



**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](http://www.ethaae.gr)

# Accreditation Report for the Undergraduate Study Programme of:

**Music Science and Art**  
**Institution: University of Macedonia**  
**Date: 17 October 2020**

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Music Science and Art** of the **University of Macedonia** for the purposes of granting accreditation

## TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I.    The External Evaluation & Accreditation Panel	4
II.   Review Procedure and Documentation	5
III.  Study Programme Profile	6
Part B: Compliance with the Principles	7
Principle 1: Academic Unit Policy for Quality Assurance	7
Principle 2: Design and Approval of Programmes	10
Principle 3: Student- centred Learning, Teaching and Assessment	13
Principle 4: Student Admission, Progression, Recognition and Certification	16
Principle 5: Teaching Staff	19
Principle 6: Learning Resources and Student Support	22
Principle 7: Information Management	25
Principle 8: Public Information	27
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	29
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	30
Principle 10: Regular External Evaluation of Undergraduate Programmes	31
Principle 10: Regular External Evaluation of Undergraduate Programmes	32
Part C: Conclusions	33
I.    Features of Good Practice	33
II.   Areas of Weakness	33
III.  Recommendations for Follow-up Actions	34
IV.   Summary & Overall Assessment	35

## **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 of **Music Science and Art** of the **University of Macedonia** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor George Tzanetakis** (Chair)  
University of Victoria, Canada
  
- 2. Professor Maria Chatzichristodoulou**  
Kingston University London, UK
  
- 3. Associate Professor Eftychia Papanikolaou**  
Bowling Green State University, Ohio, USA
  
- 4. Professor Vasilis Kallis**  
University of Nicosia, Cyprus

## **II. Review Procedure and Documentation**

Due to the ongoing pandemic and travel restrictions, it was not possible to conduct the accreditation review in person. Instead of a physical site visit, all meetings of the accreditation panel with shareholders (senior management of the department and university, faculty, students, alumni, and collaborating organizations) took place online using video conferencing software. 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 took place and supplementary video documentation material was made available to the panel. The accreditation panel was provided with documentation and information from both 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 Science and Art, University of Macedonia, including the previous external evaluation report of the department, their accreditation report, measured performance indicators, undergraduate study programme guide, and quality assurance policy.

The panel consulted all the relevant documents as well as examined online resources such as the website of the department both before and after the online site visit. The online meetings and virtual tour took place during a 2-day period (October 13-14, 2020). Decisions regarding compliance and 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 academic unit fully collaborated with the panel during the accreditation process and provided any additional information and clarifications that were requested in a timely and professional manner.

### **III. Study Programme Profile**

The Department of Music Science and Art was established in 1996 and accepted the first students in 1998. It is part of the University of Macedonia, the second and “younger” University of the city of Thessaloniki specializing in Economic and Social Studies, established in 1990. Today, the University serves more than 12000 students. The Department offers courses in a variety of music related topics with specific emphasis on music practice and performance. It offers a Bachelor’s degree consisting of 4 years of study with 4 majors (concentrations): Western (Classical) Music, Byzantine Music, Traditional Music, and Contemporary Music. The department is a member of the Association Européenne des Conservatoires, Academies de Musique et Musickhochschulen (AEC). There are 25 regular faculty members (11 Professors, 8 Associate Professors, and 6 Assistant Professors) as well as 26 hourly-paid sessional instructors which are needed in order to meet the unique teaching needs of the Department with respect to the performance of specific musical instruments. Moreover, there are five research labs. There are about 700 active undergraduate students. Graduates of the department are employed in a variety of jobs and sectors. Some examples include: orchestras and ensembles, 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 Department of Music Science and Art has a published undergraduate program quality policy available on its website, through which it declares its mission and vision statement, core values and commitment to continuous quality improvement. The program's Accreditation Proposal (B1) signals the major quality requirements which are part of its ongoing mission. Moreover, the Department has provided a detailed set of objectives (B6\_b), developed with the University's

ΜΟΔΙΠ (MODIP, University Quality Assurance Unit), which are both in line with the Institution’s overall mission and quality assurance policy and specific to the Department’s and Undergraduate programme’s mission and aims. Document B6\_b frames the objective-setting process by articulating the programme’s overarching aims and goes on to outline objectives, baseline and target values, actions, staff accountable for delivering those actions and timeframes. The objectives that are set are specific, measurable and timely; they are not always achievable in the sense that certain objectives are related to issues beyond the Department’s and University’s control (such as the question of the method of admission of incoming students). Those more ambitious objectives appear appropriate and relevant; however, perhaps they could be rephrased so as to be achievable (the goal being to influence the *status quo*, for example, rather than to change it when this is beyond the Department’s control). Actions are allocated to roles rather than individuals; several actions are allocated to a range of committees, units and services. Identifying one or more ‘lead’ individual(s) responsible for driving an action where appropriate could facilitate accountability. The objective-setting process appears robust overall and the actions identified are appropriate. The panel was pleased to see evidence of engagement with those actions through presentations and discussions with staff over the course of our virtual visit. The panel is not able to address the outcomes in full as some have not yet reached completion, or the panel is not cognizant of their current values.

