Accreditation Report
for the New Undergraduate Study Programme in
Operation of:

Music Studies

Institution: University of Ioannina
Date: 24 December 2022
Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of Music studies of the University of Ioannina 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 new undergraduate study programme in operation of Music studies of the University of Ioannina comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Dr. Konstantinos Karathanasis (Chair)
   University of Oklahoma

2. Dr. Vasilis Kallis
   University of Nicosia

3. Dr. Panagiotis Liaropoulos
   Berklee College of Music

4. Miss Ioanna Kerefiadou, Student of the Department of Visual Arts
   Athens School of Fine Arts, Greece
II. Review Procedure and Documentation

The accreditation review was conducted remotely via video conferencing during a 2-day period (December 19-20, 2022), between 16:00-20:00. The panel members met with stakeholders from the Department of Music and the governing academic bodies of the University of Ioannina (senior management of the department and university, representatives of the MODIP and OMEA, department faculty, students, alumni of the previous technological programme (TEI), as well as employers and social partners). During the meetings the panel were able to ask questions and engage in discussions concerning the operation of the department, the students’ learning experience and academic life, and challenges and opportunities faced by the academic unit. Furthermore, the panel was given a presentation (virtual tour) of the facilities available to the UGP students.

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

The panel considered thoroughly all the relevant documents as well as the online resources available on the website of the University of Ioannina, particularly of the Department of Music Studies.

The ensuing decisions regarding compliance (or not) with the 12 Principles as well as the writing of the accreditation report were made with equal participation from each panel member and were unanimously agreed upon through a consensus-building process. The members of EEAP would like to emphasise that the academic bodies of the University of Ioannina and the Department of Music Studies fully collaborated with the panel during the accreditation process and provided the requested additional information and clarifications in a timely and professional manner.
III. New Undergraduate Study Programme in operation Profile

The Department of Music Studies was established in August 2018, as an upgrade and expansion of its predecessor, the Department of Folk and Traditional Music of TEI of Epirus, which was established in September 1999. The Department of Music Studies is hosted in the University of Ioannina, itself established in 1964, considered by local stakeholders as the primary institution of Higher Education in Epirus. Today, the Department serves approximately more than 1000 students in its current and previous Undergraduate programs.

The Unit is located at the Kostakioi Campus in the outskirts of the city of Arta. The facilities of the Unit are distributed among 5 buildings within the Campus, which were originally designed to host the School of Agriculture.

The Department offers to the students more than 73 Undergraduate courses in various musical fields including:

- Music Theory of Western, Eastern, Byzantine and Greek Folk Music
- Music Performance (instrumental, vocal, ensembles on both Western and Eastern Music)
- Music Pedagogy
- Music Technology
- Musicology (systematic, historical, ethnomusicology)

The Undergraduate Program is designed to offer an Integrated Master’s Degree comprising 300 ECTS that can be completed in five years minimum. A Master’s Thesis is also included in the final semester of studies.

The academic staff includes instructors/researchers and follows:

- Full time Faculty (Μέλη ΔΕΠ): 8 Associate Professors and 4 Assistant Professors
- EDIP Members: 5
- ETEP Members: 1
- Part-time faculty (PD 407): 8
- Part-time faculty Academic Fellows: 2
- Teaching Associates (Διδάσκοντες ΕΣΠΑ Απόκτησης Ακαδημαϊκής Εμπειρίας): 8

The Department is served by 3 supporting Staff.

The plurality of academic classes reflects the breadth of the Department’s Undergraduate program. Moreover, the Department hosts a variety of music labs, such as a recording studio, music technology, ensemble and solo practice spaces, study rooms, and a specialised Music library with an archive. A plethora of musical instruments owned and maintained by the Unit is available to the students for study.

Graduates of the department pursue solo careers and/or are employed in a variety of jobs and sectors. Some examples include orchestras and ensembles; primary, and secondary education; music schools; cultural organisations; media and music production; and music libraries.
Finally, the Department has participated in the EU programmes Réseau Européen des Musiques et Danses Traditionnelles, Fédération des Musiques et Danses Traditionnelles, Écume (Échanges Culturels en Méditérannée), and Tune.
PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit
The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development
The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)
- comparison with other national and international study programmes of the same scientific field
- the state-of-the-art developments
the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.

d. The documentation of the sustainability of the new department
Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:
* educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
* staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
* funding (funding possibility from public or non-public sources)
* services (central, departmental / student support, digital, administrative, etc.)

e. The structure of studies
The structure of the studies should be briefly presented, namely:
* The organisation of studies: The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).
* Learning process: Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).
* Learning outcomes: Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.

f. The number of admitted students
* The proposed number of admitted students over a five-year period should be specified.
* Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.

g. Postgraduate studies and research
* It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.
* In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.

Relevant documentation
* Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation
* Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)
* Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme
* Four-year business plan
Study Programme Compliance

Findings

The Department of Music Studies of the University of Ioannina was founded in 2018 (Law N.4559/2018/ΔΕΚ Α’ 142/03-08-2018) and started its operation in the fall of 2019 (academic year 2019-2020). Currently, it hosts a single program, the UGP under review. Technically, the particular undergraduate program is not new since it constitutes an expansion of the well-established study program at the Department of Traditional Music of the TEI Of Epirus in Arta. Thus, the UGP under review integrates (an adaptation of) the said undergraduate program curriculum. Additionally, it embraces the musical genres of Western-European art music, jazz music, and popular music, inducing a substantial expansion in areas of study (musical genres and styles) and courses.

This transformation was a result of the state’s decision to incorporate the state technological institutes (TEI) in the country’s universities - a decision that, despite the positives it carries, has created significant challenges for the Department of Music Studies, which are not solvable without the state’s intervention. The expansion of the UGP curriculum to embrace the aforementioned added areas resulted in the urgent need for specialized academic personnel and enhanced facilities. Both these needs are constrained by the Department’s/University’s budget; thus, it is fully dependent upon the decisions of the state.

The UGP has a clear-cut academic profile and orientation, featuring a curriculum bearing a musicological and music-pedagogical orientation with an emphasis on instrumental study, integrating creatively the broader field of musicology with musical praxis and pedagogical methodology. It nurtures a scientific field included (entry 0215, Music and Performing Arts) in the internationally established scientific fields of Higher Education, as they are designated by UNESCO (ISCED 2013).

The UGP includes 70 courses for graduation, of which 43 are mandatory, while the rest can be chosen from a pool of category-related electives (the students’ choice is determined by their concentration). Overall, the UGP curriculum follows a well-thought structure that embraces distinct course categories and has in place pedagogically meaningful streams of prerequisite courses. Because of the sudden expansion in the musical genres nurtured by the UGP (from one to four), and the fact that the latter does not break down into majors, the curriculum is to a noticeable extent saturated with courses, forcing the students to go through an overwhelming (and somewhat counter-pedagogical) amount of studying (the students take 8 courses per semester in the 1st year; 9 and 8 in the 2nd year; and 7 per semester for the last three years with the exception of the last semester where they take 5 courses).

