Doc. 300.1.2

Date: …………………………

Higher Education Institution's response

- **Higher education institution:**

  Cyprus College

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

  In Greek: Μουσική Τεχνολογία, 66 credits/120 ECTS, 2 χρόνια πλήρης φοίτηση ή 4 χρόνια μερική φοίτηση, 4 τετράμηνα πλήρης φοίτηση (16-17 credits για κάθε τετράμηνο) ή 8 τετράμηνα μερική φοίτηση (7-9 credits για κάθε τετράμηνο περίπου)

  In English: 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

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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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.

Cyprus College response

A general seminar will take place to 1st year students during which students will be introduced to the research process and familiarise on subjects such as research questions, methodology, how to conduct a theoretical background, how to reference etc. All information taught to students will be helpful so that it can be applied throughout their studies, Additionally, a dissertation guide is already been created (APPENDIX 1) and that will be given to students at the beginning of their 'Final Project'. The coordinator of the program will spend about 6 hours to introduce the guide to students just before they start working on their Project.

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

Cyprus College response

The bibliography has been updated throughout all syllabi with new books. Online resources will be given in class and posted on Moodle so that students have a direct access on. The library has all the books listed in the curriculum syllabi. Repeats of the same book in different lessons are not just copied-pasted but it is because the book covers different aspects of the program and obviously the book is used in different courses. (see APPENDIX 2 for all new books used).

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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.

Cyprus College response

Within the framework of upgrading the program and following the very useful and constructive input we have received from the EEC, we have proceeded to the purchase of above equipment (see APPENDIX 3 FOR PURCHASING ORDER)

1.5.6

The balance between theory and practice should be improved so that theory more effectively informs practice and vice versa

Cyprus College response

Theory already exists and this was explained to the EEC. However, based on the feedback received from the committee we will make sure that theory is improved so that a balance exists with practise.

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

Cyprus College response

Music Technology program will immediately start looking for collaborations both locally and internationally. Collaborations will include both academic institutions and professional organizations.

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

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.

Cyprus College response

A practice has already been put in place based on which, besides the course instructor, the program coordinator will check 1/3 of the submissions to ensure quality.

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.

Cyprus College response

Already answered in section 1.

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3. Teaching Staff (*ESG 1.5*)

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
The 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.

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

Cyprus College response

Marios Papadopoulos, one of the instructors in the program has been updated from special teaching staff to a full time faculty member (see APPENDIX 4 for Memorandum of Understanding and CV).

As far as hiring processes we would like to inform that there is a rigorous process in place. Applications who satisfy the minimum required qualifications conduct a demo lecture before the Program coordinator and at least another teaching personnel member. The Program Coordinator evaluates the Candidate's performance in terms of ten criteria, i.e. ***general introduction, knowledge of material, organization of material, time management, voice qualities, non-verbal language, class involvement, lecture aids, questioning techniques*** and ***overall impression***. Following the demonstration lecture the Program Coordinator submits to the Director of the College all applications, together with completed "Demonstration Lecture Evaluation" forms for those who were interviewed. These forms contain details about each candidate concerning the performance evaluation in the demonstration lecture, the candidate's comments after the lecture, and comments on the interview of the candidate by the Program Coordinator with his/her final recommendations. After the Director of the College determines that all procedural guidelines were properly followed, and after interviewing the candidate who fulfils the requirements and is/are recommended by the Program Coordinator, he forwards all documents to the Human Resources department so that an official job offer is made to the candidate, including details on compensation and related matters.

Regarding collaborations, Music Technology program will immediately start looking for collaborations both locally and internationally. Collaborations will include both academic institutions and professional organizations.

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

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 by 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*.*

Cyprus College response

Collaborations as those were explained in sections 1 and 3, will benefit students both academically and professionally.

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.

Cyprus College response

The last few years Cyprus College engages in mobilities through consortium agreements.

