stakeholders involved in the practical training of the students. The program is unique among other programs in regard to its strong focus on Ancient Greek music, Modern Greek Art music as well as Byzantine Music. Students in the program are exposed to current international research trends and debates, in all relevant research topics and have the opportunity to work closely with the faculty and other researchers in research areas explored in the department's six laboratories actions. This multidisciplinary approach to

music studies helps the students acquire knowledge, skills, experience, and critical thinking and allows them to seek employment in a variety of research and applied areas. Upon the completion of the undergraduate programme students are granted an Integrated Master's Degree.

The department is organized at undergraduate level in three sectors:

1. The Sector of Historical and Systematic Musicology
2. The Sector of Ethnomusicology and Cultural Anthropology
3. The Sector of Sound Technology, Music Education, and Byzantine Musicology, which comprises three distinct scientific fields

The accreditation panel considers the organization, structure and content of the program and the courses as well designed and articulated. The curriculum progresses from core courses offered in the first two years to specialized concentration courses and music electives in the years to follow and ensuring a smooth progression throughout the stages of the programme and allowing flexible pathways. All students have the opportunity, parallel to their concentration, to select to enroll in music education courses in order to be eligible to teach in schools. The program also offers the possibility for practical training, both in schools as well as in other cultural and music organizations / associations.

The majority of the courses offered are organized under the 4 concentrations stemming from the three aforementioned sectors, with the exception of Music Education, which does not consist of a concentration itself, something that the faculty is encouraged to discuss and implement in future revisions of the programme of study. Additionally, the study of the materials submitted as well as discussions with faculty, students and graduates identified the lack of performance based courses, as well as courses in regards to composing, electroacoustic composition as well as creative music making related with various genres.

Panel Judgement

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 Network (Integrated Master)	YES	NO*
	X	

Panel Recommendations

The panel considers that the curriculum should be enhanced through the introduction of a new concentration in the area of Music education which could nicely be combined with music community and music psychology courses already offered in the curriculum by other music faculty and enriched with some of the very interesting courses offered from time to time from university collaborators. Considering that the majority of the graduates of the program are involved in music teaching and learning and the fact that music education is the only area among the department's sectors that does not have its own concentration, offering the possibility of a music education concentration for students is something that the department is encouraged to implement. At the same time, students from other concentrations will still have the possibility to take 8 of the music education concentration courses for their pedagogical training/accreditation, which will make them eligible to teach in schools.

In the discussions with all involved parties, the lack of performance courses was repeatedly raised and it was also a matter identified by previous external evaluation. Music ensembles of various musical genres were requested by the students and the faculty expressed the intention to gradually include in the curriculum such courses. Already there has been an addition of some performance based courses in the last academic year, but this should happen methodically and gradually aiming at covering the needs of all the concentrations for performance based lessons. Using students' words, "it is ridiculous to try to understand some things just only in theory. You cannot understand unless you put your hand on the instrument, play it and hear it". Through performance- based courses students also stressed that the musicological, scientific and theoretical perspectives of their fields of study will be enhanced. Besides the lack of performance- based course the accreditation panel agrees with a request raised by the students to include more courses focusing on composing, something that was also discussed with the faculty. In order to do so, a composer should be a priority for new hiring of faculty.

Finally, although the structure of the program is described thoroughly in the student's guide, a list with the total of the 23 core subjects and all the music electives offered, is not included. Also, the titles and the description of the music education courses, other courses (music electives) outside the 4 concentrations as well as the newly added to the program performance based courses, are missing. The panel suggests that the missing elements are added in the study guide.

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

In general, the undergraduate music program is delivered in a student-centred learning environment that encourages students to develop individual skills and promotes mutual respect. This was also evident in the accreditation panel discussions with the students and graduates of the program. A student-centered approach is followed in terms of teaching, incorporating a variety of teaching methods including lectures, workshops, visits and observation in schools, museums and musical archives. Moreover, students participate in laboratories work and seminar-type courses. The accreditation panel was able to identify that there were many examples of good practice in this area. The use of the e-class platform supports the majority of the courses in the music program, allowing the possibility for the

faculty to upload a variety of material for the class, besides the course books. The structure of the program allows flexible learning paths as the students have only 23 out of the 53 courses that are compulsory and they can follow the concentration of their preference, as well as select among a big list of courses the ones they are interested in. This is particularly important to support student learning during the current Covid crisis.

