

Doc. 300.1.1

Date: .....

# External evaluation report

- **Higher education institution:**

Cyprus College

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle):** Music Technology, 66 Credits / 120 ECTS, 2 years full time or 4-years part time, 4 semesters full time (16-17 credits per semester) or 8 semesters part time (7-9 credits approximately each semester), Diploma in Music technology

**In Greek:** Μουσική Τεχνολογία

**In English:** Music Technology

- **Language of instruction:** Greek
- **Programme's status:** Evaluated and accredited by SEKAP
- ~~• **New programme:**~~
- Currently operating:** ✓

**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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].**

## A. Introduction

The External Evaluation Committee (further: “EEC”) visited Cyprus College Nicosia (further: “CC”) on the 14th of June 2019, meeting all relevant persons of CC and the Music Technology Programme (further: “MTP”): the Head of the Institution (Academic issues) of the Internal Quality Committee, the Head and Programme Coordinator of the Music Technology Department and, nearby all the members of the academic staff, one member of the administrative staff, and 2 students. All relevant facilities where accessible have been visited and equipment used in teaching and learning (software, hardware, materials, online platforms etc.) were shown.

EEC was presented with CC’s structure and the specific position of the MTP within CC’s structure. During an extensive discussion with the Programme Coordinator and teaching staff of the Music Technology Programme EEC had the opportunity to examine admission criteria for prospective students, hiring criteria for teaching staff, allocation of courses per semester, content of each course, teaching methodology, teaching material, evaluation, samples of student course evaluation as well as survey forms, samples of written and audio-visual sections of diploma theses, and ask questions about issues relevant to the European Standards and Guidelines (ESG).

The material provided before the visit was complete.

More specifically, the documentation and presentations where appropriate and complete enough to represent the facts and the profile of the Department was well-defined. For the process of the evaluation there was sufficient evidence provided and reviewed. Although the EEC could not attend lessons, the educational quality was presented convincingly. All venues have been visited and personal interviews of the academic staff complemented the general impression of the Programme Coordinator’s presentation.

During the whole procedure it was easy to receive any information immediately.

The staff was very friendly collaborative and open-minded.

The EEC could observe a strong commitment and dedication to the pedagogic mission of the MTP. The student’s resonance supported the positive impression of the EEC.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Eleni Lapidaki (Chair)	Professor	Aristotle University of Thessaloniki, Greece
Matthew Fairclough	Professor	University of Liverpool, UK
Anastasia Georgaki	Professor	Ethniko and Kapodistriako University of Athens, Greece
Kyriakos Zantis	Student	Cyprus University of Technology

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

### Findings

The overall goal of the Music Technology Programme is to provide an all-inclusive 2-year professional programme in Music Technology and to help students gain the basic knowledge and the practical skills needed for a competent career in many different areas of the audio industry.

### Strengths

Students are to complete practical exercises and assignments according to the course curriculum. Students get unlimited access to industry-standard facilities and equipment to complete these practical assignments. The facilities are open 7 days per week, from the morning until late at night, if needed. A superintendent is available for advice and technical support at all times.

### Areas of improvement and recommendations

EEC recommends that students are introduced to proven concepts and routines of art-based research (such as theoretical background, research questions, methodology of art-based practices, among others) and apply them to the practical assignments throughout their studies.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

1.1	Academic oversight of the programme design is ensured	9
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	7
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	9
1.3.2	The programme webpage information and material	9
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	8
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	9
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	8
1.5.2	The programme's content	8
1.5.3	The methods of assessment	7
1.5.4	The teaching material	6
1.5.5	The equipment	6
1.5.6	The balance between theory and practice	6
1.5.7	The research orientation of the programme	6
1.5.8	The quality of students' assignments	7
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	8
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	8

1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	7
1.9	New research results are embodied in the content of the programme of study.	7
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	10
1.11	Students' command of the language of instruction is appropriate.	10
1.12	The programme 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.	8
1.13	The learning outcomes and the content of the courses are consistent.	9
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	10
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	10
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	10
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	4
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	8
1.20	The admission requirements are appropriate.	10
1.21	Sufficient information relating to the programme of study is posted publicly.	9
1.22	The teaching methodology is suitable for teaching in higher education.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.5.4 The same book appears in bibliographies across many courses, and bibliographies appear to have been copied and pasted. i.e. the same book appears twice in bibliographies within multiple courses. Students you be given more extensive recommended reading lists, specific to courses, reading which should be available in the college library. They should be provided with a balanced view about the potential

unreliability and problematic nature of subjective, non-academic sources e.g. YouTube and online forums.