Although the music degree promotes in general the alignment of the courses with the European Credit Transfer System (ECTS), the aforementioned reality seems to impact the balance between course content, teaching hours, and allocation of ECTS.

The students need to complete 300 ECTS in order to be able to graduate - thus, the UGP constitutes an integrated master's degree, whose recognition as such has not yet taken place but is in progress. The requirements for graduation also include an 8-week long traineeship as well as an undergraduate thesis. It takes a minimum of five (5) years for full-time students to complete the degree. On average, students are required to take 7-8 courses per semester. As
mentioned before, this heavy load reflects the multiplicity of genres and styles (Western European art music, jazz music, popular music, traditional music) students are exposed to on their way to graduation.

The Panel notes that the UGP is in line with the undergraduate degree provisions of the Bologna Process, and commensurate with other national and international study programmes of the same scientific field.

The University of Ioannina (UOI) strategic planning for the period 2021-2026 (Β3, Στρατηγικό Σχέδιο) sets forth the institution’s vision and establishes the routes towards its successful implementation. The integration of the TEI of Epirus into the University has brought substantial advantages and opportunities for development, but it is not devoid of challenges. Both these realities are addressed in the strategic planning and are embraced in the University’s comprehensive SWOT analysis.

The UOI Strategic Plan acknowledges five strategic pillars:

1. Education
2. Research
3. Connection with society
4. Internalization & extroversion
5. University environment

The University of Ioannina and the (now obsolete) TEI Epirus have been constituting pillars of education and culture in the broader area of Epirus, a state of affairs continued with the new scheme of things. Epirus has a rich folkloric culture and tradition, particularly in the area of music; the University of Ioannina is strategically in a position to invest in and amplify this ‘fertile soil’; its strategic plan indicates a full understanding of this actuality.

The Department’s sustainability study is founded on pragmatism, as it takes fully into account the reality of its financial circumstances (being a department in a state university, the Department of Music Studies is dependent solely on state funding). Taking into account the limitation in funds, the Department has prepared a prudent budget aiming at the preservation of its unobstructed functionality and the quality of the learning experience.

The Department of Music Studies has been accepting around 160 students per year since the beginning of its operations. Specifically, the Department accepted:

- in the academic year 2019-2020: 165 students
- in 2020-2021: 161 students
- 2021-2022: 165 students

These numbers are considerably above the evidenced capacity of the Department/University in terms of (primarily) academic staff and music facilities. It should be noted that the number of new students per year is beyond the control of both the Department and University, which, in fact, are arguing strongly for a considerable reduction.
Analysis of judgment

The Panel notes the Department’s prudent approach with regard to its sustainability and heralds its provision for operation based on minimum resources, and benefit by any possible increase of funding. At the same time, the orientation towards mere sustainability - again, an imposed condition due to financial constraints - comes with the risk of hindering the Department’s smooth evolution and the achievement of its strategic objectives.

The faculty is systematically working above their appointed weekly load to accommodate the imposed transformation-expansion and as a result the deepening of the need for additional academic staff. While the Panel notes the professionalism and dedication of the academic staff, it notes that such a practice limits the ability of the overworked staff to conduct research, engage in creative activities, and ultimately fulfil its teaching duties to the fullest.

The institution (and Department) has a limited influence on the number of students it can take. Evidently - indicated by the current number of students and the available teaching staff - there is a threatening imbalance that needs to be dealt with.

Although the UGP curriculum is well structured and fully in line with the Bologna Process provisions, the Panel feels compelled to emphasize the negative impact on the students’ experience generated by the abrupt expansion of the genres/styles nurtured by the UGP’s curriculum.

On the other hand, the comprehensiveness of the UGP’s curriculum could turn into an advantage should the Department makes the decision to branch down into majors. But this is an advantage that needs the proper staff strength (in quantity and quality) in order to be properly maintained. Currently, the Department of Music excels in the quality of its academic staff - the Panel heralds the Department’s orientation towards requesting the highest qualification (doctorate or equivalent) when hiring full-time faculty, even in music disciplines where a doctorate is not required. Conversely, the Department appears to be lacking in academic staff quantity.

The Panel was asked to assess the prospect of post-graduate studies at the Department in relation to Strategic planning within the framework of Strategic Planning, Feasibility, and Sustainability of the Academic Unit. The panel acknowledges the limited recourses (financial, personnel-related etc) of the Academic Unit but still, the Panel believes that the presence of a post-graduate program would be a very useful addition to the current undergraduate program, and it would contribute to the long-term sustainability of the academic unit. The Panel would like to encourage both the Academic Unit and the University of Ioannina to secure all necessary funding in order to create the conditions for the establishment of a post-graduate program in the near future.

Conclusions

Owing to the issues related to the structure and content of the program’s curriculum, the Panel confirms that the UGP complies fully with this principle.
Panel Judgement

**Principle 1: Strategic planning, feasibility and sustainability of the academic unit**

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**Panel Recommendations**

As it is, the UGP curriculum is overloaded with subjects and their corresponding courses. The Panel acknowledges that the current academic profile and identity of the music degree are founded on comprehensiveness with respect to the music genres and styles it nurtures. However, the benefits of this are outweighed by the negative impact it has on the students. We urge the Department to start ‘branching down’ to majors so that the students are able to choose which genre/style they would like to follow. While the Panel recognizes the financial constraints of the Greek state, it feels compelled to underline that this process would be greatly facilitated by the hiring of the appropriate academic staff.

The entry ‘The Number of Admitted Students’ is given full compliance, but in reality, the Department faces an alarming situation with respect to the high number of students it has to admit annually. The Panel recommends that the state should consider lowering the number of accepted students to 80 per year as suggested by the Department of Music Studies of the University of Ioannina.

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*Accreditation Report – Music studies, University of Ioannina*
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit’s resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate:

a) the adequacy of the structure and organisation of the curriculum,

b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education,

c) the promotion of the quality and effectiveness of the teaching work,

d) the adequacy of the qualifications of the teaching staff,

e) the promotion of the quality and quantity of the research work of the members of the academic unit,

f) the ways of linking teaching with research,

g) the level of demand for graduates’ qualifications in the labour market,

h) the quality of support services, such as administration, libraries and student care,

i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

▪ Revised Quality Assurance Policy of the Institution
▪ Quality Assurance Policy of the academic unit
▪ Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

Findings

The Panel gathered information about the Institution’s and Department’s quality assurance policy and practices from various sources. Specifically, we have considered the Department’s
Accreditation Application (B1, ‘Πρόταση Πιστοποίησης ΠΠΣ’), the University of Ioannina (UOI) strategic planning for the period 2021-2026 (B3, Στρατηγικό Σχέδιο), the Department’s website, other relevant documents in the Department’s application folder, and information gathered through the meetings with the various stakeholders.

