

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: University of Nicosia
Program of Study: Master of Music (MMus)**

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Stephen Goss	Professor	University of Surrey (United Kingdom)
Vinia (Evgenia) Tsopela	Professor	University of Macedonia, Thessaloniki (Greece)
Michalis Lapidakis	Professor	Aristotle University of Thessaloniki (Greece)
Eleni Antoniou	Doctoral Student	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the onsite visit meetings, and of the onsite visit to the infrastructures.

DOCUMENTS:

1. Application for Evaluation – Accreditation, Program of Study: Master of Music
2. Internal Quality Committee Report
3. Broad selection of students' work
4. Student Welfare Services Information Material

ONSITE VISIT MEETINGS:

1. Rectorate representatives (Rector, Senior Vice-Rector, Vice-Rector of Academic Affairs)
2. Programme Coordinator
3. Teaching Staff (Academic staff and visiting instrumental instructors)
4. Students and recent graduates
5. Librarian
6. Student Welfare representative

ONSITE VISIT TO INFRASTRUCTURES:

1. Main Building: Ciné Studio Amphitheatre
2. Research & Technology Building
3. Library

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

Quality and completeness of the application

After reading the application, the panel members had a number of reservations with the documentation. However, when the panel visited the University of Nicosia and met the programme coordinator, the programme staff and the students, it became clear that our reservations were more to do with how their application was completed rather than the content of the programme itself. After the meeting, the panel agreed that the course is constructed and run very efficiently. The staff are clearly dedicated to this programme. It is run efficiently and professionally.

The application did not reflect current practice in the delivering of the programme. In particular, the course descriptions needed further clarification and editing. Some course descriptions were detailed and accurate (for example: MUCT500 - Problems

and Methods of Music Research, MUED515 - Principles of Music Pedagogy), while others were vague. The course descriptions for MUSP511/512/513: Post-graduate Primary Study 1, 2 and 3 are almost identical. Following discussion with Programme teaching staff, it became clear that there is clear progression from 1 to 2 and from 2 to 3. This progression needs to be clearly articulated in the course descriptions.

The course descriptions for MUED520: Piano Pedagogy, MUED530: Vocal Pedagogy and MUED540: Instrumental Pedagogy and MUED560: Jazz Pedagogy need to be more consistent with each other.

Some of the information that was requested as part of the application was not provided. For example, see 2.4.8 on the transfer of credit units.

Information on Distance Learning was provided in the application, however there is no intention to offer this programme by Distance Learning. It seemed that text had been copied and pasted from elsewhere.

The quality of the application was uneven. Some parts were completed in detail and with clarity; other parts were sketchy and less clear.

Acceptance of and participation in the quality assurance procedures by the institution and the program of study in particular

The panel felt very welcomed by the institution and we were impressed by the way they had assembled important people and set a helpful agenda. The panel appreciated the fact that the institution did everything it could to facilitate the process.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The panel was very impressed with all aspects of the teaching delivery of this programme. The staff have the appropriate skills, knowledge and enthusiasm to deliver this programme to a high standard.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The above aspects of the programme are generally positive. Specific comments and observations can be found below.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The Application for Evaluation-Accreditation does not give much information about this. When questioned, teaching staff made a strong case that their research fed into the content of this programme.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- Administrative Mechanisms**
- Infrastructures / Support**
- Financial Resources**

The panel was satisfied with all the necessary facilities put in place.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The panel agreed that many aspects of this programme represent good practice. This was confirmed in our session with current and former students. The structure of the programme and the journey from staff-led to student-led learning is strong and clear. The quality of the visiting instrumental staff is of the highest national level. The department makes every effort to employ the best available practitioners. This is very much appreciated by the student body.

RECOMMENDATIONS

All the recommendations made by the panel have been outlined in the document below. Some can be addressed in departmental level, others (e.g. library, website) have to be addressed at the institutional level.

