



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης  
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## **Accreditation Report for the Postgraduate Study Programme of:**

Byzantine Musicology and Psaltic Art

Department: Music Studies

Institution: National and Kapodistrian University of

Athens Date: 6 November 2023



Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση  
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Byzantine Musicology and Psaltic Art** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Byzantine Musicology and Psaltic Art** of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. TZANETAKIS GEORGE (Chair)**

Department of Computer Science, Faculty of Engineering, University of Victoria

**2. ECONOMIDOU STAVROU NATASSA**

Department of Music and Dance, School of Education, University of Nicosia, Head of the Department (2016-2018)

**3. KALLIS VASILIS**

Department of Music and Dance, School of Education, University of Nicosia

**4. LIAROPOULOS PANAGIOTIS**

Berklee College of Music

**5. LITOS IOANNIS**

University of Macedonia

## **II. Review Procedure and Documentation**

The accreditation review remote visit took place over two days: Oct 2 and Oct 4, 2023. During these two days the panel members met over videoconferencing with various stakeholders involved with the graduate program “Byzantine Musicology and Psaltic Art”. The first meeting was with the Vice-Rector/President of Quality Assurance for the University, faculty, and the director of the program. After a short presentation of the history, goals, and composition of the program, the strategic goals and current status of the academic unit was discussed. This was followed by a meeting with the faculty and administration responsible for quality assurance at the department and institutional level discussing the process of internal quality assurances and collection of information for accreditation.

There was also a meeting with faculty members and teaching staff to discuss their views regarding the department. There was also a discussion with students representing different years of study and topic interests regarding their experience, what they appreciate about their studies, and what possible challenges they face as well as graduates of the program. The presentation part of the visit concluded with a discussion with various external organisations that collaborate with the academic unit in various ways and provide employment opportunities for the students both during their studies and after. The accreditation visit concluded with a meeting between the accreditation panel and the faculty responsible for quality assurance at the department and university level to discuss the preliminary findings and impressions from the visit as well as answer questions and provide clarifications as needed to the accreditation panel.

In terms of documents, a variety of sources of information assembled by the department were consulted both prior to the virtual visit and after it was completed while working on the accreditation report. These documents include: the department’s accreditation report, the quality assurance guide, the list of faculty members, the program study guide, the course providing digital skills, the regulation for appeals, examples of student questionnaires, summary of the faculty accomplishments, thesis regulations, diploma supplement, responses to the internal quality assurances process, student mobility regulations, and many others. This plethora of well-written and organised documents and information was helpful for the accreditation panel during the preparation of this report. Overall, both the virtual accreditation visit and our interactions with the various stakeholders went well.

### **III. Postgraduate Study Programme Profile**

The graduate program “Byzantine Musicology and Psaltic Art” is offered by the Department of Music Studies of the National Kapodistrian University of Athens (NTKUA). The program was established in 2018. In order to graduate, students must complete 90 European Credit Transfer and Accumulation System (ECTS) units over the course of 3 academic terms. They receive a Masters degree. Tuition is set to 700 Euros per term.

Graduates of the “Byzantine Musicology and Psaltic Art” are mostly working in education settings at various levels in Greece. They also work as researchers in cultural institutions, libraries, museums, and archives. They are also employed in the private sector in conservatories, churches, music school, and various types of media communication jobs. The graduate program is in regular communication with its graduates and this communication helps inform decision making.

The Department of Music Studies is part of the School of Philosophy of NTKUA. It offers a multi-faceted undergraduate program in all scientific disciplines pertinent to music and musicology. During their studies, students acquire scientific reasoning by combining musical knowledge with musicological practices. Many of its faculty members are also musicians with active performance careers in Greece and abroad. Graduates of the undergraduate program receive an integrated Master’s degree and are employed in a variety of music related research and applied areas.

The National Kapodistrian University of Athens was the first academic institution established in Greece, as well as the more general Eastern Mediterranean region. It was founded in 1837 with the current name given in 1932. Today it consists of 41 departments and corresponding undergraduate programs, 205 graduate programs, and serves more than 45000 undergraduate students, 15000 graduate students, and 8000 PhD candidates.



## PART B: COMPLIANCE WITH THE PRINCIPLES

### PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

*In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

##### **I. Findings**

The Panel has gathered comprehensive information regarding the quality assurance policy and practices within the Institution and the Department from various sources. Our examination encompassed several key documents, including the Department's Accreditation Application (A1, 'Πρόταση Πιστοποίησης ΠΜΣ'), the Department's

Quality Assurance Policy (A2), Targeting Quality (A3), the University's and Department's official website, along with other pertinent materials found within the

Department's application dossier. Additionally, we gathered valuable insights through discussions and meetings with various stakeholders.

It is noteworthy that the Quality Assurance Policy adopted by the Department of Music Studies aligns seamlessly with the overarching Quality Assurance Policy of the National and Kapodistrian University of Athens. This university-wide policy has been thoughtfully formulated and officially endorsed by the University Senate, adhering to established global academic standards and practices. As indicated in the University's Strategic Plan 2019-2028 ([https://www.uoa.gr/fileadmin/user\\_upload/main\\_uoa\\_images/to\\_panepisthmio/2201\\_stratigiko\\_sxedio\\_anaptixis.pdf](https://www.uoa.gr/fileadmin/user_upload/main_uoa_images/to_panepisthmio/2201_stratigiko_sxedio_anaptixis.pdf)), the quality assurance policy assumes a pivotal role. It directly influences the successful execution of the institution's strategic pillars for the indicating period. These pillars collectively support the University's ongoing pursuit of excellence in education, research, sustainable growth, social engagement, and the efficient management of resources, infrastructure, and services.

In a manner consistent with other state tertiary institutions in Greece, the University's quality assurance policy is managed by MODIP, an independent entity that deals with all matters pertaining to quality assurance (<https://modip.uoa.gr/>). Its two units - Quality Assurance Committee (Επιτροπή Διασφάλισης Ποιότητας), and Quality Assurance Service (Υπηρεσία Διασφάλισης Ποιότητας) are entrusted with the organisation, coordination, implementation, and ongoing monitoring of the quality assurance process.

Both the University and the Department of Music Studies state clearly on various occasions their commitment to the implementation, monitoring, and continuous improvement of the quality assurance process.