The Quality Assurance Policy practised by the Department of Music Studies conforms with the Quality Assurance Policy of the University of Ioannina, which has been prepared and approved by the University Senate as per the existing worldwide practice in academia. As stated in B1, the quality assurance policy constitutes a vital aspect of the University’s strategic planning, as it determines to an extent the successful implementation of the five strategic pillars of the period 2021-2026: teaching, research, connection with the local society, internationalisation & extroversion, and university environment. These act in support of the University’s perpetual efforts to achieve excellence in the areas of education/teaching, research, ecologically sustainable growth, and the optimum management of resources, facilities, and services. Similarly to the other state tertiary institutions in Greece, the coordination, implementation, and monitoring of the quality objectives are dealt with by MODIP.

As per the state regulations that govern tertiary education, the Department of Music hosts the 4-member committee OMEA that works in parallel with MODIP and coordinates with various Department bodies in order to manage and promote quality assurance.

The quality Assurance Policy of the UOI is made public in the institution’s website, along with the

- External evaluation report (Έκθεση Εξωτερικής Αξιολόγησης)
- Manual of Quality Assurance (Εγχειρίδιο Ποιότητας)
- Objectives of Quality Assurance (Στοχοθεσία Ποιότητας) that sets the following goals
  - Enhancement of the quality of education
  - Achieve research excellence and promote innovation
  - Financial growth
  - Creation of up to date governing and efficient administration
  - Effective management and development of infrastructure and services
- Internal evaluation report (Έκθεση Εσωτερικής Αξιολόγησης)

The Department of Music Studies has set a well-defined mission and vision, core values, and a commitment to continuous quality improvement. These are made public under the umbrella ‘Quality Assurance Policy’ public on its website. Specifically, the Department’s website features:

- The Quality Assurance Policy
- Quality indexes
- Evaluation
  - Course evaluation reports (2020-21, 2021-22)
  - Internal evaluation
  - Objectives of quality assurance 2021-22 and 2022-23
- Protection of personal data
- Regulation of student complaints

The set objectives are clear (if somewhat ambitious), measurable, and appropriate for the sustainment and improvement of academic quality. Not all of them are fully achievable (a
general reality in tertiary education), but they set a clear dynamic in the right direction. On some occasions, the Department and University are trying to balance out the negative effects of state policies and decisions (i.e., a high number of students accepted per year in relation to financial constraints).

The Panel would like to note that the Department’s administrators have made the strategic decision to include only holders of a doctorate degree in the Faculty (Μέλη ΔΕΠ). As of today, all twelve members of the Teaching and Research Faculty (μέλη ΔΕΠ) - including those specialising in performance - are holders of doctorate degrees.

**Analysis of judgement**

The EEAP confirms that the Department of Music Studies at the University of Ioannina is successfully implementing quality assurance. Both the Department and University set fully adequate quality assurance objectives via the SMART methodology. It is also obvious from the application documents (B3) that the University places commendable emphasis on quality assurance in its strategic planning/vision. Furthermore, there are processes and institution bodies (MODIP, OMEA, etc.) that monitor and manage the set objectives - the documents in the Department’s accreditation folder indicate that the Department and University practise a continuous review process. The Quality Assurance policy is appropriately communicated to both internal and external stakeholders via the University and Department website.

**Conclusions**

The EEAP concludes that the Department of Music Studies at the University of Ioannina is fully compliant with this principle. We encourage the Department to continue its good practices regarding its Quality Assurance Policy in order to ensure the sustainability and evolution of its operations and practices for the benefit of the students, the teaching and research faculty, its administrative personnel, the local stakeholders, and society in general.

**Panel Judgement**

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Panel Recommendations

The members of the Panel would like to congratulate the University of Ioannina and the Department of Music Studies for their vigorous and compelling approach to quality assurance. The positives in the Department’s approach to quality assurance far outweigh any areas of concern.
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new 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.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity 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 European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution’s strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

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

Relevant documentation

- Senate decision for the establishment of the UGP
- Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.
- Labour market data regarding the employment of graduates, international experience in a related scientific field.
- Student Guide
- Course outlines
- Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)
- QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards
Study Programme Compliance

Findings

As the Department of Music Studies was founded in 2018, the application of the new programme started in 2019-2020. At the time of the writing of this report the programme has not fully completed its course, as its first graduates are expected in 2023-2024. The Unit provided the External Evaluation & Accreditation Committee with ample of data documenting the programme, its goals, courses, structure, the procedure for its design, and its annualised budget.

Document B5 includes a 4-year revision process, broken down in annual cycles of monitoring specific markers in Education, Research, International visibility, and Service to the Society. Document B1, Section 3.3 describes analytically the consultation process involving similar programmes in Greece and abroad, experts, stakeholders and students. Document B11 is a 246-page Student Guide, complete with subsections in topics such as Programme structure, Academic Calendar, Administrative Structure, Teaching Staff, Course outlines, Quality Standards, Contact info, etc. Document B12 includes detailed Course outlines, while B13 names the five (5) courses leading to the development of Digital Skills. Document B14 catalogues all current teaching staff, areas of specialisation and employment type.

The Department of Music Studies is situated in the School of Music; at the moment, it is the only department of the School, an actuality that presents certain advantages since the Department Head is also the School Dean. The Department benefits from the University’s strategic planning, particularly from Strategic Pillar 1: Education (pp. 12-14), which focuses on the quality of the educational process, thus, of the offered degrees. Strategic Pillar 1 embraces three distinguished goals: 1) the perpetual improvement of the offered programs’ curriculum and their adaptation to European standards; 2) student-centred learning; and 3) the correlation of the offered programs of study with the music labour market (αγορά εργασίας).

The UGP curriculum is straightforward, supporting the unambiguous orientation of the Department to offer a program that nurtures the musicological and music-educational training of the students based on an emphasis on instrumental/vocal study (‘Thus, the strategic objectives of the Department of Music Studies focus on musicological and music-educational training of the students on the basis of an instrument-centred approach that embraces primarily the musical praxis’ B1, p. 8). It also supports fully the set learning outcomes, which themselves are adequate and in line with the knowledge/skills required in the music market targeted by the nature of the UGP. The content of the curriculum is sufficiently balanced between the practical courses, education/pedagogy courses, music theory, and musicology courses (if overwhelming in the number of genres and areas they embrace).

The UGP curriculum is in line with the set objectives of the Department, since: i) it trains the students in instrumental/vocal performance, ii) arms students with adequate knowledge/skill in the areas of music theory and musicology (including ethnomusicology), and iii) offers adequate training in music education and instrumental/vocal pedagogy. However, the vast number of courses required for graduation seems to create a somewhat heavy load (7-8
courses) per semester. We recognize, however, that this reality is a consequence of the transformation of the UGP from a degree specialising in ethnic music in a technological educational institute (TEI of Epirus) into a decree that embraces the Western European and jazz genres, situated in a university.

The allocation of ECTS is appropriate and follows a consistent logic that appears to be adjusted to the somewhat high number of courses.

Owing to the nature of the UGP under review, the range of the digital skills on demand is expanded and becomes specialised to include the ability to create, record, notate, analyse, and edit music digitally via specific hardware units and software programs. The UGP curriculum includes four (4) courses pertaining to the above:

1. Music & Technology
2. Computer Music
3. Mass Media, Digital Media, and Music
4. Audio Recording

The curriculum features the course Educational Technology and Music (Εκπαιδευτική Τεχνολογία και Μουσική) aimed at furthering and deepening the students’ digital skills in relation to music education. Furthermore, the students hone their digital skills via their participation in projects of the Music Documentation Laboratory (Εργαστήριο Ψηφιακής και Έντυπης Τεκµηρίωσης της Ελληνικής Μουσικής) hosted by the Department.

