

Doc. 300.2.1

# External Evaluation Report (Institutional)

Date: 03.03.2023

- **Higher Education Institution:**  
ARTE MUSIC ACADEMY
- **Town:** Nicosia
- **Institution Status:** currently operating

**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The onsite visit took place on 28.2.2023. The assessors met the Head of the Institution (director and Head of course Mrs. Pitsa Spyridaki), the Internal Evaluation Committee (Vice president Mrs. Pitsa Spyridakis, Secretary Dr. Ayis Ioannides, Head of Composition Orientation Andreas Moustoukis, Head of student admission Egli Spyridaki, student member Ioulis Georgakopoulos), Head of Academic Orientation & Music Education (Dr. Anastasia Hasikou), Head of Library (Andromachi Spyridaki), Assistant Librarian (Spyros Spiridakis) and various members of the academic and administrative staff, students and alumni.

The assessors toured through selected parts of the building of the academy, attended classes and listened to a short musical presentation of various students.

The members of the staff fully collaborated with the assessors during the accreditation process and provided the additional requested information in a timely and professional manner.

The assessors appreciated the warm welcome and hospitality of the members of the Arte Academy.

## B. External Evaluation Committee (EEC)

Name	Position	University
<b>Anastasia Siopsi</b>	Head of Music Department	Ionian University Corfu
<b>Lóránt Peteri</b>	Head of Musicology Department	Liszt Ferenc Academy of Music
<b>Michael Posch</b>	Dean Faculty Music	MUK University of Music and Arts of the city of Vienna
<b>Maria Christoforou</b>	Student representative	University of Cyprus
<b>Ioustini Pilidi</b>	Head of Career Office	University of Cyprus
<b>Alexis Valiantis</b>	Civil Engineer	---

### C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

## 1. Building facilities

### 1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		Yes
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

No deficiencies noted. It is noted that the building is a listed heritage building built in the 1910's and thoroughly restored in 1998 – 2000. The building has a building permit and certificate of Final Approval which correspond to the actual in situ conditions.

## 1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies. It is noted that the 2<sup>nd</sup> floor is not accessible to wheelchair access. The 2<sup>nd</sup> floor hosts the library, 5 teaching rooms, the secretariat, storage for the library and WCs. The bottom level (semi basement) and the ground floor are accessible to wheelchairs through access ramps. These two levels include several teaching rooms as well as the events room. According to the institutes' representatives, when required, they make arrangements so that the lectures or consultation or any other operation are held in the areas that are wheelchair accessible. Given the fact that it is a listed building of important architectural heritage, which has been permitted by the Town Planning Authority and by the municipality as tertiary school, it is up to CYQAA to accept the limited access to the 2<sup>nd</sup> floor. The Civil Engineer Evaluator's opinion is that considering the above-mentioned limitations and considering the alternative solutions / arrangements provided by the institute, it could be accepted based on the fact that the responsible authorities (Town Planning and Municipality) have approved it.

## 2. Student Welfare Services

**Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.**

<b>2. Student Welfare Services</b>		<b>Satisfactory - Poor - Unsatisfactory</b>
2.1	Special access for students with disabilities (PWD)	Unsatisfactory
2.2	Recreation areas	Unsatisfactory
2.3	Policy and statutes for academic student support	Unsatisfactory
2.4	Policy and statutes for financial student support	Poor
2.5	Counselling services	Unsatisfactory
2.6	Career office	Unsatisfactory
2.7	Service linking the institution with business	Unsatisfactory
2.8	Mobility office	Unsatisfactory
2.9	Student clubs/organisations/associations	Unsatisfactory
2.10	Other services	Choose answer

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

2.1. There is no access for PWD to the first floor of the building, where the library, the events room and other classrooms are located. Additionally, there is no policy and procedures for the admission of students with disabilities or for the provision of equipment or facilities that will support the students with disabilities to perform satisfactorily during their studies. There are also no policies for the Faculty Members that accommodate students with special disabilities in classroom (e.g. deaf/hearing impaired students, blind/visually impaired students, mobility/coordination impaired students, students with medical conditions).