The 1st mobility took place in January of 2016. The participants from Cyprus College included 11 students (out of which 1 was a music technology student) and 4 teachers. The aim of the ENTEREX project was to Increase entrepreneurship of young people - VET students - as well as the ability of VET teachers to influence the development of these skills and competences - by offering opportunities to acquire experience abroad, improve intercultural communication and language skills, as well as strengthen the self-confidence and independence of students and pedagogical competences of teachers. The partners of the ENTEREX consortium were X-Panel Ltd, Intercollege, Cyprus College, Lefkosia Technical School 2 and Stichting Business Development Friesland. The project was co-funded by the European Commission, under the Erasmus+ programme.

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The programme focused on the development of entrepreneurial thinking and introduction to business planning. The participants employed different innovative tools and methodologies, such as Business Model Canvas and Lego Serious Play, to address issues related to Business Strategy in real companies in the Netherlands. In the end of the programme, the student teams presented their business models developed during the course.

The 2nd mobility took place in two phases, in January and April of 2019. The participants from Cyprus College included 6 students (out of which 1 was a music technology student) and 1 member of the academic personnel who traveled to Netherlands for 2 weeks and 1 week respectively in January of 2019 and another 2 students who traveled to Lithuania for 2 weeks in April of 2019. The aim of the EE-SKILLS project was to contribute to the development of employability and entrepreneurship skills of VET students, as well as the ability of VET teachers to influence the development of these skills and competences, by offering an opportunity to acquire experience abroad, improve intercultural communication and language skills, as well as strengthen the self-confidence and independence of students and pedagogical competences of teachers

Consortium agreements for mobilities will take place every year. In addition, Cyprus College plans apply for a VET program in February of 2020 so educational exchanges with international higher education institutions will be further enhanced.

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5. Resources (*ESG 1.6*)

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.

Cyprus College response

Within the framework of upgrading the program and following the very useful and constructive input we have received from the EEC, we have proceeded to the purchase of above equipment (see APPENDIX 3 FOR PURCHASING ORDER)

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

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

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

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B. Conclusions and final remarks

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.

Cyprus College response

After discussing this with the EEC and getting its approval during its visit (changes were given to the EEC), we have proceeded with minor revisions to the program which we list below (see APPENDIX 5 FOR FINAL CURRICULUM).

Abbreviations:

1.Two courses are removed and three are added.

2. All one-hour courses are compiled into two-hour courses.

3. There are minor changes made to 2 existing courses to align with the curriculum changes.

4. ECTS of several courses has been recalculated more accurately

Particularly:

- The MUT100 course "Terminology Bibliography and Research in Music Technology" of 1st semester is removed. New course "DAW Basic Use" has been added (same credits & ECTS).
- The MUT151 course "Aural Skills I" course of the 1st semester is renamed "Aural Skills" with minor changes to the syllabi.
- The MUT155 course "Aural Skills II" is removed
- The MUT105 course "Keyboard Techniques I" and MUT205 "Keyboard Techniques II" from the 2nd and 3rd semester, respectively, are removed. New course "Keyboard Techniques" with 2 hours of teaching is added in the 1st semester. This refers to the combination of "Keyboard Techniques I & II " (MUT105 & MUT205).
- The course MUT107 "Music Groups" doubles teaching hours without changes to the syllabi.
- The MUT145 course "Notation II" lesson is removed from the 2nd semester. Instead the course "Sound Synthesis Techniques" is added.
- The MUT275 course 'Electronic Music Production Techniques' is added to the 3rd semester.

- Syllabi for courses "Multichannel Digital Audio Processing I" and "Multichannel Digital Audio Processing II" have been revised with minor changes so that they match with new course "DAW Basic Use".

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Notes:

• The credits & ECTS of some courses have been redefined after more accurate calculation.

• In some courses assessment percentages have been revised.

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 TV and radio companies.

Cyprus College response

As mentioned before, regarding collaborations, Music Technology program will immediately start looking for collaborations both locally and internationally. Collaborations will include both academic institutions and professional organizations such as TV and radio stations.

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 student 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 the students' both academic and professional ability.

Cyprus College response

As mentioned earlier, theory already exists and this was explained to the EEC. However, based on the feedback received from the committee we will make sure that theory is improved so that a balance exists with practise.

C. Higher Education Institution academic representatives

Name	Position	Signature

Date: …………………………….