

PILOT PROJECT

ANVUR Report

Periodic Accreditation of State AFAM Institutions

Conservatory of Music of Benevento

Approved by the Executive Board with Resolution No. 236 of 4/10/2023

Summary

FOREWORD	3
1. EXECUTIVE SUMMARY	3
2. STRENGTHS AND AREAS FOR IMPROVEMENT: SUMMARY AND FINAL RECOMMENDATIONS OF THE AGENCY	5
Annex 1 – CEV AFAM Final Report	11

FOREWORD

In the framework of the pilot project "Quality Assurance in State AFAM Institutions", the visits have the exclusive purpose of testing the Standard Model for periodic accreditation approved by ANVUR's Governing Council in its meeting of 12/01/2023¹. The Model was defined with the contribution of an international working group appointed by ANVUR in 2020 and composed of experts indicated by the European Agencies EQ-Arts, MusiQuE and ESU, and subject to consultation with the main stakeholders of the AFAM system (Conferences of AFAM Institutions and AFAM Students, MUR, CNAM and CIMEA).

The first phase of the pilot project envisages the realisation of 3 experimental periodic accreditation visits during 2023 for 3 institutions selected by ANVUR on the basis of criteria of typological and geographical representativeness among those that have voluntarily expressed their willingness to participate: 1) Academy of Fine Arts in Rome (on-site visit: 08-09-10 May 2023); 2) Conservatory of Music in Benevento (on-site visit: 29-30-31 May 2023); - Conservatory of Music in Trieste (on-site visit: 09-10-11 October 2023).

Over the next two years, ANVUR intends to extend the experimentation to all the institutions that have applied (10 state AFAM institutions), with the aim of using the results of the experience to develop a quality assurance model applicable, in the future, to the entire AFAM system.

1. EXECUTIVE SUMMARY

The Conservatory of Music "Nicola Sala" of Benevento was one of the institutions, among those who applied, selected by ANVUR to undergo the testing of the Model of Standards for the periodic accreditation of State AFAM Institutions provided for in the pilot project conducted by the Agency. The Model drawn up consists of nine Standards divided into Points of Attention (PoA) for each of which an assessment is divided into strengths and areas for improvement.

After having agreed with ANVUR on the timing of the whole procedure, which started at the end of March 2023, the Conservatory of Benevento sent its Self-Assessment Report for each of the 9 Standards and related Points of Attention (PoA) on 12 May 2023, produced according to the protocols defined and proposed by the Agency and accompanied by the supporting documentation indicated in the Standard model drawn up by ANVUR.

Subsequently, the Commission of Evaluation Experts (CEV-AFAM), appointed by choosing the evaluating Experts among those on the ANVUR Register of Experts for the AFAM sector, on the basis of the disciplinary field to which the programmes being evaluated belong, started the on-desk document analysis. This preliminary analysis allowed the Experts to identify the peculiar characteristics of the Institution with particular reference to Quality Assurance aspects and to identify, albeit still preliminarily, the strengths and areas for improvement with respect to each point of attention outlined in the Standard Model.

The on-site visit by the CEV-AFAM took place from 29 to 31 May 2023 at the Conservatory's premises in Benevento. During the on-site visit, the President, the Director, the Vice Director and member of the Academic Board, the Delegates representing the governing bodies, the Administrative Director and the Director of Accounting, as well as other staff involved in the management of financial, structural and personnel resources,

¹ https://www.anvur.it/wp-content/uploads/2023/03/Modello-di-Standard-AP-AFAM_def.pdf

the Evaluation Board and members of the Student Council were met. During the visit, it was also possible to meet a group of students from the selected study programmes and visit the Conservatory's facilities, in particular the library, the study rooms, the recording studio and the organ hall named after Benedetto Bonazzi. Finally, the CEV-AFAM was able to attend two concerts given by the Conservatory's students, one at the Basilica of the Madonna delle Grazie in Benevento and the second at the Complesso San Vittorino, a structure managed by the Conservatory in which musical events are held periodically. The entire CEV-AFAM participated in the visit to the Conservatory, which took place according to the programme shown in Table 1.