The panel would like to emphasise 4 specific areas for immediate attention:

1. The admission criteria concerning the audition needs to be specified and published.
2. We would recommend that the elective courses MUED520: Piano Pedagogy, MUED530: Vocal Pedagogy, MUED 540: Instrumental Pedagogy and MUED560: Jazz Pedagogy, be replaced by one single compulsory course. The course description for this single course would be generic and applicable to all instruments, voices and styles.
3. The course descriptions for MUSP511/2/3 need to be rewritten to reflect the progression from one course to the next (as discussed with the programme staff).
4. Academic courses (MUCT500/505/510/521/515) need to be distinguished from practical courses (MUSP511/512/513, MUED520/530/540/560) The panel suggests that the academic courses should have extensive and up-to-date bibliographies, reflecting the musicological and educational learning outcomes. The practical courses should have generic descriptions without specific bibliographies. Individual instrument tutors will provide instrument-specific reading to students as part of the delivery of their respective practical courses.

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia
Program of Study: Master of Music
Duration of the Program of Study: 18 months
Evaluation Date: 7 April 2017

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Stephen Goss	Professor	University of Surrey (United Kingdom)
Vinia (Evgenia) Tsopela	Professor	University of Macedonia, Thessaloniki (Greece)
Michalis Lapidakis	Professor	Aristotle University of Thessaloniki (Greece)
Eleni Antoniou	Doctoral Student	University of Cyprus

Date and Time of the On-Site Visit: 6 April 2017

Duration of the On-Site Visit: 10:00 – 17:00 (7 hours)

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.		X			
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				X	
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
1.1.3.3	The course web-pages, updated with the relevant supplementary material	X				
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:				X	
1.1.4.1	facilities				X	
1.1.4.2	library		X			
1.1.4.3	infrastructure				X	
1.1.4.4	student welfare			X		

	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.1: The Department needs to advertise clear and concise admission criteria. Anyone auditioning for the programme must be given a list of assessment criteria and requirements for entry to the programme.

1.1.3.3: The MMus webpages are not complete. Key information is missing (e.g. Course description).

1.1.4.1: The facilities are generally excellent but we would like to raise questions about the quality of practice instruments for Master's level pianists.

1.1.4.2: The online facilities are excellent but the physical resources are extremely limited. There are virtually no music scores and only a small number of books in the lending and reference sections. It is clear that students are encouraged to apply for inter-library loans and staff make use of fair use photocopies. It was clear that staff lend their personal books to the students to compensate for the lack of physical stock in the library.

1.1.4.4: The student welfare service consists of only 4 people so their effectiveness across a 10,000 student population is limited. Consequently, the academic staff of MMus degree takes on their role. The students didn't appear to know the existence of this service.

Note, additionally:

a) the expected number of Cypriot and International Students in the program of study.

For the academic year 2017-18, they expect up to 20 students.

b) the countries of origin of the majority of students.

Cyprus

c) the maximum planned number of students per class-section.

16 (according to the size of the room)

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.7: Students have access to all necessary teaching materials. However, staff supplement the limited resources available for the library with their own books, journals and articles. These are scanned by the staff and distributed to the students (in accordance with fair use of copyright material)

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.			X		
1.3.3	The specializations of Visiting Professors adequately support the program of study.	X				
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	X				
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.		X			
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X

1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.3: The MMus course appears not to have benefitted from a range of visiting professors.</p> <p>1.3.5: Due to the nature of the MMus programme, which relies on specific expertise in particular instruments, it is unreasonable to expect the full-time staff to teach these courses. It is highly appropriate that external part-time experts are drafted in to teach the performance courses.</p> <p>1.3.6: In Music, traditionally, PhDs are awarded in the areas of Musicology, Music Education and Composition. In recent years, research degrees in the field of performance have begun to appear. For example, Dina Savvidou and Socrates Leptos, as younger members of staff, have PhD equivalent qualifications. The other instrumental staff have reached a high level of expertise in their field (considerably above PhD level) without a formal PhD qualification. These were simply not available when they were studying. In the case of the MMus, 6 of the 11 staff members have PhD-equivalent qualifications. The other 5 have professional experience, at least equivalent to PhD level. The panel suggests that this satisfies the criteria.</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The panel was very impressed with all the above aspects of the programme.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied					X

	and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.			X		
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			X		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.3: Currently the course descriptions for Post-graduate Primary Study 1, 2 and 3 do not adequately indicate the progression from one to another. In discussions with the programme staff, it was apparent that there is a logical pedagogical progression from the 1st to the 2nd and from the 2nd to the 3rd of these courses. This progression needs to be reflected in the evaluation documentation.