All of the above come in addition to the courses aiming at nurturing the general digital skills required in today’s labour market. We identify courses such as Writing of Scientific Paper Seminar (Σεμινάριο Συγγραφής Επιστηµονικής Εργασίας’), Audiovisual Data (Οπτικοακουστικά Τεκµήρια), Historical Archives and Sources (Ιστορικά Άρχεια και Πηγές) as sufficient means of solidifying the acquisition of digital skills. In addition, the two elective courses Introduction to Informatics (Εισαγωγή στην Πληροφορική MSA9410) and Internet for Academics (Διαδίκτυο για Ακαδημαϊκούς MSP9410) further solidify the digital skills of the interested students. All in all, the Panel finds that the total of eight (8) courses for the acquisition of digital skills offered in the UGP program enable the students to become sufficiently competitive in the modern markets.

The Panel wishes to identify an emerging issue regarding the music education/music pedagogy courses. By way of a newly emerging law, the Greek state requires that all music educators who wish to teach in public schools should possess a pedagogical certification (Διδακτική Επάρκεια) comprised of specific courses. As we were told by the students and faculty, the relevant courses already present in the UGP do not count currently towards the aforementioned certification, but an effort by administrators of the University of Ioannina to amend this is already in place.

Since the UGP has been introduced during the academic year 2019-20, none of its students has been able to graduate and enter the professional music market. As a result, it has not been possible to collect any data with respect to their employability. Nevertheless, as stated in B1
(pp. 50-51), the Department is planning to mine and consider data pertaining to the employability of its graduates and interact (via the University Career Office) with state and private agents of the music labour market - an effort aimed to fine-tuning its UGP and increase the employability prospects of its graduates.

The Student Guide is comprehensive, offering crucial information regarding a healthy array of aspects including specifics about the University of Ioannina, the philosophy and structure of the UGP, the offered courses, a semester-by-semester course guide, the teaching and administrative staff, the registration process, student progression, student life, etc.

Analysis of Judgement

The External Evaluation & Accreditation Committee endorses and verifies the revision process of the Unit regarding its operations and curriculum. The Unit consults with stakeholders, experts and students in the process of the Programme revision. It has developed clear and attainable annual goals towards its development. The Student Guide is very useful, complete, concise and appropriate. The UGP curriculum supports the objectives and the learning outcomes as set by the music faculty. Furthermore, the course outlines are well documented, clearly articulated and appropriate. The Teaching staff has diverse areas of expertise and highly valued professional skills, which are applied in the related classes. The latter is further attested by the student interviews with the External Committee.

Conclusions

The External Evaluation & Accreditation Committee finds the Programme Substantially compliant to the Quality standards. The Committee recognizes that it is a programme in transition, both from the previous state of TEI, and also in terms of the current uncompleted cycle of study of students.

Panel Judgement

| Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes |
|---------------------------------------------------|---|
| Fully compliant                                   | |
| Substantially compliant                           | X |
| Partially compliant                               | |
| Non-compliant                                     | |

Accreditation Report – Music studies, University of Ioannina
Panel Recommendations

The External Evaluation & Accreditation Committee hopes that the Host Institution, and the Greek Ministry of Education will substantially increase the annual budget of the Unit. A minimum annual operational budget of €1,000,000 is not very effective for a Unit of this size, aspiring to grow, to hire faculty with more areas of specialty, to purchase and maintain necessary equipment, and to make an impact in the students’ life.

As mentioned above, the Panel acknowledges that the heavy student course load per semester is a consequence of the expansion of the offered genres that came with the integration of TEI of Epirus in the University of Ioannina. (As a suggestion) A possible solution to this could come from the branching of the single degree into specialisations (i.e., Western-European music, jazz & popular music, ethnic music), but only when the Department is ready to accomplish it (there are financial issues involved, over which the Department has no control).

Fine tune the learning Outcomes to reflect the emphasis on the pedagogical aspect of the music curriculum (reference to pedagogical skills seems to be missing).
**Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students**

The academic unit should ensure that the new 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.

In the implementation of student-centered learning and teaching, the academic unit:

✔ 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 application of 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

**Relevant documentation**

- Questionnaires for assessment by the students
- Regulation for dealing with students’ complaints and appeals
- Regulation for the function of the academic advisor
- Reference to the planned teaching modes and assessment methods

**Study Programme Compliance**

**Findings**

The program is structured in such a way as to ensure an individualised study program, with the main area of differentiation being the choice of the instrument that the students will follow as a reference instrument, throughout the course of their studies. The succession of courses is carried out according to the level and the prerequisite knowledge, in order to facilitate the students’ individual progress and at the same time to avoid overlaps. The teaching of all courses in the Department is carried out both with methods such as lectures, laboratory and tutorial exercises, seminar courses as well as with educational methods of asynchronous learning. Each course in the undergraduate curriculum has a page in the Institution’s Learning Management System, e-class. The students can find in e-class announcements as well as all course materials available. Student performance is assessed in a variety of ways and the provided feedback allows them to adjust accordingly. The Department makes an effort to deal with learning difficulties and exclude behaviours that may offend the diversity of students. A committee has been set up with the aim of supporting and formulating good practices for dealing with the difficulties faced by students with Special Needs. The Study Counsellor accepts students who need help understanding the study program and optimally planning their
individual options. For questions concerning instrument use, students are referred to the Music Orientation Advisor. He advises on possible changes in musical skill and generally on problems that require experience in musical practice.

The evaluation of the educational process by the students is carried out during each semester through the MODIP application with the use of the electronic anonymous questionnaire to which the students have access from the classweb.

In order to resolve any complaints or objections from the students, the Department has established and communicated the Regulations for the Operation of the Complaints and Objections Management Mechanism, which guides the students and informs them of the course their request will take. The established Management Mechanism attempts to deal with issues at their origin and avoid accidental failures and misunderstandings.

Crisis analysis

A student-centred approach to student learning, teaching and assessment is evident as there is a variety of teaching and pedagogic methods, program evaluation by students and remedial actions and procedures for handling student objections and complaints. The promotion of mutual respect in the student-professor relationship is a goal and individualised support for students is adequately provided.

The academic unit ensures that the new curriculum is delivered in a way that encourages students to take an active role in the learning process.

Conclusions

The academic unit complies with Principle 4.

Panel Judgement

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<th>Principle 4: Student-centred approach in learning, teaching and assessment of students</th>
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Panel Recommendations

The Panel has no recommendations for this Principle.
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

✔ the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students

✔ student rights and obligations, and monitoring of student progression

✔ internship issues, granting of scholarships

✔ the procedures and terms for writing the thesis (diploma or degree)

✔ the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies as well as

✔ the terms and conditions for enhancing student mobility

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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).