Tab. 1 - Site Visit Programme at the 'Nicola Sala' State Music Conservatory of Benevento

DATE and TIME	MEETING WITH REPRESENTATIVES OF THE INSTITUTION	LOCATION
29 May 2023 14:30	Introductory meeting of the CEV-AFAM with the President and Director of the institution and a small group of its delegates.	State Conservatory of Music 'Nicola Sala' of Benevento
29 May 2023 15:00	Presentation of the institution's policies (President, Director and their Delegates, Representatives of the governing bodies)	
29 May 2023 16:30	Meeting with those responsible for managing financial, structural and personnel resources.	
29 May 2023 6.30 p.m.	Concert by Conservatory students	Basilica Madonnadelle Grazie in Benevento
30 May 2023 09:00	Meeting on the Internal Quality Assurance System (Evaluation Board, and support staff).	State Conservatory of Music 'Nicola Sala' of Benevento
30 May 2023 09:45	Meeting on the implementation of teaching quality policies (Director and responsible institutional figures).	
30 May 2023 10:30 a.m.	Meeting on the implementation of Research Quality and Third Mission policies (Director and responsible institutional figures).	
30 May 2023 11:30	Meeting with all members of the Student Council and with student representatives in the University bodies.	
30 May 2023 12:30	Meeting on student services (lecturers and technical-administrative staff responsible for services, including Orientation, Placement, Internationalisation, arts activities, library services).	
30 May 2023 14:30	MEETING WITH GROUP OF STUDENTS: <i>DCPL15 - Composition, Department of Theory and Analysis, Composition and Conducting;</i> <i>DCPL67 – Popular music - Ind. Canto Pop/Rock, Dipartimento di Nuove tecnologie e linguaggi musicali;</i> <i>DCSL21 – Didattica della musica, Dipartimento di Didattica</i>	State Conservatory of Music 'Nicola Sala' of Benevento
30 May 2023 15:30	Visit to the structures and infrastructures of the study programmes being evaluated (classrooms, study rooms, laboratories, libraries, etc.) and to the general structures of the institution.	State Conservatory of Music 'Nicola Sala' of Benevento

30 May 2023 16:00	MEETING WITH GROUP OF STUDENTS: DCSL35 - Vocal Chamber Music, Department of Singing and Music Theatre; DCSL64 - Electronic Music - Ind. Music and Record Production, Department of New Technologies and Musical Languages.	State Conservatory of Music 'Nicola Sala' of Benevento
30 May 2023 17:00	Meeting with a small group of external stakeholders.	State Conservatory of Music 'Nicola Sala' of Benevento
30 May 2023 18:30	Concert by Conservatory students	San Vittorino Complex
31 May 2023 10:00 a.m.	Concluding meeting with the President, the Director and representatives of the Institution's bodies in which the CEV-AFAM summarises the main elements that emerged during the on-site visit.	State Conservatory of Music 'Nicola Sala' of Benevento

On 11 July 2023, the Conservatory received the Preliminary Report of the CEV-AFAM, containing the Experts' evaluations for each of the attention points included in the Model. The Conservatory announced in early August 2023 that it had no Comments in response to what it had received. The CEV-AFAM therefore prepared at the end of August 2023 the Final Report attached to this Report (*Annex 1*), which allowed the ANVUR Governing Board to formulate the recommendations reported in Chapter 2.

2. STRENGTHS AND AREAS FOR IMPROVEMENT: SUMMARY AND FINAL RECOMMENDATIONS OF THE AGENCY

Below we summarise, by standard, the main strengths and areas for improvement highlighted by the AFAM CEV in the attached Final Report (*Annex 1*).

STANDARD 1 - QUALITY ASSURANCE POLICY [ESG2015 1.1 Policy for quality assurance] The institution has a quality assurance policy that is integrated into its management strategy and made public. Internal stakeholders develop and implement this policy through appropriate structures and processes, including the involvement of external stakeholders.

