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Date: 15.01.2022

External Evaluation Report

(E-learning programme of study)

- **Higher Education Institution:**
EUROPEAN UNIVERSITY CYPRUS
- **Town:** NICOSIA
- **School/Faculty (if applicable):** School of Humanities,
Social and Education Sciences
- **Department/ Sector:** ARTS
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

“Μουσική (18 Months / 90 ECTS, ΜΕΤΑΠΤΥΧΙΑΚΟ)” ΕΞ
Αποστάσεως

In English:

“Music (18 Months / 90 ECTS, Master of Music)”
Distance Learning

- **Language(s) of instruction:** Greek and English
- **Programme’s status:** Currently Operating
- **Concentrations (if any):**
In Greek: Μουσική Παιδαγωγική; Εκτέλεση; Σύνθεση
In English: Music Education; Performance;
Composition



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 2021 [L.136(I)/2015 – L.132(I)/2021].



A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit took place on 14th of January 2022. 2 of 5 assessors were taking part online. The assessors met with the Vice Rector of Academic Affairs and Chair of the University Committee of Internal Quality Assurance, Vice Rector of Research and External Affairs, Dean of the School of Humanities, Social and Education Sciences, Chair of the Departmental Committee of Internal Quality Assurance, Associate Professors, Assistant Professors, Lecturers, Instructors, students and graduates. The onsite assessors toured through selected parts of the departmental space.

All hybrid presentations had to fight with technical problems, mostly of them regarding very weak sound quality.

One of three concentrations is currently operating (Music Education), two of them have to be accredited newly (Performance and Composition).

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Michael Posch	Dean of Faculty of Music	MUK - Music and Arts University of the City of Vienna
Prof. Anastasia Siopsi	Head of Department of Music Studies	Ionian University, Corfu
Prof. Lóránt Péteri	Head of Department of Musicology	Liszt Ferenc Academy of Music, Budapest
Prof. Santi Caballé	Professor of Learning Engineering, Head of the SmartLearn Research Group	Open University of Catalonia, Barcelona
Elena Kadi	Student representative, postgraduate student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The assessors found one working programme (Music Education).

The new application for a Master programme looks like a combination of 3 concentrations, but these 3 different concentration areas are separated from each other, in curriculum, admission and final exam. One concentration cannot take subjects as electives from each other. For the assessors this seems to be a lack of opportunity.

The idea of offering the Master Programme in 3 concentrations is basically very good. But due to the fact that the 3 concentrations cannot be combined the design of this Master programme is incoherent. Instead of 3 concentrations the assessors found 3 programmes with very different needs.

The panel found the policy for quality assurance of the programme of study assuring, as the EUC reports, they have investigated needs and opportunities for setting up the described programme. The quality assurance policies are set up to ensure academic integrity and freedom. At present, this system has been redeveloped since there were technical problems and there was a lack of student participation in the evaluation surveys as the EUC was experiencing challenges regarding student involvement in quality assurance, but they have been working to develop better procedures. However, despite the student participation increased in relative numbers, the low absolute number of enrolled students in past editions makes it hard for the panel to assess quality assurance of the programme.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

None

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Although the process is fine, the design of this Master programme with three concentrations is not successful. In spite of the clearly regulated process of accepting a new programme, the programme and evaluation lacks an integrated design. Therefore, learning outcomes cannot be properly addressed.

Applying the same criteria on the 3 concentration results in different outcomes of the evaluation. The reason for this is partly based on the very differing areas and partly based on the different position and possibilities of these concentrations in the environment of the e-learning system. (e.g. no practical music-making in music education).

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Partially compliant
1.2	Design, approval, on-going monitoring and review	Non-compliant
1.3	Public information	Partially compliant
1.4	Information management	Partially compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology**
- 2.2 Practical training**
- 2.3 Student assessment**
- 2.4 Study guides structure, content and interactive activities**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *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.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the 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 e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and 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, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *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*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

On the one hand, the nature of the programme is - in the concentrations of Music Education and Composition - compatible with distance learning delivery, and the methodology provided is appropriate for the particular programme of study. On the other hand, the concentration of Performance is not compatible with distance learning due the lack of the appropriate technologies to support the online activities with musical instruments.

The university's quality assurance is evaluated by external and voluntary accreditations, e.g. QS Stars, EFQM and UI GreenMetric. However, specific accreditations related to distance learning quality assurance, such as EFQUEL and EADTU, were not identified.

The university's learning management system supports online teaching, learning and administrative processes. This is a Blackboard Learn Ultra platform with all the basic online services available. The platform also provides e-assessment procedures through quizzes for students to self-assess their knowledge though the provision of more complex forms of e-assessment. To assess complex competences and skills, such as critical thinking, was not shown.

Students will get a lot of theories of music education which changes their professional profile in a positive way. Stated opinions of graduates of this program demonstrate the positive learning outcomes.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The assessors believe that continually evaluating the quality assurance of distance learning by non-mandatory external accreditation organisations is a good practice.

The assessors recognize the many benefits of collaboration among students promoted by collaborative activities and discussions organized in online teams. The weekly study guides, which allow the students to determine the work to be done every week, is also considered a best practice. The assessors urge the university to keep up these strong elements of their distance learning model while reinforcing them when possible.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The EEC found deficiencies in terms of teaching methodology and technical resources which are needed to demonstrate the efficiency of the standards of a master's degree program in this area.

The sample of a teaching lesson (undergraduate programme) for the e-learning program of performance presented to the assessors could not convince them.