The department utilizes assessment of courses and faculty through digital questionnaires prepared by MODIP through MODIP's platform. However, this does not happen consistently and a very low percentage of students complete the questionnaires, although they are often encouraged by the academic staff to participate.

Assessment criteria and methods are published in each course outline and communicated to students in advance. This was also confirmed by the students. However, there are faculty members that use final written or oral examination as the only method of assessment, depriving from students the benefits of multiple and continuous assessment methods.

Panel Judgement

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

Panel Recommendations

The accreditation panel recommends the wider and more consistent use of a variety of alternative assessment methods in the department. Midterm exams, projects, student presentations, written assignments and other assessment methods besides the final examination should be discussed and implemented by the faculty and teaching staff. This will give the opportunity to students to have more possibilities to complete the course successfully, compared to only having a final written or oral examination that is now the case in various courses. This approach will also in a way invite students to be more active in class during the semester.

There are already many courses in the program of study that use a variety of assessment tools, but more colleagues should be encouraged to update their assessment methods. This was also a topic raised by and discussed with the students during the meetings. Communicating to students the percentage breakdown of different assessment methods used in each course through the course outlines and discussions in class, is also recommended. In addition, it is recommended that assessment methods are directly related with the learning outcomes of each course. In some of the course outlines submitted, the learning outcomes are not described explicitly or are very few or too many. It is suggested that specific guidelines are discussed on how to formulate specific and measurable learning outcomes for the purposes of course

outlines and each faculty member checks his/her own and revise if needed. Uniformity is generally recommended among the course outlines of the program.

The department could initiate discussions among the faculty members and with the students in order to find ways for a more systematic evaluation of the courses/ faculty, probably using additionally to the digital surveys some qualitative approaches.

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

The department offers a wide variety of courses that require skills from several disciplines. This variety is a very positive aspect and all the alumni and collaborating organizations/foundations that we talked to commented on the value provided by this diverse set of skills. However, it poses challenges for smooth transmission from high school to higher education. The department offers additional optional tutoring sessions to assist with this process and is in the process of advocating for changing the entrance requirements for students to a more unified set of requirements across music departments in Greece.

The student's progression is monitored by regular posting of grades, providing advising sessions, and the organization of the undergraduate studies among different concentrations. Student mobility is encouraged and the academic unit has been very successful with student exchanges and practicum placements in the music industry and non-profit sector. There are many cases of graduates of the programme pursuing graduate studies in other countries which speaks to the quality of the programme and the encouragement of mobility. The participation of the unit to the ERASMUS program and the university network CIVIS are additional indicators for the strong support to student mobility. The ECTS system is applied across the curriculum and the diploma supplement is issued without request for all graduates.

Every student is required to complete a senior thesis and although there is no separate thesis handbook available there is clear information about the process and quality requirements in the undergraduate study guide. Practical training is provided in collaboration with various music industry organizations and artistic foundations. Both the students and organization representatives we talked to spoke very positively about this aspect of the academic unit. There is an excellent network of social, cultural, and production bodies both nationally and internationally that support this component. The practical training complements the more academic theoretical studies and provides valuable job experience. The graduates of the

program work on a wide variety of jobs with sometimes very different characteristics, and commented positively on the value provided by their practical training both for job-specific skills and broader training.

Panel Judgement

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

Panel Recommendations

The department follows ECTS established practices and procedures. The progression through the studies is clearly articulated in the study guide so our recommendations are minimal. For more effective communication it would be helpful to provide the same information as web pages with links rather than monolithic documents to support easy navigation to the relevant pieces of information. Looking into more formalization and certification of the graduate programmes is another direction for future work under this principle.