1.5.5 The College should enhance the Programme by releasing further funding for the studio outboard and microphones. This additional equipment will provide students with alternative options for comparison and aural training. The digital console provides a very good basis for practical training, but as its sound is identical on all channels, some options are needed. A series 500 rack could provide a number of industry standard options e.g. 1073 preamp, FET compressor, SSL-style bus compressor, pultec-style EQ, transient designer, re-amping box, saturation module. Economical brands such as Warm Audio or WES audio (which offers plugin recall options, Dione/Mimas), enable students to effectively compare plugins and hardware. Additionally, whilst the microphone stock is realistic, using industry standard models, it should also be possible for fee-paying college students to experience some higher-end options e.g. Neumann U87 (or popular clones such as Warm Audio WA47). This will not only allow comparison and provide informed student experience, but also to encourage them to be more aspirational and ambitious. An alternative, 2nd set of monitor speakers could also be added to the control room to enable checking mixes on different sized or lower specification monitor speakers.

1.5.6 The balance between theory and practice should be improved so that theory more effectively informs practice and vice versa (see above *Areas of improvement and recommendations*)

1.1.18 No corresponding collaborations of other departments / programmes of study in Europe and internationally have been mentioned.

Provide information on:

1. Employability records  
No records supplied.

2. Pass rate per course/semester  
No information was supplied.

3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

Not available

Please circle one of the following for:

Study programme and study programme's design and development

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*



## 2. Teaching, learning and student assessment (ESG 1.3)

### Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

### Findings

- Due to a balanced staff/ student ratio teachers effectively monitor their teaching and assessment methods according to students' different abilities and learning needs.

### Strengths

EEC was impressed with the mutual respect that is nurtured among students, on the one hand, and between teachers and students, on the other, during the learning, teaching process. There was evidence of good feedback processes on student assignments, with both online feedback and aural feedbacks well as peer feedback in class sessions.

### Areas of improvement and recommendations

The panel recommends that the staff introduce a moderation procedure inline with those at comparable institutions i.e. there should be a 1st marker for each course who grades and provides feedback on each assignment. The moderator then checks at least one third of the submissions to ensure.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	10
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	10
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	7
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	10
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	6
2.10	It is ensured that teaching and learning are continuously enriched by research.	7
2.11	The programme promotes students' research skills and inquiry learning.	7
2.12	Students are adequately trained in the research process.	6

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies:

Although the staff are not research active, their professional practice informs their teaching and provides students with practice-led teaching experience.

However, EEC recommends that students should be encouraged to follow arts research methods and practices as mentioned earlier.



The same book appears in bibliographies across many courses, and bibliographies appear to have been copied and pasted. i.e. the same book appears twice in bibliographies within multiple courses. Students you be given more extensive recommended reading lists, specific to courses, reading which should be available in the college library. They should be provided with a balanced view about the potential unreliability and problematic nature of subjective, non-academic sources e.g. Youtube and online forums.

Please circle one of the following for:

Teaching, learning and student assessment

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

### 3. Teaching Staff (ESG 1.5)

#### Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

#### Findings

The teaching staff comprises a diverse range of people, each with qualifications and specialisms that are applicable to the range of courses offered across the programme.

#### Strengths

enthusiasm, commitment and ambition to improve the programme, was apparent in all the staff who met and spoke with EEC.

Areas of improvement and recommendations

Additional full-time faculty resources are critical for the viability and growth of the MTP as well more rigorous hiring processes.

The teaching staff needs to develop a network of collaborations with international professionals and academics from music production, education, as well as social organisations.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	6
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialisation	10
3.2.2	Research and Publications within the discipline	7
3.2.3	Experience / training in teaching in higher education	7
3.3	The programme attracts visiting professors of recognized academic standing.	7
3.4	The specialisations of visiting professors adequately support the programme of study.	7
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	8
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	6
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10

3.8	The teaching load allows for the conduct of research and contribution to society.	7
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	9
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	7
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

EEC recommends the hiring of additional full-time faculty members since the the special teaching staff exceeds the 30% of the permanent teaching staff that is recommended by ENQA.

Provide information on the following:

In every programme of study the special teaching staff should not exceed exceeds the 30% of the permanent teaching staff.

Please circle one of the following for:

Teaching Staff

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

#### 4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*

- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

### Findings

During an extensive discussion with the students EEC was impressed with the expression of their satisfaction with their teachers' assistance in every step of their studies. The students' resonance supported the positive impression of the EEC concerning teachers' eagerness and helpfulness in order to help students develop their creative skills.

Furthermore, EEC was pleased that the MTP has taken appropriate measures to accommodate the needs of blind students by providing special equipment.

### Strengths

There was evidence from both staff and students that the course feedback and programme evaluation provided by students had been taken onboard and used in course development. For example, students reported that they would like less teaching on Sibelius software, and more practical content sooner in the programme. The staff reported that both of these suggestions had been taken into account in planned changes to the future programme.