The university could not show the assessors a functionable software (LoLA) for teaching chamber music in various settings and teaching soloists with accompaniments.

Performing for different kind of audiences is a fundamental elementary part of music making especially at any music university level. That kind of activity is not covered and even not substituted by any course of the e-learning program.

While the EEC emphasizes the benefits of any form of collaboration among students, the online synchronous collaboration among students was perceived as problematic if in the next years the programme is open internationally and attended by many students across different time zones. It was not clear for the assessors how the university would support this type of collaboration from the coordination perspective while recommending the constant adaptation of their distance learning model to support this situation by increasing the asynchronous interaction and collaboration.

The university's Blackboard Learn Ultra platform is a very good tool. However, more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged to be used to monitor and

predict student performance and dropout in order to be able to provide timely corrective measures. This is strongly recommended in case of university's expansion plans through increasing the academic portfolio and the number of online students.

It was not clear for the EEC if gamification strategies are used to increase the student levels of motivation and engagement with the e-assessment process. In addition, more sophisticated forms of feedback based on intelligent tutoring systems and conversational pedagogical agents are also encouraged to support immediate and automatic feedback to students and self-assess their advances.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Non-compliant
2.3	Student assessment	Partially compliant
2.4	Study guides structure, content and interactive activities	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *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 is regularly engaged in professional and teaching-skills training and development.*

- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *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).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The university has a Team of Pedagogical Planning of Distance Learning programs of study, which provides technical training and support of instructors to the faculty members of the different University's Schools. Faculty members can participate in regular training programs to get updated and increase their skills to conduct quality online teaching. However, the effectiveness of these training programs in the form of professional development relevant to distance learning was not shown during the meeting with the teaching staff.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The university's academic staff are active researchers and appear to be capable of integrating research and teaching in the conventional programmes. We assume this will also happen in the distance learning programmes.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

None

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *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.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *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.

You may also consider the following questions:

- Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The members of the university could not point out how entrance exams for single-line instruments with accompaniment have to be organized. The assessors have been left over with doubts regarding quality assurance of many important musical aspects.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

None

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The assessors suggest separate programmes.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially compliant
4.2	Student progression	Not applicable
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *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.

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *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.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*

- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The university has a distance education unit responsible for providing pedagogical and technical support for designing, creating, implementing, and evaluating online courses.

The university also provides a handbook named "The EUC E-Learning Programmes of Study" with academic regulations underpinned by the university procedures and policies with guidelines for the development and delivery of distance learning that establishes the main characteristics a distance learning course should have.

Even if the physical resources are not an important concept for some theory-based distance learning programmes, in the field of Performance on master level (= the highest achievable musical level) - and in Music education as well – of course they are relevant. For the assessors it is not clear how the students in a distance learning programme will get access to lab-facilities situated on campus, or how these hands-on experiences can be compensated if necessary.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The EUC has excellent facilities for the students to take advantage of, and the administrative staff is very helpful. Unfortunately, the distance education unit was not shown in detail during the meeting.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

While the online courses through the study guides include a good variety of learning materials (e-books and articles, videos, blog entries, etc.), which are good for distance learning, the EEC suggest that some considerations should be taken into account to the provision of entire books as basic materials in order to adapt them to part-time students who need to learn effectively and in a timely fashion. This issue has also a repercussion in the recommended study time, which should be revised accordingly if entire books are eventually considered as basic learning resources for online courses. In addition, the recorded teleconferences and video lectures should be more usable and accessible for online students: make them short, include the instructor in all the videos to provide non-verbal communication, and add subtitles for accessibility.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Not applicable



5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. 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, with emphasis on the correspondence with the EQF.

The assessors found a very good existing structure, design and possibilities of distance-teaching offered by the EUC, which could work very well for a Master programme “Composition”.


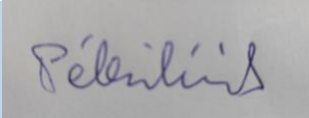

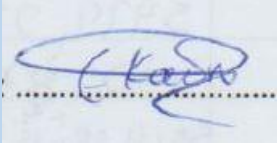
The assessors found an incoherence of the 3 concentrations with different natures which should either be compatible with each other or 3 different programmes.

The assessors have no doubt about the good practice of the ongoing e-learning concentration of music education. Nevertheless, the assessors got the impression, that for a well-balanced e-learning Master programme in “Music Education” being competitive to a conventional Master programme in “Music Education” all needed offers in teaching practice are missing (working experience with children’s groups of various age from kindergarten to school, children’s choirs, etc.). In this case the assessors suggest to rethink about the title of the existing programme (e.g. Master in Theories of Music Education) for better fitting of title, content and learning outcome because the existing programme seem to work very well due to all comments of students and graduates.

The assessors have not found the Master concentration for Music Performance viable due to the lack of existing LoLa-software and due to the lack of structured possibilities for chamber music, accompaniment and professional performances.

From the distance learning perspective, only the concentrations of Music Education and Composition were found compatible with distance learning delivery and the methodology provided was appropriate for them. However, the concentration of performance was found non compatible with distance learning delivery due the lack of the appropriate technologies to support certain online activities with musical instruments.

E. Signatures of the EEC

Name	Signature
Prof. Michael Posch	
Prof. Anastasia Siopsi	
Prof. Lóránt Péteri	
Prof. Santi Caballé	
Elena Kadi	

Date: 23.01.2022