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 recognize 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

There are currently 23 full time permanent members of staff, 2 laboratory teaching staff, 1 specialized technical laboratory staff, and 6 hourly paid temporary teaching academics. The overall level and expertise of the academic, laboratory and hourly paid teaching staff is of exceptional standard, including many unique specialist areas related to Ancient Greek music and Byzantine Musicology, Modern Greek Art Music. There is notable work done in terms of the six research laboratories.

These are: Laboratory for the study of Hellenic Music, Ethnomusicology and Cultural Anthropology Laboratory, Music Acoustic Technology Laboratory, Music Educational Laboratory, Byzantine Musicology Laboratory, Music, Knowledge of Sciences and Society Laboratory.

The links between teaching and research specialism can be observed in both undergraduate and postgraduate studies, as is evident by the large and growing PhD community. Notable work is done by research laboratories that offer Interdisciplinary areas of expertise including EthnoMusicology as well as more contemporary areas of Acoustic Technology. Teaching staff are encouraged to participate in national and international conferences, participate in boards of international music associations and societies, whilst the Department itself has hosted many successful conferences of international level. Most notably, the Department has organised in 2005 the International Symposium on Iannis Xenakis, as well as the joint International Computer Music Conference (ICMC) and Sound and Music Conference (SMC) in 2014. Staff are encouraged to partake in Erasmus exchange programmes.

Panel Judgement

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

Panel Recommendations

One of the concerns voiced by the students was that the level for the undergraduate studies was very academically focused. This is likely the result of the immediate impact of the staff's research and areas of expertise, however there is a need to simplify the teaching delivered at undergraduate level. Recommendations would be to try to integrate the areas of teaching and research with the practice-based elements and move towards an emphasis of music production rather than the research side.

The research undertaken is clearly of international standing, with faculty publications in international journals and books. A collaboration with a publisher, like the Lilian Voudouris Foundation, which the Department has fostered links with over the years, could provide a good opportunity to generate more publications from the staff and post-graduate community. During the virtual meetings, the Panel also discussed ideas of how to improve the rankings of the Department via QR institutional ranking system.

The Department is also working towards improving internet visibility. It is recommended that all academic staff members, include a webpage with their photograph, contact details, and information about their research interests, short bio and any other scholarly information on the University's website. On the same page they can create direct links with their laboratories and all other academic activities as well as links with stakeholders and highlight other areas of good practice.

Hiring of more permanent members of academic staff, especially in areas of music education and composing as well as laboratory teaching staff for supporting teaching and researching in the laboratories and monitoring students' teaching practicum in schools.

Funding remains a large issue, with many academics not being able to access funding in time, due to bureaucracy and generally lack of sufficient funding provided by ELKE. A more strategic integration of the Laboratories into one Research School could strengthen the Music Department and make promoting the research easier.

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

Due to Covid-19 onsite visits did not happen, therefore the Panel cannot fully make recommendations in terms of the teaching facilities or the libraries, or other areas such as student dormitories. The Panel was provided with a video tour instead, that took us through the various teaching rooms, some of the laboratories as well as the Psahou Library. The Panel relied on the report of 2014 as well as improvements done since.

Since the 2014 report, advancements have been made with the inauguration of the integrated library of the Department of Philosophy, a new state of the art library that consolidated the individual libraries of the Department of Philosophy that students of the Department of Music can use. The Panel was also informed of online and digital access of other suitable libraries, like the Archives of Lilian Boudouris Foundation and the Laboratory for Hellenic Music, where currently a lot of work is done in order to catalogue and provide access to digitised music scores. The Panel was made aware of the purchase of music equipment including a grand piano.

