

Doc. 300.3.1

Date: 15.1.2022

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty:** Education
- **Department:** Music & Dance
- **Department's Status:** Currently Operating

- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Πτυχίο Μουσικής (4 έτη, 240 ECTS, πτυχίο)

In English:

Bachelor of Music (4 years, 240 ECTS, Cycle 1)

Programme 2

In Greek:

Πτυχίο Χορού (4 έτη, 240 ECTS, πτυχίο)

In English:

Bachelor of Arts (Dance) (4 years, 240 ECTS, Cycle 1)

Programme 3

In Greek:

Programme Name

In English:

Programme Name



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].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit took place on 13th of January 2022. All meetings were hybrid (in presence and online), 1 of 4 assessors was taking part online. The assessors met with the Rector, Vice Rector of Academic Affairs & Quality Assurance, Dean School of Education, Associate Dean, Head of Department of Music and Dance, Programme Coordinator, Member of Quality Assurance Committee, Former Head of the Department of Music and Dance, member of the office of the Vice Rector for Academic Affairs, various Associate Professors, various Assistant Professors, various lecturers in dance and undergraduate & graduate students. The assessors toured through selected parts of the departmental space.

The assessors clearly have to point out two things:

1) The programme Master of Music (3 semesters, 90 ECTS, Cycle 1) is NOT part of this evaluation, although it is mentioned in the delivered documents dated from 2019. Just a very short time before the site visit the assessors received an updated version of the evaluation papers. The members of the university confirmed orally that the programme Master of Music will not be offered anymore.

The programme Master of Music is still visible on some sites of the website of the university but currently no students are enrolled and no new student will be accepted.

2) The assessors evaluated the Department of Music and Dance under the view of integrating the updated/newly accredited programme Bachelor of Music.

In general it must be mentioned that assessors demand receiving correct and updated material only. This material should be submitted within a certain time before the onsite visit.

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
Elena Kadi	Student representative, postgraduate student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

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Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

1. The Department of Music and Dance offers a comprehensive suite of programmes in music (with thematic areas in education, composition and music technology) as well as in dance. 2. Music joins well with the dance, students can take elective subjects from both.

Provide suggestions for changes in case of incompatibility.

None

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	3

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

The Department offers indifferent informations about the Master programme, which is currently not running and not part of the current evaluation. The members of the Department are quite well informed about their students, but more in an informal personal way than with an effective communication mechanism, e.g. alumni club.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5

1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

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

Procedure to select teaching staff for musical instruments is not adequately demonstrated about its effectiveness. There is space of improvement in attracting high level students like being pointed out in their own SWOT analysis.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

All numbers are taken from the transmitted paper from 2019 (page 221 of doc. 200.3): Expecting 25-30 Cypriot students and 6 international students (Greece 2-3, Ukraine 1, Russia 1, Israel 1)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The assessors found a happy and well-organized unit with good resources and facilities. It is a collaborative community, sharing their ideals to each other. Processes are well documented and transparent.

Strengths

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

Resulting from the relatively small number of teachers and students, the department together with the alumni shares a family-like atmosphere which encourages productive collaborations.

Areas of improvement and recommendations

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

The mission statement on the website is for the whole university. The assessors have not found any mission of the Department of Music and Dance.

A Policy for Quality Assurance is in existence but not published on the website. Alumni connection should become a more formalized mechanism. Data analysis would improve departments work and profile.

Procedure to select teaching staff for musical instruments is not adequately demonstrated about its effectiveness. There is space of improvement in attracting high level students like being pointed out in their own SWOT analysis.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	compliant
1.2 Connecting with society	compliant
1.3 Development processes	compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5

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

No departmental document for quality assurance was found on the website although it is in existence (see evaluation documents).

2. Quality Assurance		
2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	3

2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	3
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	na
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	na
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	na
2.2.20	There is a clear policy on authorship and intellectual property.	5

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

The assessors found certain weaknesses in the analysis and publishing of graduate's employment informations. The assessors found certain weaknesses in the provision of online databases regarding music, especially RILM and RISM.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The assessors found that quality assurance is embedded in departmental practices and reflects best European and international standards.