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

Relevant documentation

- Internal regulation for the operation of the new study programme
- Regulation of studies, internship, mobility and student assignments
- Printed Diploma Supplement

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

Findings

At the beginning of each academic year, new students are informed by the department president and the faculty members and EDIP about the professional prospects offered by the department, about study subjects, about the department’s research laboratories about the Internal Regulation of Operation, the Study Guide, the Department's Website, as well as for
the use of the e-class platform, and for the Erasmus program and the Internship. The president of the student association informs them about their representative bodies and about life in the city. The Department's website contains all the information, procedures, deadlines and announcements that are of interest to new students and all the regulations and information regarding the study program. The Secretariat of the Department informs in detail, explains and helps new students either through physical presence during all its operating hours or via e-mail and telephone. To provide support for newly admitted students with Special Needs (PSE), the Department has appointed a PSE Professor-Advisor as well as an administrative officer of the secretariat as responsible for VAT information/support in matters of the Department. There is a statutory process for an Academic Advisor, who is responsible for academic matters in a group of undergraduate students. The Department also operates the institution of the Music Guidance Counsellor, who provides students with all information and assistance regarding the choice of the musical skill they will pursue, as well as their inclusion in the music ensembles. The progress of the students during their studies is monitored through quantitative data that have to do with the participation and success of students in the exams, the distribution of grades for each course, the number of graduates, the distribution of degree grades, etc., provided annually by the Department's Secretariat.

At regular intervals, the General Assembly of the department examines the data of the evaluations of courses and teachers by the students and proposes actions aimed at solving the problems identified. The Academic Adviser of each student discusses with him all matters related to studies and therefore has an image of its progress. During the semesters, in courses such as skills and ensembles, but also in other laboratory courses, students come into direct contact with professors on a weekly basis and are occasionally examined to check their progress. In some courses, students have tutoring support on a weekly basis.

There is also a mandatory preparation of a thesis, which is supported by four (4) courses of the study program, where the student is taught the methodological tools he can use, all the individual issues of writing the thesis, as well as its presentation. There is also an outline of the thesis in the study guide. Thirty (30) teaching units correspond to the thesis, including the units of the 4 seminar courses that support the research and writing of it. The curriculum meets the specifications of the European system of accumulation and transfer of ECTS credits. Each semester corresponds to 30 ECTS and the entire study program to 300 ECTS. The Diploma Supplement is granted to graduates together with their diploma or degree and is provided free of charge to all students of the Department, in Greek and English, on the day of their swearing-in. Additional courses and the Practical Exercise that are not taken into account in the degree are listed in the diploma appendix with the ECTS that correspond to them. Student mobility is carried out through the Erasmus program and can also be considered the Practical Exercise. The Department actively supports student mobility by providing facilities in procedural issues or in other study issues of the students who move. However, no adequate financial support is provided by Erasmus for students participating in such mobility programs. The course is completed by carrying out 8 weeks of compulsory internship in organisations and businesses of the public or private sector that develop activities related to the subject of Music studies. The preparation of the practical exercise can be paid, without this being mandatory, and is done under the supervision of the institution that hires the final student, as well as the Department's educational staff.
Crisis Analysis

The University in question develops and implements published regulations covering all aspects and phases of the program's studies. All matters from the beginning to the end of the studies are governed by the internal regulations of the academic unit. The students have the feeling of support and acceptance from the beginning of their studies throughout the course and development of their student life.

Conclusions

All procedures concerning the admission, development, recognition and certification of the student are based on the regulation of institutional studies. The department fully complies with principle 5.

Panel Judgement

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<th>Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes</th>
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Panel Recommendations

The Panel has no recommendations for this Principle.
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

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

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

Relevant documentation

- Procedures and criteria for teaching staff recruitment
- Regulations or employment contracts, and obligations of the teaching staff
- Policy for staff recruitment, support and development
- Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)

Study Programme Compliance

The Department of Musical Studies at the Univ. of Ioannina has recruited 12 highly qualified Faculty members (DEP), 5 Laboratory Teaching faculty (EDIP), and 8 Adjuncts/Academic Scholars. The areas of specialty range from Musicology, Ethnomusicology, Byzantine Music, and Pedagogy to Instrumental Performance of Folk Eastern and Western Instruments, and Ensembles. The selection and promotion processes of faculty follow the mandates of the current Greek laws governing Higher Education. In addition, the processes are realised with a high code of ethics, ensuring transparency and respect for each new, or senior member of the faculty. As a result, it is notable that all faculty members have doctoral degrees in their respective areas of study, and they are very active academically and artistically.

According to the Internal Evaluation Report (B15), the average weekly teaching load of faculty ranges between 6-10 hours. Faculty teaching Instruments/Ensembles can reach up to 12 hours per week. To further support student learning, the faculty observe 3 office hours weekly. In addition, each faculty supervises 30 Diploma Projects. The teaching load of the Laboratory Teaching faculty averages at 18 hours weekly. For each course, students are provided with a
Syllabus explaining the goals, materials, bibliography, requirements, and methods of evaluation (B12). Finally, the students are able to participate in the electronic evaluation of each course and faculty member at the end of the semester. The results are collected and processed by the Internal Evaluation Unit (OMEA) and further discussed with the corresponding faculty to ensure constant improvement of the students’ learning experience (B26).

The Internal Evaluation Unit (OMEA) provided the External Evaluation & Accreditation Committee (EEAP) with two detailed documents featuring the Research and Creative Activities of the faculty (B23_1 & B23_2). A brief quantitative analysis shows that the teaching staff has produced 448 scholarly and artistic research projects during the last 5 years. More specifically the faculty produced: 6 books, 17 edited books, 35 published articles in peer-reviewed journals, 2 published articles in non-peer-reviewed journals, 39 articles in peer-reviewed conference proceedings, 1 article in non-peer-reviewed conference proceeding, 43 chapters in collective books, 55 presentations in conferences without proceedings, 2 published articles in the press, 22 miscellaneous items (interviews, media presentations, etc), 23 new original compositions, 185 performances, and 18 studio recordings. The External Evaluation & Accreditation Committee includes both Scholarly Research and Creative Activity items in its quantitative analysis, according to the current International Standards. The Committee adamantly believes that in any Unit with strong Artistic field of study, the Creative Activity is equal to the Scholarly Research, especially if the former takes place in prestigious National and International venues.

A qualitative analysis of the reported works reveals significant scholarly and artistic contributions in both National and International Academic and Artistic levels. Without diminishing the value of all reported items, we would like to note the following outstanding examples: Books: Secular Music in Manuscript Tradition of Chanting Art, Folk tropes in Interwar Urban Song; Edited Books: Music Communities in 20th century Greece; Scientific Journals: Twentieth Century Music, Punctum International Journal of Semiotics and Visual Rhetoric, Journal of the International Society for Orthodox Church Music; Peer-reviewed conferences: MISHA, Strasbourg Univ., 12th Congress of SE European Studies, Bucharest, Keynote Speaker in Huseyin Saddedin Arel in Instabul, Oxford Univ. & IRCAM International Conference on Spectralism, Kenyote speaker in Royal College of Music, London; Original Music Compositions presented in festivals, such as: the 33rd Krakow International Festival of Composers; Music Performances presented in prestigious venues, such as MMA, Onassis Stegi, Grand Salle Pierre Boulez Philharmonie de Paris, Corneli Univ., Princeton Univ., Stimmen Festival, Lörah, Grand Theatre de Quebec; Recordings enriching the modern literature, such as The Piano Works of Nikos Skalkotas, and World First Recordings of Greek Composers.