Panel Judgement

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

Panel Recommendations

The lack of funding towards the Department at government level remains an ongoing and large aspect of the Greek Higher Education system in general. Specifically, funding towards the School of Music was drastically reduced to only about 20,000-24,000 euros per academic year, whilst funds towards purchase of books and subscriptions to academic journals was given a meagre sum of approximately 600 euros. According to the previous Accreditation Report of 2014 there is mention of lack of adequate facilities, as well as lack of access to libraries, e-journals, e-books and databases, that need institutional subscription. However, there needs to be serious support offered in terms of technical and administrative support, as the bureaucratic procedures are often long and arduous, leaving academics with little time to attend to their teaching and research duties if they invest too much time in completing administrative tasks. As the Report of 2014 noted, there is only one member of administrative support employed on a full-time basis. This is not acceptable for a School that has both undergraduate and post-graduate students, therefore the need to employ several administrative members is a necessity. The Panel was informed also of the purchase of new music equipment, but a lack of substantial rooms or laboratories where they could be housed safely. A purpose built room would be needed in order to safely store music equipment and the grand piano. Three of the six laboratories do not have a dedicated physical space and conduct their meetings in faculty offices.

There is currently only one large recording studio, but due to the lack of technical staff, (only one member), it is not possible to accommodate requests from externals. It is also noted that the remaining hours of access, after 3:30pm, are left to be organised between the post-graduate students. The panel is aware of a swipe system with card entry to be introduced to facilitate safe entry to the studio.

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 analyzing information and planning follow-up activities.

Study Programme Compliance

The academic unit in coordination with the Department of Philosophy has established procedures for the collection of data regarding the student body, teaching methods, student progression, employability, and career paths of graduates. A variety of key performance indicators (KPI) following established practices are collected and maintained electronically. Student and staff surveys are regularly conducted although full participation can be a challenge in the cases of students. The information collected has been used to inform decisions made by the academic unit. In addition, there is information collected about equipment resources such as the collection of music instruments, and the technical equipment in the lab. Because of the limited technical support staff and the need to manage and supervise access to these resources availability to students is limited. The unit is investigating creative solutions such as a swipe card system that can help but ultimately more technical support staff is needed.

Panel Judgement

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

Panel Recommendations

The collected information could be more thoroughly analyzed especially in terms of how it changes over time in relation to changes using, for example, graphs. The results of this process could be communicated more effectively to all the stakeholders and more clear information about how they inform change can be provided. This is an expected development as information collection becomes more established and routine to shift the focus to how this collected information is utilized in decision making and how the process is communicated.

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

The website is well structured, concise, user friendly and all key information regarding the department and the undergraduate and graduate programs is available online. The department publishes online information about the degrees awarded, the structure of the programs, the department's sectors and the focus of the various laboratories led by faculty, the qualifications and publications of the faculty and research undertaken, the activities/events and concerts of the department etc. The Policy for Quality Assurance is also available online, as well as information regarding Erasmus/Civis programmes. The website is both in Greek and English and the information is up to date and easy to navigate. Overall the new website is very well designed and all information is made public.

Panel Judgement

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

Panel Recommendations

The accreditation panel recommends the collection of information about department graduates and creating an alumni section on the website, highlighting achievements and careers of some of them. It would be good for the department to have this information publicly available for outreach and networking.

It is also suggested that a list of all program courses is provided in a separate section in the website, with links to each course's course outline, in order to be accessible for students for more information about the courses' objectives, learning outcomes, content, and methods of assessment.

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

The Panel found that the self-assessment procedure takes place annually, with Internal Reports available for the years 2009, 2010, 2011, 2016 and 2017 and these are shared publicly, via the website. As stated in the External Evaluation Report of 2014, the School has informal discussions between academic staff members as well as annual meetings between the Dean of the Department of Philosophy and the Head of School of Music Studies.

Panel Judgement

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

Panel Recommendations

This is an area that the School needs to implement some further changes to. The Panel found that the Internal Report of MODIP 18/03/2019 could have included more detailed information. There is no Internal Evaluation report available for the year 2018 or 2019.

There needs to be annual evidence of procedures of meetings held between QAU/MODIP, leading to the Internal Report.

There is limited evidence of how data gathered from student evaluation is utilised in order to respond to student feedback and evaluation. As the 2014 Report indicates: "The members of the department implement the curriculum successfully but at times fail to recognize the progress of their implementation." Whilst there is evidence of the results of the grades as well as of evaluation questionnaires, it is not evident how the student feedback is effectively documented and analysed from one academic year to the next.