In accordance with the state regulations governing tertiary education, the Department of Music operates its own quality assurance committee known as OMEA. This committee functions in tandem with MODIP and collaborates with various Department entities to oversee and enhance the quality assurance measures.

The Quality Assurance Policy of the National and Kapodistrian University of Athens is readily accessible to the public via the institution's official website, where it is made available alongside other essential information:

University Quality Assurance Policy  
([https://modip.uoa.gr/diasfalisi\\_poiotitas/politiki\\_poiotitas/](https://modip.uoa.gr/diasfalisi_poiotitas/politiki_poiotitas/))  
MODIP website ( <https://modip.uoa.gr/>)

University's Strategic Plan 2019-2028  
([https://www.uoa.gr/fileadmin/user\\_upload/main\\_uoa\\_images/to\\_panepisthmio/2201\\_stratigiko\\_sxedio\\_anaptixis.pdf](https://www.uoa.gr/fileadmin/user_upload/main_uoa_images/to_panepisthmio/2201_stratigiko_sxedio_anaptixis.pdf))

Objectives of Quality Assurance Policy & Objectives (Πολιτική και Στοχοθεσία Ποιότητας) for the PSP 'Byzantine Musicology and Chanting Art' ([https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/Politiki\\_kai\\_Stochothesia\\_Poiotitastoy\\_PMS.pdf](https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/Politiki_kai_Stochothesia_Poiotitastoy_PMS.pdf))

As stated in the Program's Objectives of Quality Assurance Policy & Objectives, the

academic unit aims for the optimum allocation and management of resources, intending to create a suitable environment to achieve the institution's goals in ensuring the provision of the required resources in terms of personnel, funding, infrastructure, and equipment. This enables the program to function and continuously improve its efficiency in achieving the quality objectives it sets.

The PSP under review offers two specializations which are completely autonomous: 1) Byzantine Musicology, and 2) Chanting Art. As per the curriculum included in the Program's application, there is no provision for common courses between the two specializations. Furthermore, these two specializations differ essentially with respect to teaching philosophy and methodology. The specialization 'Byzantine Musicology' consists of theoretical courses that nurture research; all the courses in 'Chanting Art' are taught by way of the one-to-one method (instructor, student) and are fundamentally practical.

During its meetings with the Program's stakeholders, including academic staff, administrative bodies, current students, and alumni, the Panel verified that the Program offers adequate support services. These services encompass administrative assistance, access to an extensive research library, and a well-functioning student welfare office.

## **II. Analysis**

The curriculum structure and organization of the Postgraduate Music Program under review are found to be well-suited to the expected standards. In this program, students are required to accumulate a total of 90 ECTS credits to earn their degree. This aligns perfectly with the principles set forth by the Bologna framework, allowing students to adhere to the approved structure of 30 ECTS credits per semester, resulting in a cumulative total of 90 ECTS credits over the course of 3 semesters.

The completion of the degree requires the writing of a researched-based thesis (Διπλωματική Εργασία) for 'Byzantine Musicology', and a final graduating recital for the 'Chanting Art' specialization.

When evaluating the Program as a whole, its learning outcomes align with Level 7 as defined by the European and National Qualifications Framework for Higher Education. Nevertheless, when assessing the Program's courses individually, most of the course outlines include overlapping learning outcomes. The course outline for the course Thesis (Διπλωματική Εργασία) demonstrates suitably this. Despite the fact that this course differs drastically between the two specializations (in 'Byzantine Musicology', the thesis is researched based and results in written work; in 'Chanting Art' it is practical) there is one common course outline for both.

On the one hand, the Department of Music of the National and Kapodistrian University of Athens has set specific, measurable, achievable, relevant, and timely goals which apply to the PSP under review. On the other hand, the aforementioned uniqueness of the specialization 'Chanting Art' invites considerations with respect to the teaching method pursued.

These issues, along with other findings with regards to the Program's curriculum are addressed more thoroughly in Principle 2.

The Panel affirms that the Department of Music Studies at the National and

Kapodistrian University of Athens has effectively implemented a quality assurance system. Both the Department and the University have established comprehensive

quality assurance objectives using the SMART methodology. The application documents also demonstrate that the University places significant emphasis on quality assurance in its strategic planning and vision. Furthermore, there are well-defined processes and institutional bodies (such as MODIP and OMEA) responsible for monitoring and managing these objectives. The documents within the Department's accreditation portfolio reveal that the Department and the University are committed to a continuous review process. The Quality Assurance policy is appropriately communicated to both internal and external stakeholders through the University and Department websites.

### III. Conclusions

The Panel affirms that the Department of Music Studies at the National and Kapodistrian University of Athens fully adheres to this principle. We urge the Department to persist in its quality assurance practices to maintain and enhance its operations and methods for the benefit of students, teaching and research staff, administrative personnel, local stakeholders, and society as a whole.

Furthermore, we strongly recommend that the faculty of the specialization 'Chanting Art' addresses the identified inconsistencies in the curriculum and teaching methodology.

#### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

As previously stated, the Panel strongly believes that the 'Chanting Art' specialization would significantly improve by reassessing its teaching philosophy (methodology) and addressing the overlapping content in the course outlines.

## **PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

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

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments)*



*in hours)*

## **Study Programme Compliance**

### **I. Findings**

The postgraduate program “Byzantine Musicology and Psaltic Art” is a unique postgraduate program offered by the Department of Music Studies at the National and Kapodistrian University of Athens. There is no similar postgraduate program/degree in Byzantine Music studies in any other university in Greece or abroad. This fact underlines its enormous cultural and scientific value.

The program offers two distinct concentrations: Byzantine Musicology and Psaltic Art. The two concentrations have different objectives, different focus, as well as different modes of delivery. Each concentration offers its own 6 courses (3 for each semester during the first year of studies) that cover a great array of topics in Byzantine Musicology and Psaltic Art. Completion of the courses, for both concentrations, is followed by the writing of a Thesis during the third semester.