Strengths

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

Regulations and institutional frameworks of quality assurance are strong, transparent, well documented and truly connected to the practice of university life.

Areas of improvement and recommendations

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

The assessors found certain weaknesses in the analysis and publishing of graduate's employment informations. The assessors found certain weaknesses in the provision of online databases regarding music, especially RILM and RISM.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	compliant
2.2 Quality assurance for the programmes of study	compliant

3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	4
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11	Internalization of the Department and external collaborations.	na
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Removing the burden of a lot of administrative work from the teaching staff by providing the department with additional secretarial help would support the teaching staff to work more in the fields of research for achieving more output, which will influence positively both the students as well as the teachers.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The assessors found that the governance of the Department works well and in alignment with the University's expectations.

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 followed by or linked to the recommendations of how to improve the situation.

Removing the burden of a lot of administrative work from the teaching staff by providing the department with additional secretarial help would support the teaching staff to work more in the fields of research for achieving more output which will influence positively both the students as well as the teachers.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	compliant

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. None		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. None		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Music and Dance has unquestionably cultivated with great care a programme distinguished by its student-centred learning environment.

The assessors found a range of good-quality teaching and learning practices.

Strengths

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

The assessors found that a particularly striking feature of Panel meetings with stakeholders was the repeated expression of the deep mutual respect that exists between students and teachers.

Designing new programmes and monitoring existing programmes are accurately elaborated processes involving relevant stakeholders.



Areas of improvement and recommendations

A list of problem areas 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>
4.1 Planning the programmes of study	compliant
4.2 Organisation of teaching	compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

There are no visiting Professors in Music, only in Dance.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

8; 0; 3; 0

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Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The assessors examined the curricula vitae of the full-time and part-time teaching staff. The relatively large proportion of special teaching staff and part-time teaching staff can be justified by the specific needs of a department offering programmes in two different artistic performing areas.

Strengths

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

The assessors found out that the department has achieved a successful integration of scholars and artists within the same community of higher education.

Areas of improvement and recommendations

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

The assessors suggest to increase the number of masterclasses and visiting professors in the programme.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	compliant
Teaching staff recruitment and development	compliant
Synergies of teaching and research	compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	na
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

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

There is space for improvement in terms of integrating research results into teaching.
The assessors cannot judge the funding of other departments in Cyprus and abroad.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The assessors examined all submitted documentations from the point of view of research.
The teaching staff has produced a satisfactory number of research projects and scholarly publications during the reviewed period.

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 followed by or linked to the recommendations of how to improve the situation.

There is space for improvement in terms of integrating research results into teaching.

The absence of a Master in Music and PhD is a barrier to developing the students' research abilities.

Artistic achievements should be included in the area of research as well.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	compliant
External and internal funding	compliant
Motives for research	compliant
Publications	compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
 3: *Partially compliant*
 4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	na
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	na
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The assessors have not received any specific information either about profits and donations and their use or about periodically reviewed support facilities.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

There are sufficient financial resources to support the functions of the department.

Strengths

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

The embeddedness of a small department in a large university secures a safe and predictable financial environment for teaching music and dance due to the commitment of university's general policy.

Areas of improvement and recommendations

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

None

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	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 Department under review may be achieved.

The assessors found a well-managed department with ambitious students and a coherent set of programs.

The assessors have not been provided with material about the Bachelor of Dance for supporting their evaluation work.

The assessors are satisfied about the Department's commitment to excellence, as it manifests itself in its policy of quality assurance.

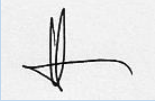
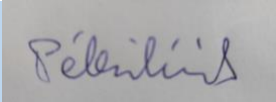
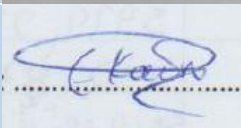
The assessors evaluated the Department of Music and Dance from the point of view of integrating the updated/newly accredited programme of Bachelor of Music.

In general it must be mentioned that assessors demand receiving correct and updated material only. This material should be submitted within a certain time before the onsite visit.

The panel recommends to install in the future the following programmes:

- Master in Music
- PhD

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Michael Posch	
Prof. Anastasia Siopsi	
Prof. Lóránt Péteri	
Elena Kadi	

Date: 23 January 2022