Following discussions with representatives of the undergraduate students, the feedback was to update some areas of the curriculum in order to reflect the changes in the market as well as current trends in the music sector.

If the main method of collecting feedback occurs informally, i.e. via direct discussions with students, or through focus groups, it is recommended that parts of these discussions are documented. This can also be done via audio recordings for example to make it easier to collate data.

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

The Department of Music Studies has participated and is participating in the HAHE programme accreditation process. It has established corresponding committees and processes and performs regular internal evaluations. It underwent an external evaluation process in 2014. To the degree possible given the funding and administration constraints of the higher education sector in Greece, and the University of Athens, the department has implemented actions in response to recommendations made by previous external evaluation. The creation of an integrated Masters, level 7, the increase in external networking (CIVIS network) and Erasmus student placements, the better organization of the curriculum, the hiring of new faculty with strong research potential and international reputation are some of the ways the department has acted that follow recommendations of the previous external evaluation. The members of the academic unit are aware of the importance of the external review and its contribution to improvement. They were engaged during the review process, provided us with any clarifications we asked, and were open to our ideas and recommendations. All the stakeholders of the academic unit were engaged with both the previous external review and this current accreditation review. They have clearly put in effort to improve and have followed regular external evaluation of the undergraduate programmes.

Panel Judgement

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

Panel Recommendations

It is important to continue the on-going process of regular internal and external evaluation. The internal evaluation documents can be more thorough and contain more information about the many activities that the Department is engaged with. The department could explore additional external evaluation and accreditation processes especially possibilities through the European Union higher education framework.

PART C: CONCLUSIONS

I.   Features of Good Practice

The overall strength of the Department is the high level of expertise of the academic staff and the research community surrounding it. These include specialized and unique areas of knowledge, like Ancient Greek music and Byzantine Musicology as well as the six research-led laboratories that offer interdisciplinary teaching and expertise. Further to this, the laboratories support a large number of postgraduate students, who are also studying at PhD level. Thus far, a number of 129 PhD theses have been conducted and submitted through the Department of Music Studies. These graduate students also help integrate research with teaching at the undergraduate level.

The depth and breadth of courses in the curriculum offers the possibility to undergraduate students to get familiar with a variety of music disciplines and specialize in the area they are most interested in. The way the curriculum is structured offers flexible pathways for students to follow. The mobility of staff and students is achieved through the Erasmus and CIVIS European networks, and this has given opportunities to students to take part in exchange programmes abroad.

The hiring of new members of the permanent academic staff is a welcome upgrade on the curriculum, offering contemporary methods to complement the other areas of teaching and research.

The low number of students per year remains at 70-80, which means that students often get close to one-to-one teaching. This low number means that staff to student ratio is about 20 to 1 which is very good and in line with other similar departments in European and International academic institutions. Experiential learning is part of the undergraduate education providing placements related to sound, recording, and music education with partner organizations. The newly accredited Integrated Masters at Level 7 is in accordance with other European universities and European regulations.

There is excellent collaboration with external partners, including the Onassis Stegi, the Lilian Voudouris Foundation, National Opera and others, including Greek national TV (ERT). Students can take part in placements in the industry, in foundations and institutions like the above and are given student employment experience. Specifically, the School has established a partnership with the TV Channel of the Greek Parliament, and students have the chance to learn about TV and sound recordings as part of their placement. To this we can add the various events, international as well as national, symposiums and conferences as well as esteemed academic publications of the staff and staff members.

The newly developed website is extremely useful and offers a very good platform for the information to students, stakeholders and anyone interested in the activities of the School. The facilities have improved over the years despite the funding challenges of the Greek higher education system.

II.   Areas of Weakness

The undergraduate programme needs to be simplified and communicated more effectively for example by maintaining web versions with links for easier navigation in addition to the existing monolithic printable documents.