The EEAP was informed by the faculty that (contrary to the Byzantine Musicology concentration where courses have a more typical mode of delivery) in the Psaltic Art concentration all the courses are offered on a one-on-one basis (individual instruction). In addition, the thesis requirements also differ. In the Psaltic Art concentration the thesis is much shorter and the students are required to give a personal graduation recital as part of the thesis requirements. All information regarding the mode of delivery of the courses in the Psaltic Art concentration, as well as information on the additional recital element in the thesis, was communicated to the EEAP during the discussions with the faculty. No relevant information was included in the documents submitted to EEAP. Furthermore, there were no students or graduates from the Psaltic Art concentration among the students and alumni who participated in the remote meetings with the EEAP. The EEAP would like to note here that, according to the postgraduate program’s Study Guide, the "Byzantine Musicology and Psaltic Art" graduates acquire specialized research and artistic skills in the field of Byzantine Musicology and Psaltic Art. In addition, the program's content significantly broadens the graduates' theoretical and practical knowledge of Byzantine Music, both as an art and as a science, and provides them with knowledge and skills to respond directly to the needs of academic research.

### **II. Analysis**

The EEAP, while believing that the program is unique and extremely valuable, identified issues that the Department of Music Studies is encouraged to consider, in order to re-think the structure of the specific postgraduate program. More specifically:

The way the program is currently structured, awards the same degree “Byzantine Musicology and Psaltic Art,” to graduates who have enrolled in two totally different curriculum pathways. One would expect, when seeing a postgraduate program with both Byzantine Musicology and Psaltic Art in its title, that students would have taken courses from both concentrations. If that cannot be the case, then the Degree should be titled “Byzantine Musicology” or “Psaltic Art” in accordance with the

curriculum path followed. The EEAP understands that the postgraduate program was founded with this particular title, but still, we believe that this discrepancy

needs to be addressed in the near future, especially if the program develops further.

The Psaltic Art concentration is offered solely on a one-on-one basis. This itself can potentially become a rather inefficient strategy, both structurally and financially. If, for instance, 10 new students join the program (the ideal number of students as stated in the documents submitted to the EEAP) attending three (3- hour) courses per semester each one of them individually, 90 teaching hours would be required per week to meet the needs of these 10 students. Even reducing the number of admissions to 5 students, that would still require a large amount of resources.

Some of the benefits of pursuing a postgraduate degree are that students are given the opportunity to interact with other students, be engaged in peer learning, give and get feedback, etc. The Psaltic Art Concentration students do not have this opportunity during their studies since all the courses offered are based on the individual instruction model.

In the Psaltic Art concentration, it is not clear through the course outlines and other documentation submitted, which courses exactly prepare the students in research methodology in Byzantine Music and Psaltic Art, before their Thesis semester starts. Finally, although in the discussion with the faculty the EEAP was presented with the richness and variety of the various courses, the course outlines of the majority of the courses present exactly the same wording in terms of the description of assessment methods, and in some cases, also in terms of the wording of the description of the content and/or the learning outcomes. Faculty members are encouraged to revise the documents and be more specific on the learning outcomes, the content of the courses, as well as the assignment tools.

In regards to the thesis, no evidence existed in the documents submitted to the EEAP of the fact that it differs between the two concentrations, and also there was no mention of the graduating recital requirement.

### **III. Conclusions**

The panel believes that restructuring and revising the program curriculum will significantly improve this unique, and valuable for the preservation and dissemination of Byzantine Music, postgraduate program and make it more attractive to both researchers and artists/practitioners in the field.

## Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

In order for a program to support the existence of different concentrations under one title, as well as a single final Degree, it is reasonably expected that at least a percentage of the courses should be common for all students in all concentrations. Thus, the EEAP strongly encourages the post graduate program faculty to consider identifying two courses from the Byzantine Musicology concentration to be offered as compulsory courses for both concentrations. Each concentration will then include four additional courses pertinent to the concentration, plus the Thesis.

The panel suggests that the course “Methodology of Byzantine Musicology Research” could be one of the two compulsory courses, in order to better prepare the students of the Psaltic Art concentration for their Thesis.

Since in the course outlines of the modules in the Psaltic Art concentration, there are also theoretical elements included, the faculty is encouraged to consider dedicating every week, one out of the three teaching hours of each course, to the theoretical elements of the module. This one-hour meeting would include the entire group of students enrolled in that specific module - not each student separately. Each student could then have an additional two hours of private instruction focusing on the performance aspect.

Based on the aforementioned recommendations, the course outlines will need to be revised. More clarity and information about the thesis requirements of the Psaltic Art concentration should be provided.

### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The 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.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- ☐ *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- ☐ *Regulation for the function of academic advisor*
- ☐ *Reference to the teaching modes and assessment methods*

#### **Study Programme Compliance**

##### **I. Findings**

The EEAP, through a careful study of the documentation submitted and through the interviews with faculty members, students, and alumni, identified a unique, in regards to its focus, postgraduate program, with huge potential. 6 courses are

offered for each of the two concentrations, followed by the Thesis in the third semester of studies. Each course has a page in E-class where all the course material

and announcements/ guidelines are uploaded, which is accessible to students. A rich array of teaching methods is implemented including lectures, study of texts, or written or audio sources, presentations, visits to archives, libraries, churches as part of the teaching and learning process, etc. Various delivery modes are implemented, including group instruction in the Byzantine Musicology concentration courses and one-on-one instruction in the Psaltic Art concentration. There is no flexibility in the curriculum learning paths as all courses are compulsory, but students have the opportunity, within the modules, to select the topic of their assignments according to what interests them and work closely with the faculty members throughout the semester in order to most effectively complete their work.

Through the virtual meetings with faculty, students, and alumni it was evident that a great relationship and mutual respect exists between students and their teachers. Students and alumni talked about the continuous support they received from the faculty during their studies and the opportunities to travel abroad with them, present in conferences, visit archives and connect to relevant stakeholders in Greece and abroad, and see their work published. In addition, the percentage of students completing the student survey for course satisfaction reveals in general a very positive attitude towards the program, the faculty members, the content of the courses, and the teaching and learning process.

When entering the program, each student is assigned an academic advisor among the faculty members, for guidance and support throughout the duration of the studies. In addition, the low teacher-student ratio allows mentorship and personalized guidance for all students. Furthermore, to facilitate a student-centred approach, the department has a policy for dealing with student complaints and appeals, which is communicated to students through the program student guide.