Overall, the programme complies with the requirements for quality assurance by aligning its mission to the key initiatives articulated by MODIP and OMEA (Department Quality Assurance Committee) regarding student-centred teaching, intersection of teaching and research, and service to society. Its Quality Assurance policy is appropriately communicated to external stakeholders via its website, whereas the Accreditation Proposal document (B1, p.4) informs us that this is communicated internally via the General Assembly (Γενική Συνέλευση), labs, and display boards as appropriate. It is not clear how frequently the objectives are monitored and updated; however, the Proposal refers to a continuous review process.

### Panel Judgement

<b>Principle 1: Institution Policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

In the target setting process, ambitious objectives which, though valid, are beyond the Department’s or University’s control, could be rephrased, placing the emphasis on the Department’s agency rather than on external factors or decision-making bodies. Moreover, allocating specific actions to one or more named individuals as ‘leads’ responsible for driving the process could aid accountability and make the process more effective. It is currently unclear

how frequently the process is reviewed; the panel recommends quarterly review cycles to ensure progress is on track and adjust actions as appropriate.

## 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 study programme under evaluation is unique in Greece. While the other three universities that offer music studies focus (each to a different extent) to aspects of musicology, the Undergraduate Programme at the Department of Music Science and Art of the University of Macedonia has a very strong orientation towards music performance and composition (in the areas of traditional and Western-European music). As is evident in the inaugural statute of the Department of Music Science and Art, the aim to offer such study opportunities in Greece has been a primary factor in the design of the program and its curriculum. The applied nature of the programme courses provides a link from teaching to research through engagement with the surrounding community. The programme matches, both in structure and content, well established Western European music universities, academies, and conservatories. It has set clear objectives that i) prepare students for today's competitive and multifarious musical environment, ii) promote the local and regional cultivation of music, and iii) provide opportunities for high-quality research. The curriculum content is in line with these objectives. The fact that several of the Programme's graduates are currently established professionals nationally and internationally as well as the competitiveness of the Programme's students when

they work with other European and international music institutions and orchestras, are indicators that the programme compares favorably with established European musical institutions.

In some ways, the Programme's faculty are forced to implement internal processes to adapt and circumvent the stiff provisions of state law. The Programme's nature is akin to European music academies. Nevertheless, when compared with them, it has an *a priori* disadvantage: its faculty do not have a say in the number and level of students the academic unit enrolls every year. The faculty are not in a position to know how many of the incoming students have the capacity to pursue studies in one of the four majors (concentrations). To (partially) amend this problem, internal auditions at the beginning of the first semester have been in place.

Despite the still larger number of courses per academic path, the study programme maintains a sufficient level of rationality. Based on the recommendations of the previous external evaluation regarding consolidation of courses, the department has been successfully engaged in a process of consolidation and reorganization. While the Student Guide displays tables with the curriculum structure, the information regarding the various course categories - especially the two electives categories (specialization and free) is not clearly articulated. The anticipated student workload (ECTS allocation) is in accordance with the European Credit Transfer and Accumulation System. The panel feels compelled to acknowledge the smooth progression of students throughout the various stages of the programme - it is impressive that the programme has hardly any students that have not graduated after N(4)+2 years of study unlike many other Greek Universities that have large numbers of students that take many more years to graduate. The Department has formed a committee (Music Curriculum Committee) with a mandate to review the programme curriculum. It reviews the current version of the curriculum every Spring and provides suggestions that can lead to adjustment/changes.

By regulation, the Music Curriculum Committee includes student representatives. Additionally, the aforementioned Committee takes into account the annual student questionnaires, as well as feedback from students who have graduated, solicited by the Alumni Office. Nevertheless, it is not entirely clear how the Department acts on this feedback. It is to be noted, though, that the students emphasize the fact that they have a say in updating the curriculum and faculty members have always been open to new ideas and suggestions. It should also be noted that the Music Curriculum Committee considers the experience of external stakeholders from the labour market. It is unclear whether this is a formal process of consultation. Nevertheless, the Department and program maintain numerous excellent collaborations with industry partners. The Department publishes a lengthy Student Guide (the 2018-2019 Guide is 262 pages). This is a Universally standard guide that carries information vital to the students' overall learning experience. It covers such important matters as requirements for degree completion, available

majors (concentrations), program learning objectives, course learning outcomes, course schedule, academic calendar as well as information about student care (i.e., accommodation, transportation, health and safety, etc.). With the exception of the tables referring to curriculum structure and content (pp. 234-262), the Student Guide is comprehensive and serves its purpose satisfactorily.