2.2. Within the premises of ARTE there is a kitchen area which is free for all students to prepare their beverages and warm up their food. However, no other recreational services are provided to the students. Suggestion: ARTE is located in the city centre, therefore potential cooperation with local businesses (cafeterias and restaurants, gym, other entertainment venues) in combination with a benefits and discount plan for students and alumni are suggested for ARTE in order to develop a package of recreational services and facilities that will also encourage the student life.

2.3. According to the Institution's Internal Regulations, each student chooses their own Advisor, who gives academic advice and guidance, as well as on personal issues. Due to the small number of students, there is a personal communication between students and staff. However, the policy of academic support should be revised to include information regarding



the registration procedures, the academic advising procedures, the role and responsibilities of the academic advisor, the attendance and withdrawal policies, examinations policy etc.

2.4. According to ARTE, a full or partial scholarship may be awarded to a prospective student with outstanding performance in Middle School music courses. A full or partial scholarship can be given to a prospective student with excellent performance on the instrument and in theory while studying at a Conservatory or Music School. A full or partial scholarship may be awarded to a student who has obtained a high score in their entrance exams. Additionally, a student can secure a scholarship, full or partial, if he has obtained distinction in his main subject and in at least four other compulsory subjects of the previous year. Discounts and payment arrangements are also offered to help students. However, it is noted that there are no policy and procedures for the financial student support that is provided to potential candidates/students (terms, criteria, process, etc).

2.5. Counselling services are not provided to the students. At first stage, this should be addressed with the collaboration of ARTE with private or public qualified counsellors that would provide counselling services directly to the students. Additionally, further initiatives regarding the education and information of the students through workshops, seminars, lectures on crucial mental, psychological, and social topics, will contribute to the students' welfare.

2.6 and 2.7. Career Services are not provided to the students. There are no procedures/ mechanism in place for the employment/ placement of the students and alumni, neither for the tracking of the alumni (only form personal contacts, due to small number of alumni). The employment opportunities are usually arisen from the networking of the teaching staff. No workshops and training are provided to the students to prepare them for the labor market (CV writing, Interview skills, etc). Even if there are some elective courses in the curriculum that provide some practical experience to the students (e.g. Διδακτική ενόργανης μουσικής), according to ARTE, no students attend these courses the last years.

2.8. Even if ARTE is registered at the Erasmus+ from 2018, there are no Erasmus Agreements in place. Therefore, the students are not encouraged to participate in mobility programmes and the ARTE has not host any incoming students until now.

2.9. According to ARTE, there is a Student Union and the students' representatives are participating in the Faculty Board and the Committees (Academic, Administration, Disciplinary). However, there is no policy and procedures for the Student Union and the Committees. Regarding the Student Clubs, there is only one club with 5 members (New Music Ensemble) with limited volunteering activity.

### 3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3 Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Poor
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Poor
3.4	Technical support	Poor

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

Ad 3.1: The assessors suggest the provision of RILM and RISM for enriching the set of online resources. The assessors could not find any critical edition and, in any case, suggest the provision of e.g. Oxford Music Online and such online resources of musical scores like Alexander Street.

Ad 3.3: The assessors suggest the provision of music related software and equipment serving electronic music.

Ad 3.4: "There is no specialized technical support in the academy. Teachers used their personal laptops for their classes." (Application, page 11) The assessors suggest optimizing the current situation.

## D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For 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:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *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, 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 Institution based on evidence from the Institution'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 report may also address other issues which the EEC finds relevant.*

## 1. Institution'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**

**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. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	4
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	3
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	2
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Ad 1.1.1: The assessors consider "Our Philosophy" (website) as a public available mission		

statement of the institution. The mission statement, however, should deal with the role of the Institution in society to a substantially larger extent.