## **II. Analysis**

Unfortunately, the panel did not have the opportunity to speak with students or alumni of the Psaltic Art concentration and get their perspective, due to the fact that the specific concentration has not been running for at least 5 years.

The EEAP is not totally confident that in the case of the Psaltic Art students' academic development is safeguarded through the one-on-one mode of delivery of all the courses. The scientific context for what is taught in performance could be more effectively established if there is a specific time slot in each of the modules dedicated to the more academic (theoretical or research) aspects of what is taught in practice. This approach would ensure that the experience of the Psaltic Art concentration graduates is not limited to what they could get through conservatory education or through a relevant concentration in undergraduate studies.

It is also noteworthy to mention that the fact that all 6 modules and thesis in each concentration are compulsory, does not allow any opportunity for the students to delve more into and develop in areas that they find interesting. Accordingly, there are no flexible pathways for students to follow and the only possibility to focus on



their interests are through the assignments in the various modules.

### III. Conclusions

The EEAP concludes that the Postgraduate Program “Byzantine Musicology and Psaltic Art” is fully compliant with this principle. Although there are weaknesses identified, the panel believes that these will be overcome when a restructuring and revision of the curriculum path and the delivery mode of the two concentrations take place.

#### Panel Judgement

<b>Principle 3: Student-centred learning, teaching, and assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The panel encourages the faculty to investigate ways to offer a more academic experience during postgraduate studies to students enrolled in the Psaltic Art concentration, through group lessons, and more engagement in the theoretical basis of Byzantine Music and research.

## **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

**INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).**

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

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

### **Documentation**

- ☐ *Internal regulation for the operation of the Postgraduate Study Programme*
- ☐ *Research Ethics Regulation*
- ☐ *Regulation of studies, internship, mobility, and student assignments*
- ☐ *Degree certificate template*

## **Study Programme Compliance**

### **I. Findings**

The University and Department have established policies and processes that pertain to student admission, progression, and graduation. These, which include the procedures of student selection, enrolment, assessment, and diploma awarding, as well as the rights and obligations of the students in the PSP 'Byzantine Musicology and Psaltic Art', are described in detail:

In the Internal Regulation of Operation [Κανονισμός Σπουδών] of the Program:  
[https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/FEK\\_KANONISMOY\\_FEK\\_4568\\_T.B\\_2018.pdf](https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/FEK_KANONISMOY_FEK_4568_T.B_2018.pdf)

In the Internship, Student Mobility, and Semester Project/Final Thesis Regulations [Κανονισμός Πρακτικής Άσκησης, Κινητικότητας και Εκπόνησης Εργασιών]:  
[https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/A14.\\_Kanonismos\\_Spoydion\\_Praktikis\\_Askisis\\_Kinitikotitas\\_PMS\\_Byzantini\\_Moysikologia\\_kai\\_Psaltiki\\_Techni.pdf](https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/A14._Kanonismos_Spoydion_Praktikis_Askisis_Kinitikotitas_kai_Ekponhshis_Ergasiwn.pdf)

In the Academic Counselling Regulation [Κανονισμός Λειτουργίας Θεσμού Ακαδημαϊκού Συμβούλου]:  
[https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/KANONISMOS\\_LEITOURGIAS\\_AKADIMAIKOY\\_SYMBOYLOY.pdf](https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/KANONISMOS_LEITOURGIAS_AKADIMAIKOY_SYMBOYLOY.pdf)

In the Student Complaints and Appeals Regulation [Κανονισμός Λειτουργίας Μηχανισμού Διαχείρισης Παραπόνων και Ενστάσεων Φοιτητών]:

[https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/A10\\_Kanonismos\\_diacheirisis\\_paraponon\\_PMS\\_Byzantini](https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/A10_Kanonismos_diacheirisis_paraponon_PMS_Byzantini)

\_Moysikologia.pdf

In the University Research Ethics Regulation [Κανονισμός Δεοντολογίας της Έρευνας]:

[https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/A13.\\_Kanonismos\\_Deontologias\\_tis\\_Ereynas.pdf](https://byzantinemusicology.music.uoa.gr/fileadmin/depts/music.uoa.gr/byzantinemusicology/uploads/A13._Kanonismos_Deontologias_tis_Ereynas.pdf)

In the Program Guide [Οδηγός Σπουδών]

The Department Assembly or the Study Program Committee announces, in due time, available positions for admission to the Program. The announcement is posted on the Program's and University's website and includes program details, the maximum number of admitted students, required documentation, the academic and artistic criteria for admission, the selection process, and the application deadline. The deadline may be extended by decision of the Department Assembly or the Study Program Committee.

The PSP 'Byzantine Musicology and Chanting Art' has a maximum capacity of admitting 20 students annually, with 10 slots available for each of the two specializations. However, during the Panel's discussions with the Program's faculty, it was communicated that there is a preference to limit the intake to a maximum of 3 students per year for the 'Chanting Art' specialization.

The Internal Regulations of the PSP [Εσωτερικός Κανονισμός Σπουδών], in addition to the aforementioned particulars, also includes adequate information pertaining to the semester structure, student exams and evaluation, preparing the final thesis as well as students' rights and responsibilities.

As per the PSP regulations, each student is assigned an academic counsellor, typically a full-time faculty member. These academic counsellors not only provide guidance and support to students but also play a role in monitoring students' academic progress. Furthermore, the Program's teaching faculty contribute to tracking student progression through the course evaluation and grading processes. All of these procedures are detailed in the comprehensive Academic Counselling Regulation [Κανονισμός Λειτουργίας Θεσμού Ακαδημαϊκού Συμβούλου].

Students can take advantage of two mobility schemes offered by the PSP: Erasmus+ and CIVIS - European University Alliance, a European university network that embraces eight institutions in eight countries. The University and Department provide direction and assist the students during the application and implementation process. A minor note is that there could be more information about the Erasmus program in announcements and the program's website.

The ECTS allocation to the nine courses (eight courses plus the thesis) offered in the PSP are distributed uniformly and appropriately in a manner consistent with the nature, content, and working load of the courses, which is in par with similar national and international programs.

Upon consideration of the available information, the Panel acknowledges that the students in the PSP under review are supported in taking full advantage of all

available services.

Students who graduate can be issued a Diploma Supplement only upon request.