The Department aims to provide work experience to the students. In accordance with their major, students apply their knowledge and skills during internships in local schools, and in collaborations with non-governmental musical organizations and local/international performance venues. Owing to a complex set of circumstances and partly due to litigation, the offered work experience is insufficient and unsystematic. However, the panel recognizes the efforts of the academic and administrative staff to provide the present set of opportunities.

### Panel Judgement

<b>Principle 2: Design and Approval of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Course guides tend to have lengthy bibliographies without referring to key sources or required reading, which would help students navigate those sources and priorities reading. Narrowing them down would help students focus on the most appropriate sources for the course. In the curriculum structure tables (Student Guide) the information regarding the various course categories - especially the two electives categories (specialization and free) - is not clearly articulated. Generally, the table(s) referring to curriculum structure need to be **concise**. At present, this information (which is vital to students, as they need to fully understand their academic pathway) is scattered. The Academic Path and Semester by Semester info should be displayed on the Department's website. While the existing opportunities for work experience are acknowledged, we suggest that the Department continuously look for ways to offer more.

## 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

The Music Program curriculum embraces four broad categories of courses: i) individual lab courses, ii) group lab courses, iii) lectures, and iv) seminars (Accreditation Proposal, 3.1). The first two categories bring students into direct contact with their instructors (i.e., one-to-one instrumental lessons, small music ensembles, etc.), a fact that enhances student autonomy and promotes learning flexibility. This is a learning aspect that students seem to value most as was indicated during their interviews with the panel.

The nature of the programme does not allow for substantial flexibility with regards to learning paths, a reality that characterizes music programmes universally. However, some steps are taken

to provide more flexibility. The programme's Accreditation Proposal indicates that as students progress in their studies, they have a slightly lighter course load (27 instead of 33 ECTS), and they benefit from a higher number of free electives. Furthermore, the learning process is enhanced with access to the asynchronous online teaching platform CoMPUS, a place which hosts course information, teaching material, and provides access to the repository of Greek academic manuals 'Kallipos' as well as to music scores and recordings.

Each student is assigned to an advisor (faculty member) who provides guidance (with respect to academic-related matters) and support (in more personal matters). To facilitate a more systematic approach, the University has set up the Κέντρο Συμβουλευτικής & Στήριξης Φοιτητών (Center for Student Counseling and Support), a unit purposed to provide professional psychological support. Student autonomy and the active participation of students in the learning process are substantially supported by the Students' Web. This is a powerful 'tool' which allows students to interact with the teaching and administrative staff with respect to a wide range of aspects (i.e., 'real time' information about class cancelations, registration, request of certificates, coordination of rehearsals, etc.).

Students are not systematically offered written progress feedback (dissertations or final projects are perhaps the one exception) which would help them assess their progress. Even if this occurs occasionally, it has not yet become a formalised practice or expectation for all academic staff. However, the panel acknowledges that this issue is not specific to the University of Macedonia; it is more of a cultural attribute.

Inherent in the nature of performance and applied music studies, the development of individual skills is a vital aspect of the journey from student to professional. The wealth of available performance- and creativity-oriented courses and opportunities, is a strengthening factor in this respect. Furthermore, during the interviews with students, the panel was made aware of the warm relationship the latter enjoy with their faculty - a relationship that enhances the students' artistic development. The panel also finds the presence of three (or, on occasion, five) faculty in the jury committees for instrumental/vocal and ensemble exams and recitals to be very positive, as it ensures grading consistency and provides valuable feedback to students. One note of concern is the large number of students that graduate with high grades which could suggest grade inflation.

The students have stated that the programme's faculty take well into consideration the students' overview of academic matters, a process also supported by institutional regulation via the representation of the student body in the General Assembly and other Departmental governance bodies (i.e., Program Curriculum Committee). On the other hand, Module descriptors do not include marking criteria and the panel has not reviewed evidence that those are published in advance of assessment. Moreover, neither the Study Guide nor the

Department's website indicate the existence of a formal procedure for student appeals, or whether the regulations for assessment take into account mitigating circumstances.

### Panel Judgement

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

### Panel Recommendations

The panel recommends that the Department implement a policy for providing qualitative written feedback on student assignments (this might not be applicable to exam papers but it should be the case for all written assignments, such as essays and dissertations; preferably, also for practical assessment). As pedagogical practices such as writing marking criteria are not yet standard in Greek Universities, the panel suggests that the University of Macedonia consider offering Learning and Teaching in HE development training support to academic staff through sessions delivered in-house or through staff being supported to undertake relevant training externally. Moreover, the Study Guide and/or the Department's website should lay out a formal procedure for student appeals.