Ad 1.1.2: The assessors have not been provided with a strategic plan before the onsite visit. The Institution transmitted a strategic plan 2023-2027 due to a request of the panel.

Ad 1.1.3: The assessors suggest a periodical revision and adaption of the strategic plan.

Ad 1.1.6: The assessors got the impression that graduates and external professional and artistic / scientific associations have not participated in the creation of the Institution's development strategy.

1.1.7: The assessors have not found any mechanism for collecting and analysing data for the Institution's academic development apart from collecting data from the evaluation of courses by the students (handwritten questionnaire).

## 1.2 Connecting with society

1 - 5

1.2.1 The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.

4

1.2.2 The Institution provides sufficient information to the public about its activities and offered programmes of study.

4

1.2.3 The Institution ensures that its operation and activities have a positive impact on society.

4

1.2.4 The Institution 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.

Ad 1.2.4: The assessors have not been provided with statistic analyses regarding success & drop-out rates and career paths of graduates, even if the teachers of the Institution has up-to-date information on the career paths of their alumni through individual personal communication.

## 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 research and effectively carry out their work.

1

1.3.2 The Institution has a two-year growth budget that is consistent with its strategic planning.

3

1.3.3 Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.

2

1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	2
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	2
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	2

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

Ad 1.3.1: The assessors could not find any procedures and measures being in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.

Ad 1.3.2: A two-year growth budget is in existence but it is not consistent with the submitted strategic plan.

Ad 1.3.3: The assessors could neither find a plan for recruitment academic staff nor a plan for their development according to European higher educational standards.

Ad 1.3.4: The assessors were informed that the number of the registered students of the Institution is 15 in comparison to 56 as maximum number of students the Institution want to receive. The Institution should strengthen or even radically change its strategy of attracting prospective students from Cyprus. The assessors appreciate the fact that in the strategy plan the installation of new ways to find prospective students is included.

Ad 1.3.5: The Institution does not have any experience with attracting high-level students from abroad.

Ad 1.3.6: Given the low number of students, a budget being based almost exclusively on tuition fees cannot maintain a secure development and growth of the Institution. The assessors appreciate the fact that in the strategy plan new sources of income are included.

Additionally, write:

- Expected number of Cypriot and international students  
2023/24: 20 (unspecified)  
2024/25: 25 (unspecified)
- Countries of origin of international students and number from each country  
Not specified

[Click to add text](#)

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

Important processes of the Institution are not in line with the fundamental standards of the European higher educational area.

### Strengths

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

The Institution has established its function in the music life of Nicosia and the entire country and utilizes its connections to society to create professional experiences for the students.

### 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 recommend the Institution to fulfil the aims included in the strategic plan submitted to the panel with special attention to the recruitment of the academic staff and improvement of the financial status.

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

Sub-Area	<i><b>Non-compliant / Partially Compliant / Compliant</b></i>
1.1 Mission and strategic planning	Partially compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Non-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 Ensuring quality 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 Institution has a policy for quality assurance that is made public and forms part of its strategic management.		3
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		3
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		1
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:		
	2.1.4.1	The teaching and learning	3
	2.1.4.2	Research	1
	2.1.4.3	The connection with society	4
	2.1.4.4	Management and support services	3
2.1.5	The quality assurance system promotes a culture of quality.		4



2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	4
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	N/A
2.1.8	Graduates receive documentation explaining the qualification gained.	3

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

Ad 2.1.1: A policy for quality assurance is in existence but not published on the website.

Ad 2.1.2: Structures and processes are in existence but without involving external stakeholders.

Ad 2.1.3: The assessors neither have been provided with a policy for gender & diversity & equal treatment nor with guidelines against intolerance of any kind or discrimination against the students or staff. No information can be found on the website.