## **II. Analysis**

The University and Department establish and enforce comprehensive regulations that encompass every facet and stage of the program's curriculum and student academic experience. These are stated and explained in a set of regulations and documents disseminated to the students and/or displayed on the University's/Departments website, including the:

- Program (Student) Guide
- Thesis Handbook that defines adequately the set of quality requirements for the implementation of the PSP thesis
- Code of Research Ethics
- Academic Counselling Regulation

From the program's inception to its completion, these internal regulations, enforced by the academic unit, guide, and govern all aspects of the students' academic journey. As a result, students experience a continuous sense of support and inclusion from the outset of their studies through the entirety of their academic progression and student life.

The Panel wishes to draw attention to the very limited number of new (accepted) students in the specialization 'Chanting Art' - a fact that might delimit the fulness of the academic experience which students in the 'Byzantine Musicology specialization' enjoy.

## **III. Conclusions**

All the processes related to student admission, progression, recognition and certification are adequately communicated to students through both the University's and the Department's websites. Furthermore, these procedures and their implementation by the University/Department adhere to both national and European standards. The Panel acknowledges that the department is fully in compliance with Principle 4; at the same time, it notes the fact that the students who graduate are required to request the Diploma Supplement.

## Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The Panel acknowledges the commendable effort to provide an adequate student experience and facilitate student admission, progression, and graduation. Surely the Program complies fully with Principle 4. At the same time, we urge the Department's and Program's faculty to reconsider the limitation imposed on the number of students accepted per year in the 'Chanting Art' specialization suggest that the Department/PSP provides more information with regards to the Erasmus+ opportunities for students on their website makes the issuing of the



Diploma supplement automatic

## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.**

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

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

### **Documentation**

- ☐ *Procedures and criteria for teachingstaff recruitment*
- ☐ *Employment regulations or contracts, and obligations of the teaching staff*
- ☐ *Policy for staff support anddevelopment*
- ☐ *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- ☐ *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

### **Study Programme Compliance**

#### **I. Findings**

The Postgraduate Program “Byzantine Musicology and Psaltic Art” in the Department of Music Studies at the National and Kapodistrian University of Athens comprises four (4) faculty members (DEP), and one (1) external collaborator/researcher who is also the Director of the “Church of Greece Foundation for Byzantine Musicology.” All faculty members bring diverse expertise and research interests to the Graduate Program and the distinct curricula of its two concentrations/specializations.

The Postgraduate Program follows the mandates of current legislation on the recruitment and promotion processes of faculty members in postgraduate programs. Specifically, all procedures of announcement, selection, promotion, and recruitment are accessible to candidates and members of the evaluation committee, ensuring transparency and securing a meritocratic result. Furthermore, all final decisions about faculty recruitment and promotion are being made at the Department of Music Studies General Assembly, ensuring transparency.

The EEAP was informed that the Postgraduate Program will seek to enrich its teaching staff exploiting three different types of available resources: a) staff hired as

contract lecturers, in the form of university fellows, b) staff hired through the PD407 legislation, 3) PhD awarded instructors who have been working in Secondary Education, as well as other external collaborators. For the selection of these contract instructors strict evaluation processes will be followed and the criteria laid down by current legislation will be applied. In their selection, notice will be taken of the relevance of their work to the subject area to be served, as well as of their research work and publications, and their overall European/international profiles.

Currently, all faculty make extensive use of new technologies in their teaching: class meetings are systematically conducted with PowerPoint presentations, while the electronic platform "e-Taxi," provided by the University of Athens, is used for communicating and systematically cooperating with students.

In the context of promoting the organic connection between research and teaching, faculty members organize, guide, and supervise visits to libraries and archives, which hold musical and liturgical manuscripts as well as up-to-date collections of books on Byzantine Musicology, Psaltic Art and related fields. Faculty members also organise, guide and supervise students' visits to sanctuaries, conservatories and concert halls with the purpose of attending or participating in chanting ensembles or solo chant performances.

The Graduate Program "Byzantine Musicology and Psaltic Art" has developed a strategic plan for the academic and professional growth of the members of the academic unit regarding teaching and research work, as well as training of faculty members, teaching staff and other staff members. The implementation of this plan has contributed to the improvement of the quality of the educational work provided, which is in line with the strategic planning of the University. Specific policies are implemented through the Internal Evaluation Committee (OMEA), in collaboration with the Quality Assurance Committee (MODIP) of the University.

Furthermore, the Department of Music Studies ensures the promotion of the scientific and teaching activities and achievements carried out within the framework of its Graduate programs. These achievements are systematically listed on the Department's website, under the categories "Announcements and Events," "Artistic Presence," and "Concerts-Events."

All faculty members are regularly evaluated by the students through extensive surveys. Each semester, an anonymous evaluation for the quality and effectiveness of the teaching of all courses offered is carried out by the students. The evaluation is done through questionnaires distributed to the students. The questionnaire is based on the educational philosophy and teaching/assessment methods of the department. The focus is on collecting the maximum level of feedback regarding the quality of each course and ways to improve the course, ensuring constant improvement of the students' learning experience. The analysis of the data is taken into consideration in the process of faculty promotion.

Faculty members spend (on an average) 20 hours per week on teaching, supervision of individual and graduate projects, and student consulting and support. Despite

this relatively significant work (over)load, faculty continue to develop academically, and a large number of faculty members publish their research work in national and

international scientific refereed journals. Since a significant percentage of faculty time should be spent on conducting research and publishing, the EEAP encourages the Department to identify ways to reduce teaching hours, and overall workload of faculty members.

**II. Analysis**

The EEAP confirms that the Graduate Program “Byzantine Musicology and Psaltic Art” in the Department of Music Studies at the National and Kapodistrian University of Athens maintains very high standards in regards to its teaching staff. All current faculty members are highly qualified individuals with substantial contributions to their academic field. Moreover, the Program encourages faculty development opportunities, scholarly research activities, development and use of new technologies, and faculty mobility. At the same time, the Department applies consistently quality assurance processes for all its teaching staff members in regards to recruitment, qualifications, evaluations, and overall scientific and artistic competence.