The Research and Creative Activity of the faculty is further supported by the Library and the Archive of Greek Music, both hosted in the Department. In addition, there are two officially certified Laboratories: The Laboratory of Digital and Printed Documentation of Greek Music (EPSETEM), and the Laboratory of Balkan and Eastern Music, History and Civilization (EVAMIP).
Faculty mobility is supported by Erasmus+ TUNE, although no recent participation is reported on this exchange program due to the Pandemic.

The External Evaluation & Accreditation Committee commends the Teaching, Research & Creative Activity efforts of the faculty. It is significant to note that in a Department with an extremely abnormal ratio between faculty and students (16 to about 1000), faculty members work overtime to deliver quality classroom experience and to produce substantial Scholarly Research & Creative Activity contributing to the good reputation of the Unit.

Panel Judgement

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<th>Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes</th>
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Panel Recommendations

The Committee recommendations are the following:

- Continue practising outstanding Research & Creative Activity, especially focusing on International publications and conference/festival participations that will further increase the visibility of the Unit within and beyond the Greek borders.
- Create a University budget to support faculty travel and participation in renowned activities, especially if they are of International, or prestigious nature.
- Resume participation in Funded Research Programmes, as individual faculty, or in collaboration with other Units from Greece, or abroad.
• Increase participation in faculty mobility and exchange programmes.
• Increase faculty hiring to improve the quality of student learning, and to decrease the average faculty teaching load so that the average quantity and quality of Research & Creative Activity improves.
• Severely decrease the number of incoming students.

Finally, the Committee wishes to express in the strongest possible terms to HAHE the dire need for the development of a competent and fair range of special markers ranking and annually tracking Creative Activity in Schools with Artistic Programs. Creative Activity is no second to Scholarly Research, as it is equally visible, documentable, can be peer-reviewed, and important to the cultural life of the Schools, Universities and Societies. By not tracking and rewarding Creative Activity, HAHE implies that faculty of Artistic programs is second tier whose activity does not carry value. If this malpractice is not corrected soon, faculty of Artistic programs will progressively get discouraged and refrain from producing the worthy artefacts it is mostly trained at. This will have a severely negative impact on the Arts in Higher Education in the country.
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their 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 resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

• Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
• Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
• Informative / promotional material given to students with reference to the available services

Study Programme Compliance

Findings

The External Evaluation & Accreditation Committee reviewed a well-produced video virtual walk of the facilities instead of an onsite walk. Further information was provided by the Internal Review document (B1), the SWOT Analysis (B26_1) and by online interviews with faculty and students.

Student support is provided within the University and Departmental levels. The Unit is co-hosted at the Arta-Kostakioi Campus, which was originally developed to host the School of Agriculture. The Unit is provided with 5 large classrooms that include an amphitheatre, a spacious orchestra rehearsal room, and a Music Technology lab, all fitted with appropriate audio-visual equipment. In addition, there are 15 smaller lab classrooms fitted with audio-visual technology, and 7 small rehearsal/study spaces. The total classroom capacity is reported to accommodate about 500 students. The Music Library hosting a sizable collection of materials has also a study area and a large conference room. Student life is further supported with a small cafeteria, a dining facility, and a gym. All facilities available to the Unit are
dispersed among 7 different buildings within the Campus. Since the Unit does not have a dedicated concert hall, its events are frequently hosted outside the Campus, at the Dioni Hall, part of the Municipality of Arta Conference Centre. The Central Library of the University of Ioannina, along with the Information Centre are also located outside the Kostakioi Campus, at the base of the Institution. The University provides the students with a number of services including scholarships, loans, accommodation, catering, medical and physiological support, and digital services among others. Commuting between the City of Arta and the Campus is done by the city bus lines with subsidised tickets for students, typically departing every hour. Finally, the Unit is supported onsite only by 3 administrative staff.

Analysis of Judgement

Despite the resources mentioned above, a persistent pattern of complaints regarding the unsuitability and insufficiency of the spaces surfaced during the online interviews with the faculty and students. The main concerns that are endorsed by the External Committee are the following:

- No sound insulation in lab and practice classrooms. Faculty reported that in many cases there is only a drywall separating classrooms, which allows for distracting sound leakage when two classes take place in adjacent rooms at the same time.
- No acoustic treatment in lab and practice classrooms. Apart from long drapes, the classrooms do not appear to have been fitted with any sound diffusion and absorption materials that make them appropriate for playing music.
- Insufficient number of music practice spaces. Typically, the average music student needs to practise an instrument for at least 3 hours per day. In a Unit hosting 1000 students whose main area of studying is music performance, the available practice/rehearsal spaces are deemed very low.
- Lack of heating, and sometimes proper maintenance. Practising musical instruments under cold conditions is at least unpleasant, and many times painful for the musician’s fingers. Faculty also reported cases of roof leakages, in which they had to collect rainwater in buckets. These conditions do not promote student learning, while they can be harmful for expensive instruments and electronic equipment.

Conclusions

All of the above demonstrate an acute problem with the facilities in which the Unit is hosted. Although the External Evaluation Panel did not visit the facility in person, it sensed the students and faculty frustration on their everyday working conditions. It should be made clear that the lack of an appropriately designed facility to host any School of Music undermines critically its educational mission. This should be taken seriously by the University of Ioannina administration and the Ministry of Education. Less acute, but equally important issues are the infrequent bus schedule and the low number of administrative staff supporting a Unit of this size.
Panel Judgement

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<th>Principle 7: Learning resources and student support of the new undergraduate programmes</th>
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Panel Recommendations

The External Evaluation & Accreditation Committee commends faculty, students and staff of the Unit for their efforts to achieve excellence in such adverse working conditions. The Committee also understands that there is not an easy fix to this problem, as outfitting existing structures for sound insulation has usually meagre results. Creative class scheduling (such as avoiding scheduling loud ensembles alongside lecture classes) and installing acoustic treatment materials can provide short term solutions. Increasing the number of available practice rooms and outfitting them appropriately will also alleviate the current shortage.

The Committee recommends to the Unit and the University to develop a mid-term plan of building a new facility designed appropriately for Music and musicians. The administration, faculty, students and staff of the Unit should effectively communicate to the parent institution and the Ministry of Education the dire need for a new facility. The University of Ioannina School of Architecture could have a substantial input into the project, in close consultation with the Department of Music Studies faculty. The Municipality of Arta could also be a major partner with potential land grants, if the faculty decides to search for a new location closer, or in the city.
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units 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.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

Findings

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

The EEAP has determined that the Department has established a multidimensional process for its information management that informs internal, as well as external evaluation and accreditation processes. Core in this process is the role of MODIP which collects data through annual surveys, receiving quantitative and qualitative information from faculty, students and administrators, regarding the overall structure of the program, research, artistic, and teaching activities, students’ progress and overall academic profile, course content and instruction mode evaluations, financial data, and community outreach activities. After checking the completeness and reliability of the data, MODIP proceeds in the timely submission of the above annual data to the OPESP of ETHAAE. MODIP issues the annual reports with the OPESP performance/quality indicators for academic and administrative activities of the Department of Music Studies and its study programs and sends the reports to the Department as well as OMEA in order to be analysed and used when conducting the internal evaluation.