Ad 2.1.4: The internal Quality Assurance Committee does not reflect to the quality standards and indicators in the self-evaluation (Annex 14).

Ad 2.1.7: Since the Institution is running only a Bachelor programme, it does not have to deal with recognition of certificates issued by other educational institutions.

Ad 2.1.8: The assessors have neither been provided with a certificate in English nor with a diploma supplement.

## 2. Quality assurance

2.2 Ensuring quality 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 Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	2

2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.		4
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.		4
2.2.8	The Institution ensures that effective methodology is applied in the learning process.		4
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.		4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	4
	2.2.10.2	Library	3
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	4
	2.2.10.4	Technological infrastructure	3
	2.2.10.5	Support structures for students with special needs and learning difficulties	2
	2.2.10.6	Academic Support	4
	2.2.10.7	Student Welfare Services	2

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

Ad 2.2.5: A policy dealing with plagiarism is in existence but mechanisms for identifying and preventing it (e.g. Turnitin) are not.

Ad 2.2.10.2: referring to 3. Infrastructure within this document

Ad 2.2.10.5: referring to 2. Student Welfare Services within this document

Ad 2.2.10.7: referring to 2. Student Welfare Services within this document

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

Although the general frameworks of higher educational quality assurance are present in the Institution, some relevant areas (research, plagiarism, gender & diversity & equal treatment, etc.) are not sufficiently covered by the quality assurance policy.

### Strengths

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

Course descriptions including requirements are clear and transparent.

### 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 recommend developing the Institution's policies for gender & diversity & equal treatment and guidelines against intolerance of any kind or discrimination against the students or staff as well as research and plagiarism.

The assessors recommend to include crucial information about the Institution's policies on their website.

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

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

### 3. Administration (ESG 1.1)

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 in force and the Institution's declared mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	3
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	3
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	N/A
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	N/A
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	N/A
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	4

3.8 The administrative structure is in line with the legislation in force and the Institution's declared mission.

4

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

Ad 3.3: As a result of the broad overlap between the academic and administrative staff and the owners, control over decisions in the sense of checks & balances is limited.

Ad 3.4: The assessors find a clear dissemination of decisions but miss the transparency in the decision-making process.

Ad 3.5: Given the small size of the Institution, it is reasonable that the academic staff is not divided into schools and / or departments.

Ad 3.6: see 3.3 and 3.4

Ad 3.8: same question like 3.1.

### Findings

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

As a result of the broad overlap between the academic and administrative staff and the owners, control over decisions in the sense of checks & balances is limited.

### 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.*

The assessors recommend installing a structure of check & balance.

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 Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	3

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

Ad 4.1.5: In order to get their BA certificate, students with orientation "composition", "music education" / "academic study of music" only have to collect additional ECTS-points from courses without a final presentation or examination. A research-based, written BA-thesis is not demanded for any orientation.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution 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.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><a href="#">Click to add text</a></p>		

### Findings

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

Due to the ESG and the existing legislation the planning of the programme is compliant. However, getting the BA-degree at the end of studies within the different orientations is not consistent and final examination is not separated from the regular course of the studies. Written theses are missing in each orientation.

### Strengths

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

Personal communication on professional matters is continuous and effective between students and teaching staff.

### 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 recommend a reworking of the BA-curriculum to clarify the function, naming and content of individual orientations and to thoroughly elaborate the final examinations of each



orientation with special regard to the general criteria of BA-degrees in the European higher education area.

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.	2
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	5
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.	N/A



5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
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.	1
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	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	1
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	5

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

Ad 5.1: The assessors received the oral information from the members of the teaching staff participating in the meeting that they are teaching on the basis of self-employment and paid per given teaching hours. They do not have permanent contracts or any proper academic job. The status of the members of the academic staff (full-time or part-time / employed in academic position or paid on the basis of teaching hours) is unclear in the documents submitted by the Institution.