## **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**

Incoming students are well supported in having a smooth transition from high school to higher education. The University conducts a welcoming orientation ceremony for all incoming students and there is a specific orientation day organized by the Department for first-year students. The students are provided information about the Study Guide, human and technical resources for learning about their studies, facilities of the department, and regulations. In addition, the department website has a dedicated section with information specific to the first-year students. The current system of admissions to the Department is through a combination of national-level exams and auditions outside the purview of the department's faculty. The number of incoming students and their qualifications are not under the control of the Department (this is a common problematic situation with most academic Departments in Greece; however, there is a precedent of the Department of Fine Arts in Athens that has quality control over their incoming students). The student progress is monitored throughout their studies through the use of online systems (student's web and class web) in which they are able to see the courses they are taking, and their grades over time. The Study Guide and course outlines, as well as the study regulations, are regularly updated and provided as electronic documents to the students on the Department webpage. For more specific questions and support during their studies students may contact by email or phone the Department Office, which either directly answers the question or forwards it to the appropriate faculty or committee. A transcript listing all courses taken and associated grades may be requested at any point of their studies.

Student mobility is encouraged and is a strategic priority of the Department. There are ongoing student transfer agreements through the ERASMUS+ program with leading European institutions with similar academic profiles (50 agreements with higher education institutions in 17 countries). In addition, there are agreements in place for student and faculty exchanges with three institutions in the United States (George State University, Missouri State University, and University of Kutztown), and one in Russia.

The department since the academic year 2008-2009 has fully codified their course offerings using the European ECTS credit system, facilitating the recognition of courses and transfer of students in other European institutions of higher education.

All graduating students receive a diploma supplement in addition to their degree. The diploma supplement is written in English and clearly describes the skills, education, and degree structure of the program, courses, grades, as well as other aspects of the student's education such as participation in the Erasmus+ program. This facilitates the understanding and recognition of their studies internationally.

There are four majors in the Department: European (Classical) Music, Byzantine Music, Greek Traditional (Folk) Music, Contemporary Music. With the exception of Byzantine Music which provides the option of a traditional written thesis, a senior graduating recital is conducted. This is standard practice in music performance-oriented degrees. The procedures for both written theses and graduating recitals are clearly articulated and quality requirements are defined.

Practical training is in place although it is not a requirement for graduation. The Department is very active with community outreach and has an extensive network of collaborating organizations and institutions. Practical training in secondary and primary education is important for the students of the programme, however is limited due to funding constraints beyond the control of the academic unit. The academic unit is continuously striving to increase opportunities for practical training for its students. There is also extensive practical training that takes place throughout the studies due to the applied nature of the program. For example, in courses related to performance, the students frequently have the opportunity to participate in concerts, play with leading ensembles and orchestras outside the university, and engage with the community. These activities provide them with connections and skills that will be invaluable after graduation, but they are not formally codified as practical training.

### Panel Judgement

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

### Panel Recommendations

It would be good to provide more opportunities for practical training through the ESPA program that supports practical training. The department has been active in trying to increase the funding for practical training for placements with various collaborating institutions and organizations, as well as teaching hours for obtaining pedagogical experience. The Department has been actively trying to change the admission system so that it is more under their control in order to ensure that the incoming students have adequate qualifications. The panel

recommends that this effort continues in order to make the admission process more in line with other European institutions of similar nature.

## 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

The Department currently numbers, other than its President, 11 Professors, 8 Associate Professors and 6 Assistant Professors; there are also 8 members of Special Educational Personnel, 3 Laboratory Teaching Personnel, 2 Special Technical Lab Personnel and 2 Teaching Fellows listed on the program's website. The panel studied the profiles of the faculty which are available online (<https://www.uom.gr/en/msa/academic-staff>) and concluded that their credentials are appropriate and indeed, on occasion, excellent. Faculty have wide-ranging expertise as is appropriate to cover the diverse and extensive needs of this complex undergraduate program. Most faculty are practitioners with established artistic practice, which is appropriate to the applied nature of the program. They appear self-motivated and committed to their teaching, research and practice. This is evident in their own individual outputs, including publications and practice-research outputs (performances, compositions, recordings, other) and conference presentations, but also in the numerous academic and artistic activities that they organize or contribute to, at the University and beyond, in partnership with several important cultural institutions such as the Megaro Mousikis in Thessaloniki, among many others.

The conditions of employment recognize the importance of teaching and research, and appropriately strengthen the link between these two activities. An outstanding feature of the Department is its established research strategy, which has led to the development of five Research Labs in different priority areas. Those Labs support the faculty's' research activity (including the development of competitive bids for external research funding, of which there is increasing evidence) as well as engaging students in research-informed learning and teaching practices.

Faculty are offered appropriate opportunities for professional development. A matter of concern, but which is not unique to this program, is the still limited understanding of practice-research within Greek academic environments, which can act as a barrier to the progression of staff who are primarily practitioner-researchers. It is commendable that the University appreciates those challenges and works with members of the Department to counter them - indeed, significant progress appears to have been achieved in that direction. However, some attention must be paid to the correlation of practice-research outputs to traditional academic outputs – data provided to the Panel regarding research outputs of academic staff suggest a muddled picture (see Document 02 ΜΕΤ ΑΠΟΓΡΑΦΙΚΑ ΣΤΟΙΧΕΙΑ 2017-18, Table 15). There are also opportunities for teaching mobility through Erasmus agreements as well as through the programme’s established partnerships with three Universities in the US and one in Russia.