**III. Conclusions**

The EEAP concludes that the Graduate Program “Byzantine Musicology and Psaltic Art” in the Department of Music Studies at the National and Kapodistrian University is fully compliant with this principle. We would encourage the Program to continue along this path of excellence regarding the quality standards of its teaching staff.

**Panel Judgement**

Principle 5: Teaching staff of postgraduate	
study programmes	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

**Panel Recommendations**

- The Department of Music Studies should consider alleviating faculty overload and to allow additional time for faculty members to engage more in scholarship activity.
- While faculty are encouraged to participate in international scholarly activities, such as conferences, there is a lack of adequate financial support for their participation. Additional

funds need to be allocated for this purpose.

## **PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

*In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Documentation**

- ☐ *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- ☐ *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- ☐ *Informative / promotional material given to students with reference to the available services*
- ☐ *Tuition utilisation plan (if applicable)*

### **Study Programme Compliance**

#### **I. Findings**

The postgraduate program "Byzantine Musicology and Chanting Art" is part of the Department of Music Studies, located in the School of Philosophy of the National and Kapodistrian University of Athens. The postgraduate program uses the facilities of the School of Philosophy and, specifically, has at its disposal classrooms, auditoriums, and computer laboratory. To be more accurate, the majority of classes take place at the space of the Library K.A. Psachou (interior of room 917), which is located at the of School of Philosophy and is equipped with audio visual and computer material, with high-speed connection to the network, and at the office 927 which is used by the faculty members of the postgraduate program and is not equipped with audio-visual material. According to teaching staff interviews, these are the only areas of the whole building of the School of Philosophy they are allowed to use. Moreover, the resources of the Laboratory of



Byzantine Musicology of the Department of Music Studies are utilized by the postgraduate program.

Furthermore, the postgraduate program "Byzantine Musicology and Chanting Art" endorses students' learning needs with a variety of online services and makes a good use of university's agencies for students personal, social and professional development. In particular, E-CLASS is an asynchronous and distance learning service that supports and enhances the teaching process, provides further access to knowledge and compiles traditional teaching methods. Electronic Secretarial Services allow students to have access to online sources of information, the OPAC public catalogue, online journals of National and Kapodistrian University of Athens, online literature databases, institutional repository/digital library "Pergamos", special digital libraries and collections, loaning books from the Central Library of the university. Multimedia Content Hosting and Search Service delivers recorded and broadcast content either from educational classes or from various Department's events (conferences, workshops, seminars). The Academic Advisor guides and supports students during their studies by providing advice regarding the postgraduate program, as well as their professional and academic development. Academic ID which provides the right for reduced ticket in public transport and Digital Services which provides students with an e-mail account, a connection via wireless network (Wi-Fi), a virtual private network (VPN), the capacity of posting of personal websites, access to open academic courses, academic video lectures, and completing online questionnaires. Consultant agency, that gives students access to counselling services in matters of professional orientation and dealing with psychosocial problems, and Student Advocate that defends students' legal rights and reviews reports and complaints. Reduced tuition in University's Language school. Students' Cultural Centre where students can be members of musical, theatrical, dance, film and photography teams. Special unit for Students with Disabilities. Moreover, according to students and teaching staff interviews, during the Covid-19 pandemic, the postgraduate program used the Webex platform for its classes.

Regarding Human Resources, the postgraduate program employs 4 Professors of the Department of Music Studies, 1 administrative employee of the Department of Music Studies and 1 External Partner who delivers classes to the postgraduate program. According to the A16 file, most of the teaching staff holds a high academic profile but, according to the teaching staff interviews they are overwhelmed and dealing with a high workload.

## **II. Analysis**

The postgraduate program "Byzantine Musicology and Chanting Art" to students' needs and supports their studies through a variety of personal, social, and academic resources. A notable weak spot appears to be the lack of a big, suitable classroom which will respond to the postgraduate program needs. According to the A8 file and the interviews held with teaching staff, the structure and the size of office 927 does not help the collaboration with students and does not respond to the necessities of each course. The room 917 must become of the exclusive use of the Laboratory of Byzantine Musicology and the postgraduate program and has to be equipped with

special music equipment, musical instruments, and a library with recently published academic books and handbooks, specialized for each course.

Additionally, the teaching staff of the postgraduate program must be endorsed with more external partners, specialized at postgraduate program's courses, and, probably, make collaborations and invite teaching staff from other Departments of the University.

**III. Conclusions**

It is noteworthy to mention that the faculty of the postgraduate program is making an enormous effort to make good use of the space, the equipment and the resources they have in the best way possible. It is clear that the majority of the mentioned weaknesses cannot be overcome, unless there is available funding from the Department to the postgraduate program and better tuition management.

**Panel Judgement**

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

**Panel Recommendations**

- The postgraduate program should consider hiring at least one more external partner or

collaborate with a professor from another Department.

- A space for the exclusive use of the postgraduate program should be allocated.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

*Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.*

*Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.*

*The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:*

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

*A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.*

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The EEAP has determined that the Postgraduate Program “Byzantine Musicology and Psaltic Art” has established a multidimensional process for its information management that informs internal, as well as external evaluation and accreditation processes.

The Secretariat of the Postgraduate Program with the support of the unified Information System (UniTron) records, manages, and monitors all data related to students, teaching staff, structure and organization of courses, teaching, and service. More specifically, it monitors all registered students' profiles (age, gender, previous studies), the time of their registration, the seminars they have attended, the title of their Master's Thesis, the supervisor and the other two members of the three-member examination committee and their grades. Instructors and students have access to this platform using personalized electronic codes. In addition, each year it records and sends electronically to the MODIP all data related to the

number of applications to the program, the number of admissions and enrolments, the number of graduates, as well as data related to the overall structure and organization of the studies, the instructors, and the mobility of

students.

Following the collection of all data, the Internal Evaluation Committee (OMEA) proceeds to conclusions and findings regarding the implementation of the academic/artistic goals and research objectives of the Program, as well as the identification of weaknesses and/or challenges which may exist/arise. After the analysis of the data, strategies for dealing with the detected problems are formulated, with the aim of upgrading the quality of the education and the services provided.

Information concerning instructors, the administration, the structure of the Postgraduate Program and the services provided to students are posted on the Department's website in the relevant field.