After a thorough analysis of the reports, OMEA prepares a relevant report that includes the findings from the above analysis and highlights the points that need improvement according
to the annual quality objectives and the strategic goals of the program and the department. This final OMEA report is then communicated to the Assembly of the Department. The report findings which identify positive points as well as weaknesses and/or challenges which may exist/arise during an academic year, are utilised both in the internal evaluation process and in the implementation of proper improvement strategies.

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

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

Information collected via all these avenues is used to rationalise the study program, better implement the academic/artistic goals and research objectives of the department, revise the curriculum, implement novel teaching methods, reform course content, improve infrastructure and department facilities, facilitate the use of Information Communication Technologies, the organisation of conferences, workshops, invited lectures, performances, and so forth.

To remove the negative points observed, strategies for dealing with the detected problems are formulated which include among others the following:

- intensification of committees’/Assembly of the Department meetings
- evaluation of the size/impact of negative points after processing and assessing indicators and other data
- new proposals assessment regarding the implementation of improvement actions
- specialisation of strategic goals at the Department level
- establishment of committees or groups with the task to undertake the handling of the whole process
- discussions at Department level
- evaluation of results and final decision making

It was reported to the EEAP that internal evaluations take place regularly and students are asked to provide feedback on their courses and teaching staff every semester. The EEAP had access to course evaluations tabulations and examined sample questionnaires used for course evaluations. Specifically, information is collected and examined on a variety of quality indicators, including the following: follow-up of the course, workload in relation to the study, transparency in grading criteria, faculty guidance and openness, teaching ability, and faculty consistency. Further, this information is directly shared with the information system of MODIP.

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

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

Conclusions

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

Panel Judgement

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Panel Recommendations

The EEAP has no further recommendation regarding this principle.
Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

Information on the Institutions’ activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- Dedicated segment on the website of the department for the promotion of the new study programme
- Bilingual version of the website of the academic unit with complete, clear and objective information
- Provision for website maintenance and updating

Study Programme Compliance

Findings

Key information about the academic unit and the study programme is available online. The Department’s website is clearly organised and contains comprehensive information in both Greek and English. The information content is structured in the following categories:

- the Department’s history and its founding and organisational principles
- academic and administrative staff, including detailed information about the academic staff (education, research/artistic interests and research/artistic output)
- essential information related to the studies: curriculum, schedule of classes, course outlines, academic calendar, internships, learning and assessment processes)
- admission, student life, and scholarships
- quality assurance policies
- news and announcements
- the library and its usage
- research opportunities, research labs and activities
- international projection and collaborations of the Department, including information about Erasmus programs and opportunities as well as international collaborations
- alumni issues

To ensure the objectivity and clarity of the information included in the Department’s website, as well as the regular updating of the information presented, the Secretariat, the President, and the Website Committee (appointed by the General Assembly) collaborate.

In addition to the Department’s website, most important events and initiatives of the Department are communicated to the wider public through bulletins, press releases, articles
and public media interviews (newspapers, radio, television). Also, announcements and articles are published in online magazines, newspapers, local blogs and on social media.

**Analysis of judgement**
We note the efficient way public information is organised and presented in the Department’s website and Public Media, hence the full compliance with the Principle. The information available on the Department’s website is both comprehensive and applicative.

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

**Panel Judgement**

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**Panel Recommendations**
The EEAP has no further recommendations regarding this principle.
Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: 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.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

Findings

The EEAP has determined that the process of the annual internal evaluation of the New Study Program offered by the Department of Music Studies at the University of Ioannina is carried out through systematic monitoring and evaluation of all its parameters, with the aim to fulfil the requirements of the Internal Quality Assurance System of the University.

The Department of Music Studies acknowledges that regular monitoring and possible partial revisions of its new Study Programs aim at the preservation of the overall high educational provision of the Institution, and at the creation of a supportive and effective learning environment for students. The Department also understands that internal evaluation, as part of a continuous improvement process, provides them with the opportunity to recognize the strengths of the curriculum, as well as identifying and removing any weak points. The internal evaluation is conducted annually, and the process involves the Internal Evaluation Committee (OMEA), the President of the Department, teaching staff of all ranks, students’ representatives, the Department’s Secretariat, and the Quality Assurance Unit of the University (MODIP) which oversees and monitors the entire process.
Subjects of the internal evaluation of the New Study Program are:
- The current (up to date) character of the New Study Program
- The changing needs of the labour market
- Students’ progress and completion rates of the program
- The effectiveness of student performance evaluation processes
- The quality of the teaching staff in terms of their teaching, research and artistic work
- The overall learning environment and support services
- Students' satisfaction with the educational process
- The internationalisation of the program
- The adequacy of human resources in regards to teaching and other staff

Data collected and used in the process is comprised of the following:
  a. materials from the data collection and analysis described in Principle 8 of the New Study Programs certification proposal
  b. additional information regarding the most current research in each subject matter
  c. data related to the overall organisation of the educational process
  d. data related to course content
  e. information regarding educational activities related to achieving specific learning outcomes
  f. data related to methods of evaluating student performance
  g. MODIP proposals

The data resulting from the process include the following:
- internal assessment findings stressing both strengths and weaknesses
- annual action plan (the relevant form is used)
- Department General Assembly decisions

The relevant documentation used includes the following:
- MODIP instructions,
- Action/Target plan form,
- Internal evaluation findings and improvement suggestions form

At the end of the Internal Evaluation process, the findings, evaluation indicators, and recommendations for improvement are submitted by OMEA to the General Assembly of the Department in order to be used as a basis for improvement actions – in the form of an “action plan.” The action plan sets priorities for the coming year. The Department's action plan for the academic year 2021-2022 for instance, highlights the need for constant updating and improvement of the study program in direct relation with the current scientific and artistic developments, prioritises goals such as strengthening student-centered learning and improve student performance, stresses the need to hire new teaching staff as well offer professional development opportunities to its current staff, encourages any further development of research and artistic activities for all faculty, etc.
Throughout the year, OMEA monitors the implementation of the action plan. If and when deviations from the predetermined objectives occur, OMEA proposes appropriate corrective or preventive actions in order to achieve the study program objectives and/or redefine strategic goals that cannot be achieved.

The EEAP understands that the creation of such an “action plan” is one of the main goals of the Internal Evaluation and also the principal means for the Department to develop its strategic planning, after collecting and evaluating important information and receive significant feedback regarding its policies and its overall profile.