Faculty carry a heavy teaching workload compared to their colleagues in other Greek Universities or other programmes in the University of Macedonia. This is due to the applied nature of the program, which requires one-to-one or small-group instruction on a large number of modules. The average number of weekly contact hours within Semester time for permanent faculty is 17,7 (B1, 5.3, p.29). Those hours do not exceed the academics’ contractual obligations/limitations but are at the highest end of how much they should, legally, be expected to teach. The panel appreciates that it is common for faculty to teach longer hours on practice-based programs; additionally, this teaching often requires lesser preparation than formal lectures. Even so, it is important that the staffing needs of the program are met by, at the very least, replacing academic staff who retire or withdraw. Failure to do so could result in an even greater workload for existing staff as well as an imbalance between permanent and hourly paid academic staff, which would not be conducive to the smooth running of the programme, its quality assurance or the student experience.

Faculty are evaluated by students using module evaluation questionnaires; however this is not a process that is fully functional at this point as a) there is low take-up of those questionnaires, b) there are many modules which are disqualified from returning evaluation questionnaires due to the very small number of students registered on those modules (under 4 students). This is problematic for the purpose of this accreditation, as the panel does not have a clear picture of the nature of the feedback received by students; moreover, it is unclear what processes are in place for responding to feedback received through evaluation questionnaires. Nevertheless, the Department has worked with MODIP to counter this challenge and has a plan in place for grouping ‘micro’ modules together so as to counter minimum number eligibility criteria. This is a positive development that will take the program towards the right direction with regards to formally engaging with student feedback through recorded procedures.

### Panel Judgement

<b>Principle 5: Teaching Staff</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The issue of practice-research, its definition and criteria, and its correspondence to more traditional academic outputs is one that many practitioner-academics in different countries grapple with. Colleagues at the University of Macedonia could refer to relevant bibliography and modes of practice in countries which have led in the establishment of practice-research as a valid mode of academic enquiry, such as the UK and Australia.

## 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

The department provides support by allocating space, offices, labs, practice rooms and a library, but its resources are limited. During our virtual meeting it became immediately clear that the department makes a Herculean effort to support all areas of learning and academic activity, but it lacks sufficient funding and adequate infrastructure. The department is housed in a part of a building complex that is also used by seven other departments. It has an admiring green footprint, but it fails to meet the needs of the faculty and students in that it includes a limited number of classrooms, practice rooms, and lab facilities. Faculty offices are distributed in different areas of the campus and their office spaces double as studios for one-to-one lessons and small ensemble rehearsals. Library space seems to support a basic level of needs in terms of print and AV material, and houses the departmental collection of research and audio-visual archives. Although, as stated by students during interviews, the library perpetually enriches its resources, it is yet not fully able to support the learning experience. The numerous specializations have created a huge demand for musical scores and other resources that stresses the library's budget. Moreover, it was unclear how well or often it is used by students. The concert hall is of high quality and also doubles as a classroom. Some of the rooms we saw during our virtual tour showed a classroom and a conference room with adequate audio-visual equipment. The music technology lab (ARTS-Lab) is well equipped and its centrality to the needs of faculty and students makes it a true gem in the department.

It is unfortunate, however, that only two practice rooms currently exist in the building for students to use. These two studios need to be shared by 100+ students on a daily basis. As a result, students use all available areas to practice, from the parking garage to the basket-ball court to the open-air terrace. Naturally, this is not ideal for students to study performance at

the highest levels. The breakup of the facilities to different buildings is also disruptive to the educational and artistic vision of the department. Considering the high volume of students in the music department, as well as the unique needs of music students who need extra space for practice, rehearsal and performance of music, the facilities are highly insufficient. As a result, the lack of adequate infrastructure inhibits the continuation of a qualitative implementation of the curriculum. The department is in desperate need of additional resources, both in terms of classrooms and practice rooms, as well as equipment and musical instruments.

During our virtual visit the panel was not able to ascertain the presence and efficiency of services such as dormitories or counselling centers. The students are informed about the available services through the Student Guide, available as a PDF and online on the university's website. These services pertain to health coverage, low-cost transportation pass, student housing, and gratis distribution of course materials and texts (online through the university's platform eudoxos.gr). The Student Guide indicates the presence of dormitories (available under conditions met to a small number of students) and boarding (available to those who demonstrate financial need).

The virtual tour indicated the allocation of three rooms in the building's common area that house the department's administrative staff. Four administrative staff provide all the necessary services to faculty and students and by all accounts they are greatly competent to ensure the smooth operation of the student support services. The head administrator seems to have developed efficient procedures and the vast majority of the tasks are processed electronically. The panel is pleased to confirm that the administrative support staff are offered a range of professional development opportunities, such as training seminars and conference attendance, and are eligible to apply for study leave if undertaking CPD or postgraduate studies (B1, 6.1, p. 32).

### Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

The panel agrees that the existing physical infrastructure is below average and lacks basic facilities to serve the growing student population. It is highly recommended that the music department find a new building that will be exclusively used by the department and that will serve all their needs—from dedicated lab space and well-equipped classrooms to numerous spacious, well-ventilated, soundproof practice rooms for the students to practice their instruments and rehearse in ensembles. The current situation gravely impedes the students' learning process and pedagogical goals of the faculty. During our virtual visit the panel was informed that the department has secured state funds for the purchase of a new building or the

building of new facilities in a different location. This is a very promising development and it is the hope of this panel that the department will be in a position to move to its own building within the next 5 years. In addition, money has been allocated for the purchase of instruments. Since the order of new instruments has already been placed, it is even more pressing that the timetable for the new building move up and the move materialize as soon as possible.

## 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 department has established surveys and procedures for the collection of data regarding students, their progression, teaching methods, employability and career paths of graduates. Quantitative data is collected online via two information systems: ΜΟΔΙΠ (MODIP, Departmental and University Quality Assurance Unit) and ΟΠΕΣΠ (OPESP, National Quality Assurance Information Registry). Student and staff satisfaction surveys are conducted annually, and teaching evaluations/questionnaires are completed by students. However, the amount of data collected is limited and should be increased.

Many data collection systems currently in place are newly established and the data collected through those avenues are not always reliable enough to lead to accurate findings. This is particularly the case in relation to data which are harder to collect and/or which were not previously required, such as graduate employment data, for example. The panel notes that some of the tables presented in various supporting materials (such as, documents attached to the most recent internal evaluation review) are intriguing, suggesting lack of reliable data in certain instances or inconsistencies in the way data are processed and presented.

The information obtained is systematically analyzed and evaluated by the academic unit to form conclusions about the profile of the student population; retention and graduation rates; student progression, success, and dropout rates; course evaluations; career paths of graduates; and student evaluation of the faculty. The faculty and designated committees collect, analyze, report

and retain these records through an internal system of quality assurance for continuous improvement. The data are presented in graphs that demonstrate trends and allow for direct interpretation and comparisons. For example, the grade point average of 50% of the latest graduating class reported (2018-19) was 8.5 and above, whereas the same grade point average was accomplished by 39.7% of the graduating class the previous academic year.

It is also worth mentioning that during the committee's meetings with current and former students, it was clearly communicated that students have a great rapport with their faculty and that there is a continuous loop of feedback and response on both sides.

We do not have reliable data concerning graduate employment given that the analysis presented is on the basis of a sample of 14% of graduates, which the Department acknowledges is inadequate. The panel's interviews with the Department's alumni suggest that music graduates enter the workforce fully equipped with the knowledge and experience to work as music teachers (primarily at music high schools) and as performers (in orchestras, ensembles, or as soloists). Several graduates of the department have continued studies at postgraduate level in Greece and abroad, and some of them have received national and international awards.

### Panel Judgement

<b>Principle 7: Information Management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

Current and former students who met virtually with the panel reported that they overwhelmingly hesitate to complete the evaluation forms because they don't believe the questions asked reflect the nature of instruction in their department and the type of interaction with their professors. Instead, they often communicate their concerns orally and they feel that the feedback is extremely beneficial and that it enhances the high level of interaction between students and faculty. Whereas the panel applauds the informal and ongoing nature of these communications, we highly recommend that the students also report their honest feedback in writing during the evaluation process for the sake of maintaining a record that is easily accessible, transparent, quantifiable and reflective of the quality of the programme under consideration.

## 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

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 structure of the study programme is clear. The Department has identified that increasing its digital presence is a strategic goal and has taken active steps in this direction. For example, in addition to the website, the department is active at providing regular and updated digital content pertaining to its activities through social media and video sharing websites. A state-of-the-art recording studio and associated technical staff are critical in documenting the plethora of activities of the Department such as graduating recitals, performances in the community, and faculty concerts. The CVs of all teaching faculty are available online. Course outlines are available for all courses as part of the Study Guide which is also provided online. The policy for quality assurance is online and easily accessible from the Department's website. The information is up to date, clear and accessible although there is room for improvement (see recommendations below).

### Panel Judgement

Principle 8: Public Information	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

The academic unit has a strong existing digital presence and has identified increasing it as a strategic priority. There is always room for improvement for this aspect and our accreditation panel has some recommendations. Although all teaching faculty have their CVs available online as well as a consistent web profile listing the courses they teach and their academic output, the amount of information provided is inconsistent. Some faculty have detailed and long listings of their activities and detailed CVs while others are short and contain minimal information. It is clear that this is not due to lack of activities or credentials but rather a decision or oversight

made by the individual. We recommend that the Department make an effort to provide more consistent and detailed information for all faculty members. Faculty are, overall, very active; engaging with an effort of recording their activities would help highlight the quality of the academic unit's practice and outputs. The Department is already digitally recording and archiving graduating recitals. We recommend the consideration of establishing digital portfolios for each student that are also archived as those are becoming increasingly important in the performing arts.