2.2.5: General education courses are not relevant for this specialist post-graduate degree.

2.2.8: The bibliographies for a small number of the courses present texts that are over 10 years old. We recommend that staff check that these bibliographies are entirely up-to-date.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

N/A

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel				X	
	2.3.2.2 the members of the administrative personnel				X	
	2.3.2.3 the students.	X				
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.2.3: Discussion with the student and the teaching staff clearly indicated that students do not take part in the online quality assurance survey. While it is clear that the students give informal oral feedback, a more robust system would benefit the programme in the long-term.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X

2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology	X				
2.4.5.4	Course descriptions		X			
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements	X				
2.4.5.7	The format and the procedures for student assessment			X		
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.	X				
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.	X				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.5.4: 5 of 9 course descriptions appear on the website.

2.4.5.6: The Department needs to advertise clear and concise admission criteria. Anyone auditioning for the programme must be given a list of assessment criteria and requirements for entry to the programme.

2.4.7: The students stated that they do not take part in any evaluation-related online surveys.

2.4.8: The panel could not find any documentation regarding credit transfer with regard to this programme.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

N/A

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	X				
2.5.2	The program attracts Visiting professors of recognized academic standing.	X				
2.5.3	Students participate in exchange programs.	X				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.1: The Programme Coordinator stated that there is no possibility to collaborate with other institutions unless the programme is accredited.

2.5.2: The programme would attract visiting professors if it was accredited.

2.5.3: Due to the intense nature of this 18-month course, exchanges would be logistically complex. The integrated nature of the progression through this Master's degree means that any interruption might well be disruptive rather than productive.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

In Cyprus, there is just one other Master's degree with Music, focusing though on Music Education for the general classroom. The MMus of University of Nicosia is the only performance-based degree on Master's level in Cyprus. Abroad, there are many similar courses at similar-level institutions. However, the Unique Selling Point of the MMus of the University of Nicosia is the combination of Performance and Pedagogy in equal measure.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates,					X

	are adequate and effective.					
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. -						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	

3.1.9	Student training in the research process is sufficient.						X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							
-							
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK							
4.1	Administrative Mechanisms	1	2	3	4	5	
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.			X			
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X			
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							
4.1.1: See 1.1.4.4							
4.2	Infrastructure / Support	1	2	3	4	5	
4.2.1	There are suitable books and reputable journals supporting the program.			X			
4.2.2	There is a supportive internal communication platform.				X		
4.2.3	The facilities are adequate in number and size.					X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X			
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X		
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			X			
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning		X				

	framework.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.7: The panel does not have any information about training opportunities for teaching personnel.</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>-</p>						

The following criterion applies additionally for distance learning programs of study. N/A

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					

5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					
Justify the answer you have provided and note the additional comments you may						

have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study. – N/A

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies’ supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					

6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

All the recommendations made by the panel have been outlined in the document above.

In addition, the panel would like to identify 4 specific recommendations:

1. The admission criteria concerning the audition needs to be specified and published.
2. We would recommend that the elective courses MUED520: Piano Pedagogy, MUED530: Vocal Pedagogy, MUED 540: Instrumental Pedagogy and MUED560: Jazz Pedagogy, be replaced by one single compulsory course. The course description for this single course would be generic and applicable to all instruments, voices and styles.
3. The course descriptions for MUSP511/2/3 need to be rewritten to reflect the progression from one course to the next (as discussed with the programme staff).
4. Academic courses (MUCT500/505/510/521/515) need to be distinguished from practical courses (MUSP511/512/513, MUED520/530/540/560) The panel suggests that the academic courses should have extensive and up-to-date bibliographies, reflecting the musicological and educational learning outcomes. The practical courses should have generic descriptions without specific bibliographies. Individual instrument tutors will provide instrument-specific reading to students as part of the delivery of their respective practical courses.

It was clear from our visit that this programme is important to the future development of the Department of Music and Dance. The programme is run and taught by dedicated and well-qualified staff. The students clearly get a great deal of individual attention and monitoring.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Stephen Goss	
Vinia (Evgenia) Tsopela	
Michalis Lapidakis	
Eleni Antoniou	

Date: Friday, 7 April 2017