**Analysis of judgement**

The EEAP confirms that the Department of Music Studies at the University of Ioannina is successfully implementing an internal quality assurance process. The Department applies an annual, fully documented internal review that fully aligns with the University’s quality assurance system, and contributes significantly to its short-term, long-term, and overall strategic planning. The EEAP understands that the Department, despite the fact that it is newly founded, has managed to develop a thorough system of internal assessment designed to ensure that all academic goals and Institutional processes and standards are met.

**Conclusions**

The EEAP concludes that the Department of Music Studies at the University of Ioannina is fully compliant with this principle. We encourage the Department to continue its good practices regarding its Periodic Internal Review of the New Study Programs in order to keep on achieving its objectives.

**Panel Judgement**

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**Panel Recommendations**

The EEAP has no further recommendation regarding this principle.
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. 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 panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, 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 Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.

Study Programme Compliance

Findings

No previous external evaluation has been carried out for this Department. Therefore, there is no report of progress on previous external evaluation recommendations. The Department is in Full compliance at this time.

Panel Judgement

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Panel Recommendations

The EEAP has no further recommendation regarding this principle.
Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

**Relevant documentation**

- The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme
- The study regulations, template for the degree and the diploma supplement
- Name list of teaching staff, status, subject and the course they teach / examine
- Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented

**Study Programme Compliance**

**Findings**

Following the decision of the Greek state to integrate the tertiary education technological institutions (TEI) into the country’s established universities, all the schools and departments of TEI Epirus were integrated into the University of Ioannina - law 4559/2018 (ΦΕΚ Α´ 142/03-08-2018). It is by this process that the well-established Department of Traditional Music of TEI Epirus was integrated into the University of Ioannina as the Department of Music Studies; thus, the latter can be seen as the evolution of the former.

The Department of Traditional Music of the TEI Epirus was founded in 1999 by way of the presidential decree ΠΔ 200/6-9-1999 and was placed in the TEI’s School of Arts in 2013 (ΦΕΚ 268/10-12-2013). It was unique among the Greek tertiary institutions since it was the only music-related department to focus on the study (musicological and practical) of traditional music. During the period 1999-2019, the Department of Traditional Music of the TEI Epirus
established itself as an academic entity which excelled in its mission. It developed a rich academic inheritance, one that is now a part of the new scheme of things.

The ‘new’ Department at the University of Ioannina (Department of Music Studies) continues the nurturing of traditional music as one of four genres it now embraces through an ambitious expansion plan:

- Traditional music
- Western European art music
- Jazz music
- Popular music

Since the Department of Music is a new academic entity that features a new UGP, it needs to have the required mechanisms and bodies in place to ensure its proper functioning and delivery of its program. It also needs to make sure that all the students who transferred from the older program at TEI Epirus are able to graduate in due time. The Panel, after examining the documents submitted by the Department and the University of Ioannina, confirms that:

i) the University has planned properly for the transition period, the operating costs, and the specific measures or proposals for the smooth implementation and completion of the programme

ii) The study regulations, template for the degree and the diploma supplement are adequate and in place

iii) the Department has expanded its academic staff to allow for the proper coverage of all the music areas it embraces, and has provided a list with the teaching staff, status, subject and the course they teach/examine

iv) the University and Department have the proper processes that facilitate the transition from the old to the new program in place. More specifically, the University Senate has approved (meeting Nr. 1069/18-07-2019) a special process that allows the transferred students to transfer all the courses they took at TEI Epirus and continue their study at the University of Ioannina for the completion of the undergraduate program ‘Music Studies’; thus, enabling them to graduate with a bachelor’s degree from the University of Ioannina. This procedure includes well-laid chronological steps with clearly defined actions the students can implement in order to complete their degree. To facilitate this, the Department has come up with Transition Provisions for the academic years 2019-2020, 2020-2021, and 2021-2022. These include steps for the application of the new Undergraduate Study Program as well as a Degree Equation Program (Πρόγραμμα Εξομοίωσης Πτυχίου).

v) In its annual report that covers the academic years 2019-2020 and 2020-2021, the Department’s Quality Assurance Unit (OMEA) provides an account of the realisation of the new UGP of Studies, the Degree Equation process, and the completion of the new degree by the transferred students (from TEI Epirus).

**Analysis of judgement**

Creating a new program based on the foundations of an older one and at the same time transitioning students from the older program into the new one is a multifaceted and painstaking process. The review of the submitted documentation and the meetings the Panel
has had with the University/Department stakeholders allow us to state that the University of Ioannina and the Department of Music have developed the means to realise these tasks appropriately.

Conclusions

The Panel is pleased to state that it finds the implementation of the present principle to be fully ample.

Panel Judgement

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Panel Recommendations

We congratulate the University and Department for their thorough and rigorous approach to implementing and monitoring the transition from the UGP in the Department of Traditional Music at TEI Epirus to the UGP in the Department of Music at the University of Ioannina.

We encourage the Department of Music and University stakeholders to continue pursuing the evolution of the UGP, and we urge the state bodies responsible for tertiary education to provide the necessary means for doing so.
PART C: CONCLUSIONS

I. Features of Good Practice

● Dedication of the academic staff to their work
● Rich and diverse list of course offerings
● Inclusive study of a variety of music genres that expand students’ artistic horizons
● Impactful artistic presence on local, national and international stages
● Commitment to growth
● Annual Internal quality assurance policy combined with the institution’s strategic plan
● Faculty that is scientifically and artistically well positioned to provide a cutting edge, 21st century music curriculum
● Strong collegiality among students and faculty that facilitates a successful delivery of the curriculum and programs
● The institution fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis.

II. Areas of Weakness

● Insufficient number of full-time faculty and instructors for the size of the Unit.
● Unjustifiably high number of incoming students
● Disproportionate instructor to student ratio (16/1000) creating enormous pressures on both the delivery of the curriculum and the educational experience of students
● The Programme offers no Areas of specialisation, or Majors
● Heavy instructor and student workload
● Severely underfunded annual budget
● Old, poorly maintained and inappropriate facilities, not supporting the Unit’s mission

III. Recommendations for Follow-up Actions

● Increase the number of full-time faculty and instructors proportionally to the size of the School
● Decrease gradually the number of incoming students to 80
● Establish Areas of specialisation, or Majors for upperclassmen
● In combination with the Parent Institution, establish a mid-term plan and budget to design and build a new facility appropriate for the size and mission of the School
● The EEAP strongly urges the Hellenic Authority for Higher Education to add a section for artistic activity (analogous to the existing one for research activities) in the HAHE’s Quality Evaluation Criteria and Indicators
IV. **Summary & Overall Assessment**

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **3 and 7.**

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

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

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The members of the External Evaluation & Accreditation Panel

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<td>1. Dr. Konstantinos Karathanasis (Chair)</td>
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<td>University of Oklahoma</td>
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<td>2. Dr. Vasilis Kallis</td>
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<td>3. Dr. Panagiotis Liaropoulos</td>
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<td>Berklee College of Music</td>
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<td>4. Miss Ioanna Kerefiadou, Student of the Department of Visual Arts</td>
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<td>Athens School of Fine Arts, Greece</td>
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