Increasing the study of contemporary music and especially composition and electroacoustic composition is important and is needed to bring the department closer in area coverage to other similar departments in other countries.

Performance and practice-based courses are important to complement more theoretical courses and to strengthen the connections between theory and practice in all scientific disciplines the department focuses on. Lack of performance faculty inhibits the introduction of such courses.

There is a lack of faculty in the area of music education. Out of 23 faculty members only 1 colleague is in the field of music education and this person has the responsibility for all the music education activities of the department (undergraduate and graduate programs, PhD, pedagogical/teaching accreditation, laboratory activities, teaching practicum supervision).

The department follows established practices of quality assurance and data collection but can do better in communication of strategic goals and planning. The department should investigate finding a suitable forum and profess for evaluating internal procedures of self-evaluation. Whilst the Internal Reports are conducted annually, further work needs to be done in areas of QUA/MODIP before the Internal Evaluation.

Research Laboratories can be integrated into a larger Research School, with each individual laboratories clarifying their goals and aims and potentially sharing technical and human resources. The existing technical and administrative staff is insufficient for supporting the students. More specifically there should be an additional administrative person responsible for graduate students and community as well as more specialized technical personnel and laboratory teaching staff in the laboratories that have no support.

There are inconsistencies in the amount of details in course outlines, learning outcomes, and assessment methods among the different courses in the department. We encourage the department to work on providing more consistent information with clearly articulated learning outcomes and a variety of assessment methodologies for all courses.

Although the department can pride itself on having a large number of alumni, many of them pursuing distinguished career, there needs to be more collection of information about them and communication of that information with all stakeholders.

III.   Recommendations for Follow-up Actions

The recommendation for follow-up actions are motivated by the areas of weakness identified above. We recognize that in most cases these actions cannot be accomplished by the department alone and will require support at the University and Ministry of Education level. The recommendations are not in order of priority and it is up to the department to determine their feasibility and priority in consultation with all stakeholders.

- More clarification of how all the data collected from student evaluations, external reviews, collection of performance indicators, etc. is used to inform decision making and clearly describe what process is followed for strategic planning.
- Internal Evaluation: create transparent methods for disseminating information and making accessible records of meetings between QAU/MODIP.
- Provide all necessary information in English alongside the Greek in relevant sections on the website - currently parts of the website are only available in the Greek version.
- Provide web versions with navigation links of documents such as the study guide and the quality assurance policy for easier access to information in addition to the current monolithic printable documents.
- Hiring of a permanent faculty member in the area of composition ideally electroacoustic for connections with the existing activities in music technology.
- Introduce staff profile pages on the website, to promote the work and publications of all staff members whether they are related to a Laboratory or not.
- Hiring an additional faculty member in the area of music education to support the current needs and facilitate the creation of a new concentration in music education.
- Hiring of additional administrative staff to support graduate programmes and students.
- Hiring of additional specialized technical staff and laboratory teaching staff to support the operation of the laboratories. Physical space also needs to be found for three out of the six laboratories. These spaces could also be used for teaching the relevant courses.
- Creation of a directory of alumni that is accessible to all stakeholders and promotion of distinguished alumni. The upcoming 30 year celebration provides an excellent opportunity for pursuing this recommendation.
- Increase department funding for access to books and academic publications as well as purchase and maintenance of technical equipment.
- Increase department funding for participation of faculty members in conferences and other research related activities.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: Principles 1, 4, 5, 7, 8, 10

The Principles where substantial compliance has been achieved are: Principles 2, 3, 6, 9

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 Network (Integrated Master)	YES	NO
	X	

The members of the External Evaluation & Accreditation Panel for the UGP (Integrated Master) Music Studies of the National and Kapodistrian University of Athens

Name and Surname   **Signature**

1. **Dr. George Tzanetakis** (Chair), Professor, Department of Computer Science, University of Victoria

2. **Dr. Stella Baraklianou**, Senior Lecturer, Photography, University of Huddersfield, U.K.

3. **Dr. Natassa Economidou Stavrou**, Associate Professor, Department of Music and Dance University of Nicosia