Ad 5.6: see 5.1

Ad 5.8: see 5.1

Ad 5.9: same questions like 5.3.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work  
The assessors have not been provided with written information about the volume (full-time / part-time / hourly basis) and the nature (tenure / temporal) of employment.
- Number of special teaching staff working full-time and having exclusive work  
The assessors have not been provided with written information about the volume (full-time / part-time / hourly basis) and the nature (tenure / temporal) of employment.
- Number of visiting Professors  
N/A
- Number of special scientists on lease services  
N/A

Even if the Institution transmitted a list of “visiting Professors” (Table 14, Visiting teaching staff) it appeared through the conversations in the onsite visit that those colleagues were invited to give masterclasses.

### Findings

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

The assessors have not been provided with written information about the volume of employment (full-time / part-time / hourly basis) and the nature (tenure / temporal).

The assessors received the oral information from the members of the teaching staff participating in the meeting that they are teaching on the basis of self-employment and paid per given teaching hours. They do not have permanent contracts or any proper academic job.

### Strengths

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

During the meeting with members of the teaching staff the assessors observed their genuine interest in the subjects they teach and in their students' development.

### 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 urge the Institution to create permanent / full-time positions for the academic staff in the required number of 70%.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Non-Compliant

## 6. Research

(ESG 1.1, 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 Institution has a research policy formulated in line with its mission.	2
6.2	The Institution 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.	1
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	2
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	1
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	3
6.6	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 Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.7	The Institution 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
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	3
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	1

6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	1
6.11	The programmes of study implement the Institution's recorded research policy.	3

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

See Findings

### Findings

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

Research of the academic staff is undertaken outside the financial and organisational frameworks of the Institution by certain members of the academic staff.

The Institution lacks internal and external funding of research.

The research policy therefore does not have a financial background.

The policy itself lacks vision, structure and specific goals.

### 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.*

The assessors recommend the Institution to find its goals in the fields of research and to finance research activities.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Non-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 institution has sufficient financial resources to support its functions, managed by the Council/Senate.	3
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	1
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	1
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution'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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Ad 7.1, 7.3, 7.4: The assessors could note find any resources to increase the number of full-time academic staff and to start financing their research activities.		

### Findings

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

The Institution presented the document of the assessment of risks to the assessors.

The Institution has external audit on a yearly basis.

The assessors could not find any resources to increase the number of full-time academic staff and to start financing their research activities..

### 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.*

The assessors recommend the Institution to put the Institution on secure basis.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Partially Compliant

## E. Conclusions and Final Remarks

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

The assessors found a family-like Institution with a friendly interaction between students and teachers that facilitates successful delivery of the study programme and a reaching out to society with various musical activities. The teaching staff is strongly committed to the Institution despite the very limited financial circumstances. Regarding qualifications, professional skills and experiences the teaching staff represents a high level and is dedicated to their work.


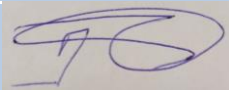
During the two decades that have passed since the foundation of the Institution, the Higher Educational Environment has been radically transformed. It was certainly an overwhelming challenge to maintain and possibly develop and adapt to new circumstances a music academy of Nicosia whose size is planned for a maximum of 56 students.

The fundamental changes bring to effect in larger institutions at least partially by a specialized administrative staff whose employment could be hardly financed from the budget of such a small institution as the Arte Academy.

There are, however, other barriers in the practices of the Institution which seem to counteract the renewal of its running: Overlaps between owners and academic and administrative staff, lack of financed research, lack of full-time teaching staff and a budget which prevents the Institution from substantial development.

Because of the lack of effective internal and external quality assurance mechanisms and the lack of policies in various fields the Institution can hardly meet the standards of the European Higher Educational Area.

## F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Anastasia Siopsi	
Lóránt Péteri	
Michael Posch	
Maria Christoforou	
Ioustini Pilidi	
Alexis Valiantis	

Date: [Click to enter date](#)