The access of postgraduate students to the learning tools is also facilitated through the Department's website and the university libraries website. Postgraduate students are also informed about all student services (scholarships, health care, etc.) through the website and the Study Guide. Special care is taken to inform students with disabilities about access to the building and its facilities.

It was reported to the EEAP that internal evaluations take place regularly. Students' surveys regarding their overall satisfaction with courses and services provided by the Postgraduate Program are being conducted through the electronic evaluation of the courses, for which, in accordance with the guidelines of HAHE, standard questionnaires are being distributed during the period close to the end of the semester. Instructors use all relevant information collected through the surveys to improve their courses.

Finally, a steering committee within the Postgraduate Program evaluates information regarding the absorption of graduates and their development in the labour market. The committee is currently considering the creation of an online form in which graduates will enter information about their professional careers.

## **II. Analysis**

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

## **III. Conclusions**

Overall, the EEAP confirms that data collection, analysis, frequency of surveys and decisions being made following the data evaluation are sufficient. The Postgraduate program "Byzantine Musicology and Psaltic Art" uses an integrated system of data collection and analysis that fully aligns with the University's quality assurance system, informs to the highest degree all decision-making bodies within and outside the Department of Music studies, and contributes significantly to short-term, long-



term, and overall strategic planning.

## Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

There are no panel recommendations with respect to this principle.

## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.*

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

### **Documentation**

- ☐ *Dedicated segment on the website of the department for the promotion of the PSP*
- ☐ *Bilingual version of the PSP website with complete, clear and objective information*
- ☐ *Provision for website maintenance and updating*

## **Study Programme Compliance**

### **I. Findings**

The postgraduate program "Byzantine Musicology and Chanting Art" provides information about the structure of its program, the courses and various event it organizes through its website, the Department's website, the website of National and Kapodistrian University of Athens, social media pages, as well as through information brochures, posters and invitations posted at focal points of the Department of Music Studies. The postgraduate program e-mails to stakeholders its actions. Specifically, the postgraduate program's website (<https://byzantinemusicology.music.uoa.gr/>) delivers information about:

- The postgraduate program's quality policy, its objectives and learning outcomes.
- The Regulation mechanisms for managing student complaints and objections
  - The Regulation of academic advisor
  - The internal regulation of the postgraduate program
  - The Research Ethics Regulation
- The Regulation of studies, practical training, mobility, preparation of assignments
- The teaching staff of the postgraduate program, their research and academic activity,

The website contains the following sub-menus:

- Postgraduate program
- Useful files
- Human resources/Teaching staff
- Announcements-Events

It is noteworthy that during student's interviews no one heard about the existence of the postgraduate program neither from its website or the social media. Everyone

stated that they heard about the program from another fellow or by Department of Music Studies website or random via google search. In some of the English documentation the program is referred to as Psaltic Art and in other documentation as Chanting. Both terms are reasonable and have advantages and disadvantages.

## **II. Analysis**

The information provided by the postgraduate program's website is both comprehensive and applicative. However, there are several points reported in the A1 document that don't exist on the website. For instance, there is no information about the Erasmus program, the training program and how students can participate, while on the sub-menu of Postgraduate program the Study Guide (Curriculum) is missing and for each course only the ECTS and the content is included, not the teaching hours or the aim and the learning objectives of each course, as stated in document A1. Another relevant point is that the website isn't bilingual. The only available language is Green Modern. Any information about the administrative and technical staff who support the implementation of the postgraduate program is also missing from the website. Additionally, the Department's website provides only limited information and promotion about the program. Despite the above, the postgraduate program's website needs a lot of updates and reforming in order to improve the quality and aesthetics of public information. To be more accurate, there are some noticeable gaps on the website that must be filled in, such as all the top bottom sub-menus (About, Studies, Services, Links) and the social media buttons. Moreover, there is not any available information about postgraduate program's activities, collaborations and announcements on the main page. Only a few on the sub menu Announcements- Events. A sub-menu called Syllabus should be created and filled in with information regarding Study Guide (Curriculum) and further information for each course (aim, learning objectives, structure, literature, student's evaluation process) as well as the date and the time of each lesson in each semester. Finally, the call for this year's admissions should be available at the website, not only on the Department's website.

## **III. Conclusions**

The EAEE believes that there is a list of changes that must be completed by the administrators of the postgraduate program in order to improve the program's public information. All the information provided by the website should be in a direct, objective, clear and readily accessible way. On the website it appeals to be "hidden" information in various files or hyperlinks for various information (for example, teaching staff CVs, content of the sub-menu Events). Lectures, seminars, conferences, and other events organized by the postgraduate program, the Department of Music Studies and the Music Education Lab, should be on the main page. All the websites have to be synchronized and up-to-date and present any information in an attractive and comprehensible way. Additionally, a social media account would be beneficial for promoting the postgraduate program. Finally, the website of the program should mention the names and further information about the organizations they are collaborating with and all the privileges a student has according to the Findings of Principle 6.

## Panel Judgement

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

- The postgraduate program needs to synchronize and up to date all the websites and social media accounts referring to the program.
- All the content of each sub-menu must be filled in.
- All the information must be provided in an attractive way with less hyperlinks and connections to other websites.
- New sub-menus must be created for the Syllabus of the program
- We recommend a consistent English translation as either Psaltic Art or Chanting Art.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.**

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
  - b) the changing needs of society*
  - c) the students' workload, progression and completion of the postgraduate studies*
  - d) the effectiveness of the procedures for the assessment of students*
  - e) the students' expectations, needs and satisfaction in relation to the programme*
  - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Documentation**

- Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

### **Study Programme Compliance**

#### **I. Findings**

The program uses the internal system for quality assurance that is followed by all academic units and programs at the National Kapodistrian University of Athens. This system is developed and implemented by the quality assurance unit (MO.ΔΙ.Π). The goal is to ensure the high quality of the program offered and the continuous improvement of its educational and research mission. The process follows international practices, especially within the higher education sector of the European Union and is guided by the processes specified by the Hellenic Quality Assurance Agency (HQAA). For example there are regular internal and external reviews as well as accreditations.

The program has followed a clearly specified internal review process from when it was established. This review encompasses evaluation of the courses offered in terms of content in order to reflect current developments in the field of study, the

course workload and completion rates, the satisfaction of the graduate students with the program as well as the provided services and supports. This review is



conducted by all stakeholders involved in the program operation such as faculty members, graduate students, as well as technical and administrative staff. Course surveys are conducted at the end of each term and are also used to inform the internal review process.