### Areas of improvement and recommendations

Due to a lack of educational collaborations with other local and/or international higher education institutions EEC feels that students are deprived of educational exchanges as is common in comparable institutions.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	9
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	9
4.3	The programme's evaluation mechanism, by the students, is effective.	9
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	6
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10
4.9	Students are satisfied with their learning experiences.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

A lack of educational exchanges with international higher education institutions (e.g., in the framework of an Erasmus programme) hinder students' educational mobility and placement abroad.

Please circle one of the following for:

Students

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## 5. Resources (ESG 1.6)

### Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study programme.*  
\* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*  
*Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

### Findings

EEC found that students get unlimited access to industry-standard facilities and equipment to complete their assignments.

### Strengths

The facilities are open 7 days per week, from the morning until late at night, if needed. A superintendent is available for advice and technical support at all times.

### Areas of improvement and recommendations

The College should enhance the Programme by releasing further funding for the studio outboard and microphones. This additional equipment will provide students with alternative options for comparison and aural training. The digital console provides a very good basis for practical training, but as its sound is identical on all channels, some options are needed. A series 500 rack could provide a number of industry standard options e.g. 1073 preamp, FET compressor, SSL-style bus compressor, pultec-style EQ, transient designer, re-amping box, saturation module. Economical brands such as Warm Audio or WES audio (which offers plugin recall options, Dione/Mimas), enable students to effectively compare plugins and hardware. Additionally, whilst the microphone stock is realistic, using industry standard models, it should also be possible for fee-paying college students to experience some higher-end options e.g. Neumann U87 (or popular clones such as Warm Audio WA47).

This will not only allow comparison and provide informed student experience, but also to encourage them to be more aspirational and ambitious. An alternative, 2nd set of monitor speakers could also be added to the control room to enable checking mixes on different sized or lower specification monitor speakers.



1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	8
5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	8
5.4	The laboratories adequately support the programme.	10
5.5	Student welfare services are of high quality.	8
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	8
5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	9
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	7
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please circle one of the following for:**

**Resources**

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

## 6. Additional for distance learning programmes (ALL ESG)

Non Applicable (N/A)

### Standards

- **The distance learning methodology is appropriate for the particular programme of study.**
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction:	
6.2.1	Among students	
6.2.2	Between students and teaching staff	
6.2.3	Between students and study guides/material of study	
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	
6.8	Assessment consistency is ensured.	

6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	
6.17	Students' weekly assignments are appropriate for the level of the programme.	
6.18	Feedback on students' assignments is regular through concrete and published procedures.	
6.19	The quality of students' final exams is ensured and evidenced.	
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Additional for distance learning programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## 7. Additional for doctoral programmes (ALL ESG)

*Non Applicable (N/A)*

### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

### Findings

N/A

### Strengths

N/A

Areas of improvement and recommendations

N/A.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	



**7.12** Suitable procedures of monitoring and periodic assessment of students' research progress are set.

**7.13** There is a clear policy on authorship and intellectual property.

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for doctoral programmes

**Non-compliant**

**Partially compliant**

**Substantially compliant**

**Fully compliant**

## 8. Additional for joint programmes (ALL ESG)

*Non Applicable (N/A)*

### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*

- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	
8.5	The joint study programme is based on the needs of the target group and of the labour market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	

8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study programme.	
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	
	8.10.2 The collaboration between/among the institutions delivering the programme	
8.11	The jointness of the programme development is effective.	
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please circle one of the following for:  
Additional for joint programmes**

*compliant*    *Partially compliant*    *Substantially compliant*    *Fully compliant*

### C. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved.*

The curriculum is consistent with the programme's objectives, taking into account what happens internationally as well as locally in the field of Music Technology. The curriculum is also consistent with the society's requirements and needs.

As communicated by the faculty members, the MTP discusses possible revisions of the curriculum frequently taking into consideration students' evaluation.

The duration of the programme is considered sufficient. However, students expressed their concern that they might be less competitive compared to graduates who hold a bachelor's degree.

In addition, it gives students the knowledge and skills needed, either to enter the workforce, or to pursue further studies in Greece or abroad.

Moreover, establishment of further collaborations with important sectors of the audio industry, such as TV and radio companies.

As indicated above, the EEC did not have the opportunity to observe any actual teaching. Nevertheless, based on the examination of all available materials the EEC finds the teaching procedures to be very adequate. Teachers are supportive of students' advancement during their studies and after graduation.

Teaching materials and resources, for the most part, are found to be adequate and current.

Moreover, the EEC observed various positive examples of linking research with practice.

As indicated in the previous section a number of students commented that teaching is more connected with praxis and less focused on theoretical knowledge. However, EEC recommends that a greater balance between theory and practice should be achieved in order to strengthen the development of the students' both academic and professional ability.

### D. Signatures of the EEC

Name	Signature
Eleni Lapidaki (Chair)	
Matthew Fairclough	
Anastasia Georgaki	
Kyriakos Zantis	

Date: June 15, 2019