The course outlines and study guide are currently provided as monolithic digital documents which makes looking through them challenging, especially given the complexities of a degree with 5 majors (concentrations) and many course offerings. Providing the same information as structured web documents with links to courses, course outlines, and majors would facilitate navigation and search. As noted in the study guide, it is important to articulate the academic path in terms of courses and years of study organized by major and semester.

The academic unit has an extensive network of collaborating organizations as well as several distinguished alumni who work in Greece and abroad. These could be further highlighted on the Department webpage to showcase the employment opportunities for graduates and exhibit the excellence of its graduates.

## 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 undergraduate Study Programme of the Department of Music Science and Art is monitored continuously and reviewed on an annual basis with the intent to a) maintain a high level of education, b) create a supportive and effective learning environment for the students, c) respond to the changing needs of the students and society at large, d) respond to the latest developments in the sector, in Greece and internationally. Upon request, the panel received annual evaluation reports for the years 2016-17 and 2017-18. Those annual reports (as well as the four-year evaluation reports) are put together by the Department's OMEA based on templates provided by HAHE. The panel was advised that the completion of the 2018-19 report is in process, procedures having suffered a slight delay due to the Covid-19 pandemic. The panel studied the most recent internal evaluation report, which was thorough and referred to numerous documents attached as evidence. The panel can confidently confirm therefore that the outcomes of the programme's self-assessment process are properly recorded and submitted to the MODIP of the University of Macedonia for further processing, as required. The panel is also in receipt of a MODIP document (B8) which certifies positive annual internal review results that show that in 2019 the program met all relevant university requirements. The self-assessment report is not published on the Department's website, but the panel was advised that this is communicated to relevant internal stakeholders through the Department's standard administrative and governance functions.

According to the Proposal document (B1, 9), the content of courses is adjusted annually in response to student feedback (through course evaluation questionnaires), as well as feedback from the examining committees where it pertains to practical courses (which constitute 92,2% of the program's curriculum). The formal review of the programme is undertaken annually by

the Committee of Undergraduate Study Programme, which is constituted by 5 faculty members, a representative of the programme's administrative support and a student representative. Proposals for amendments to the programme can be submitted to the Committee and are reviewed on the basis of specific criteria during the Spring term. The Committee puts forward proposals to the General Assembly, which is the decision-making body. Recorded changes and updates to the programme of study, which have been implemented during the last four years (since 2016), evidence the smooth function of those procedures.

A matter of concern, which is pertinent to this and other Principles, is the very low number of evaluation questionnaires completed by students (only 8,3% of the total number of courses offered are currently being evaluated through questionnaires) due to issues raised previously (eligibility in relation to minimum number of students registered on a single course, resistance on the part of the students to complete these questionnaires). This has an impact on the effectiveness of the established procedures for updating the curriculum, as one of the main types of data which can trigger course reviews is currently lacking. However, the Department has worked with MODIP to find a solution to this problem going forward (by grouping many small courses together). A similar disengagement with the formal evaluation processes is also observed on the part of the academic staff themselves (B1, 9.5, pp. 45-46).

### Panel Judgement

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

### Panel Recommendations

The University and Department need to find ways to motivate staff to engage with processes of evaluation and self-reflection, and to encourage their students to do the same. Though students have explained to the Panel that they feel able to offer oral feedback directly, which is taken into consideration, it is important that those informal and 'familial' modes of operation are backed up by formal processes and records, so as to safeguard transparency and ensure the continuous improvement of the programme.

The panel recommends that the University and Department take action to reassure staff that their feedback and self-reflection are employed in a manner that is meaningful for the development of the Department and the programme. The panel acknowledges that many matters are beyond the University's control and can take a long time to change. It is still important that the staff engage with processes of self-reflection and evaluation as those are essential to the continuous development of the programme, the academic environment and the staff.

## 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 academic unit underwent an external evaluation process administered by the Hellenic Quality Assurance and Accreditation Agency, that was conducted in May 2014. In response to the recommendations made by the external evaluation panel, the department has implemented about 80% of the recommendations since then. Among them, they enriched the undergraduate curriculum with area courses; they reduced the mandatory number of courses needed to graduate; they enhanced the instrumental and vocal specializations; they intensified the number of collaborations with local institutions and spearheaded exchanges with international institutions; and they increased the number of administrative staff. Most importantly, the faculty submitted (in conjunction with the faculty at Ionian university) a formal proposal to the ministry of education asking for the implementation of entrance examinations specific to the areas of music taught at the department. The latter point is still unresolved (due to the State's unresponsiveness to this initiative), although it continues to be an indispensable condition of quality guarantee. The panel is not aware of any external reviews conducted by other agencies.