The results of the internal review process are collected in a report that also includes suggested actions, an implementation timeline, the required resources, and who will be involved in their implementation. This report is discussed in a meeting chaired by the Director of the graduate program and including faculty, student representatives, technical staff, and administrative staff. This process is also informed by the preparation of accreditation materials, changes in higher education regulations, shifts in employment, and any suggestions by faculty and students about how the program can improve and become more effective.

## **II. Analysis**

Overall, the accreditation panel was well satisfied by the department's performance and efforts in this principle. It is evident that the mechanisms in place work well and that all stakeholders are committed to actively participate. The system is dynamic and is reviewed regularly and methodically.

## **III. Conclusions**

The graduate program is fully compliant in this Principle as well. The self-assessment procedure of the programme takes place annually with provisions for the outcomes of the self-assessment to be properly recorded and submitted to the QAU/MODIP of the Institution. The department clearly values the process and is planning to take concrete actions to address any of the issues raised by the internal

evaluation process.

## Panel Judgement

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>
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Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The department is fully compliant with Principle 9. The institution fully embraces quality assurance mechanisms and reviews and revises these on a frequent and regular basis. We encourage the department to continue on this trajectory of self-reflection and development. In the future it will be important to keep track of how the internal review process leads to

concrete actions and provide examples for future accreditation reviews.

## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### **Documentation**

- ☐ *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

### **Study Programme Compliance**

#### **I. Findings**

The graduate program follows all the procedures for the regular external accreditation of academic programs established by the Hellenic Accreditation Agency (HAHE). The graduate program takes into account recommendations provided by the external panel of experts through the accreditation process to improve and evolve the program over time. This process takes place in coordination with the institution (the National and Kapodistrian University of Athens). The changes take place through coordination of various committees in the academic unit and the institution.

#### **II. Analysis**

The graduate program fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis.

#### **III. Conclusions**

The graduate program is fully compliant with Principle No. 10.

## Panel Judgement

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

We encourage the graduate program to continue on this path of professional self-reflection and development and we commend all actions taken to ensure that the program is always up

to date with the needs and expectations of its students, faculty and staff.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- Overall the committee was satisfied with the external accreditation review process. The graduate program has a steady stream of students and has followed best practices in performing internal reviews, collecting information from all stakeholders, and responding to the changing needs. The committee would also like to note that the program was able to adapt successfully and weather the challenge of the Covid years. Both the current students and the graduates of the program that the committee had the chance to interact with spoke in very positive terms about the program and their experience with it.
- The program follows best practices related to quality assurance, in coordination with the University quality assurance unit, under the quality assurance framework that is followed by all public Greek Universities. It is clear that the program takes this process seriously and does not treat it as a formality.
- The number of ECTS/courses follows common practices for graduate degrees across the European Union.
- Students provide regular feedback through informal discussions as well as anonymous surveys after the completion of each course. It is clear that the program “listens” to the students.
- It is clear that both the current graduate students and the alumni of the program highly value what they learned and have high respect for the faculty members involved in the program.
- The program follows clear procedures of student-centred learning.
- There are clear procedures for admission, student progression through the program, and graduation, following standard practice in Greece and the European Union more generally.
- The teaching staff have strong academic records and are active in many different ways in the academic community of Byzantine music scholarship. Despite the extra workload of the graduate program they are able to maintain active research careers and contribute to the scholarship in their field.
- The topic of study is unique internationally and very important.
- The faculty are well renowned experts in their field and committed to making the program a success

### **II. Areas of Weakness**

- Comprehensive, public information about the program is not synchronized and updated among the modes of delivery. It appears also hard to access through the current digital documents instead of directly accessing it through hyperlink navigation.
- Faculty put a lot of extra work beyond what is required to the program.
- The program in terms of students is lopsided between the two concentrations (Byzantine Musicology and Psaltic Art).



- The two concentrations have two completely different sets of courses with no overlap.
- The learning outcomes and content of the Psaltic Art courses could be more detailed.

### III. Recommendations for Follow-up Actions

- The diploma supplement should be provided by default and not only upon request by the student
- There should be consistent terminology in the documentation about the program (Psaltic or Chanting)
- There should be some overlap between the Byzantine Musicology courses and the Psaltic Art courses. This could be in the form of a common course as well as introducing theoretical classes mixed with the practical one-on-one classes of the Psaltic Art specialization
- The Psaltic Art concentration is important and needs to grow in terms of number of students
- More detailed information about the content and learning outcomes of the Psaltic Arts courses and especially their theoretical components should be provided. From discussions with the faculty this is done in the teaching of the courses but not as well reflected in the associated documentation
- The graduation requirements for the Psaltic Art concentration (recital + thesis) should be documented in more detail
- The Department/PSP provides more information with regards to the Erasmus+ opportunities for students on their website
- The Department of Music Studies should consider alleviating faculty overload and to allow additional time for faculty members to engage more in scholarship activity.
- While faculty are encouraged to participate in international scholarly activities, such as conferences, there is a lack of adequate financial support for their participation. Additional funds need to be allocated for this purpose.
- The postgraduate program could consider hiring at least one more external partner or collaborate with a professor from another Department to alleviate the teaching load A dedicated space for the exclusive use of the postgraduate program would improve the student experience.
- Possible Synergies with the English graduate program in Byzantine Performance should be explored

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 3, 4, 5, 6, 7, 9, and 10.**

The Principles where substantial compliance has been achieved are:

**2.**

The Principles where partial compliance has been achieved are:

**None.**

The Principles where failure of compliance was identified are:

**None.**

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. TZANETAKIS GEORGE (Chair)**

Department of Computer Science, Faculty of Engineering, University of Victoria

**2. ECONOMIDOU STAVROU NATASSA**

Department of Music and Dance, School of Education, University of Nicosia, Head of the Department (2016-2018)

**3. KALLIS VASILIS**

Department of Music and Dance, School of Education, University of Nicosia

**4. LIAROPOULOS PANAGIOTIS**

Berklee College of Music

**5. LITOS IOANNIS**

University of Macedonia