Before the virtual visit, the panel was given a thoroughly prepared portfolio that addressed in an exhaustive fashion all aspects of the department and the institution that would lead to a successful accreditation of the quality of the programmes as well as the verification of the required compliance of the programme. During our visit, faculty and staff showed awareness of the importance of the external review and its contribution to improvement of the programme and department. They actively engaged in the external review, contributed detailed documentation, explained the implementation of several recommendations made since the last evaluation, and showed willingness to read our recommendations in their continuing effort toward progress and improvement.

## Panel Judgement

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

## Panel Recommendations

This panel continues to emphasize the need for immediate implementation of adequate entrance examinations to the department as an indispensable condition of quality guarantee. It is commendable that the faculty and staff have shown tremendous responsiveness to the feedback they received from the previous evaluation. We recommend that they continue the ongoing process of improvement in order to maintain the international standing of the degrees awarded.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The vast majority of prospective music students at the national level select the Department of Music Science and Art as their first choice
- Alumni and collaborating organizations praise the professionalism and excellence of the Department
- Strong connections and warm atmosphere between faculty and students
- Impressive number of partnerships with European institutions which leads to increased student mobility (50 agreements with other institutions from 17 countries)
- Faculty are passionate and committed, often working above and beyond the requirements to deliver quality education to the students
- Five formally established research labs support the research development of faculty members and facilitate connections between research and teaching
- The Department has numerous established partnerships with local cultural organizations and appears to be embedded in the cultural and creative life of the city of Thessaloniki and beyond, offering service to society
- The program hardly has any students in the N(4)+2 category, which suggests that students are engaged with their studies and successfully complete their degrees
- Students are actively involved in the Department's governance bodies (e.g. Geniki Sinelefsi) without being compromised by party politics
- The Department organises and hosts many cultural and academic activities (concerts, conferences and symposia), enriching the life of the University and the city
- The Department responded well to the last external evaluation report making significant changes to its undergraduate programme, which evidences a willingness to engage with external feedback and commitment to continuous improvement of the undergraduate programme.

### **II. Areas of Weakness**

- Inadequate facilities. The Department's physical infrastructure is below average and affects crucial learning activities such as teaching, practicing and rehearsing
- Limited practical training, which diminishes the students' opportunities for valuable professional experience
- Overloaded curriculum, which in combination with limited financial resources inhibits the learning experience and its effect
- Pedagogical practices of offering qualitative, developmental written feedback to students and publishing marking criteria in advance of assessment are not yet consistently established in the Department

- Heavy teaching load for faculty members resulting in less available time for research and, likely, adversely affecting the quality of their teaching
- Insufficient or unreliable data in some areas (such as, course evaluation questionnaires, graduate employment data) compromise certain quality assurance processes such as the annual internal review, and obstruct the Department from strategizing actions on the basis of robust findings
- Public information is incomplete on the Department's website, including on matters which are core to the student experience, such as easily searchable and navigable information on the Undergraduate programme, the different majors and specializations offered
- Academic staff appear disengaged from (self-)evaluation processes, which has an impact on the effectiveness of quality assurance processes put in place as well as on the students' engagement with similar practices.

### **III. Recommendations for Follow-up Actions**

- The curriculum can be further re-organized, stream-lined, and consolidated. We encourage the department to continue efforts in this direction that were initiated after the previous external evaluation.
- The Department needs to transfer its operations to a new building that will be exclusively used for the Department's own purposes and that will serve all its needs—from dedicated lab space and well-equipped classrooms to numerous spacious, well-ventilated, soundproof practice rooms.
- There needs to be a substantial record of the student evaluation data that is easily accessible, transparent, and quantifiable in order to help maintain a record that can be helpful for further analysis and continuing improvement.
- The Department and University should continue to put their efforts into collecting reliable datasets, systematically processing available data and using it to inform strategic decision-making.
- The Department should update the website with information which is key to students, such as easily searchable and navigable information about the undergraduate programme, its majors, specializations, and courses. Information concerning issues such as the student appeals procedure should be made easily accessible. The Department could ensure that all faculty webpages and CVs contain updated and consistent information.
- The University and Department need to find ways to motivate staff to engage in self-evaluation and evaluation processes, and to encourage their students to do the same.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 4, 5, 9, 10

The Principles where substantial compliance has been achieved are:

3, 6, 7, 8

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Professor George Tzanetakis (Chair)**  
University of Victoria, Canada
  
- 2. Professor Maria Chatzichristodoulou**  
Kingston University London, UK
  
- 3. Associate Professor Eftychia Papanikolaou**  
Bowling Green State University, Ohio, USA
  
- 4. Professor Vasilis Kallis**  
University of Nicosia, Cyprus