With its artistic production, the Conservatory represents a constant and well-recognised presence in the region. It has defined its mission in a clear and well-structured manner on the legal-institutional level and demonstrates that it has a wide and well-diversified educational offer, appreciated by the students. The quality assurance policy does not appear to be fully consolidated and adequately communicated within the Institution; hence the unstructured participation of the main QA actors and the need to better plan the involvement of external stakeholders, with whom the Conservatory demonstrates to have well-established relations even if not adequately formalised, and to effectively strengthen internal communication flows. The adoption of a strategic plan detailing the tasks and roles of all the institution's components and envisaging specific actions aimed at satisfying the needs and expectations of the main stakeholders is recommended. This is essential to strengthen and consolidate a quality policy and to foster the transition from a "policy of doing", which often prevails, to an overall logic of strategic planning.

STANDARD 2 -PROGRAMME DESIGN AND APPROVAL [ESG2015 1.2 *Design and approval of programmes*] The institution has processes for designing and approving study programmes. The programmes are designed to achieve the established objectives, including the expected learning outcomes. The title awarded upon completion of the course must be specified and clearly communicated, referring to the corresponding level of the National Framework of Qualifications and, consequently, to the Framework of Qualifications for the European Higher Education Area.

The Conservatory of Benevento demonstrates a marked liveliness in the field of music programming, showing attention to innovative disciplines (from musical semiography to arranging, from transcription to improvisation, from sound recording to music programming) and towards new training proposals such as "classical Neapolitan song" or the training of the figure of "stage director". In planning and defining its training offer, it takes into account the training needs expressed by the territory and the employability prospects of its students and refers to the European qualifications framework. The Conservatory has paid attention to the scheduling of teaching activities in order to support students' individual study. However, the internal planning and approval phases of study programmes, although adequately regulated, should be more formalised, so as to make the internal chain of planning and approval processes clear as well as the responsibilities of the different actors. Moreover, the planning of study programmes would benefit from a greater attention to students' opinions, from the active involvement of the various external stakeholders (also through sector studies) and from a greater visibility of training initiatives on the Conservatory's institutional website.

STANDARD 3 - CONTINUOUS MONITORING AND PERIODIC REVIEW OF STUDY PROGRAMMES [ESG2015 1.9 *On-going monitoring and periodic review of programmes*] The institution systematically monitors and periodically reviews its study programs to ensure that they achieve the established objectives and meet the needs of students and society. Any planned or undertaken actions resulting from the review should be communicated to all stakeholders.

In recent years, the Conservatory of Benevento has structured an organisational plan for the management of available spaces in relation to teaching activities, which has proved to be sufficiently effective in ensuring good organisation of teaching. Students have easy access to useful information on exam schedules, lesson timetables and the organisation of teaching activities in the various classrooms. In its educational planning, the Conservatory takes into account the needs expressed by the students and the local area. However, a more precise reconnaissance of the study programmes and final examinations seems necessary to make the various study paths more homogeneous, possibly also through the institution of a tutor with coordination and guidance functions who would work in close collaboration with the Student Council. Also the monitoring of the study programme delivery methods has to be improved, through a constant comparison with the Internal Evaluation Board and the various management bodies of the Conservatory, as it is currently mainly carried out only through the survey of students' opinions. This would make it possible to effectively direct the programming and planning of the educational offer, to guide a profound and strategic revision of the study programmes, where necessary, and to foster a broad sharing of the monitoring results with the main stakeholders.

STANDARD 4 - STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT [ESG2015 1.3 *Student-centred learning, teaching and assessment*] The institution ensures that the programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of learning outcomes reflects this approach.

The availability of flexible learning paths that adequately take into account the needs of students with physical disabilities and SLD or students with SEN is a strength of the Conservatory's educational offer. The active participation of students is widely encouraged through concrete actions: for example, at the beginning of the academic year, each teacher draws up a programme that he or she shares with his or her class, making it known in good time for exam preparation purposes. In addition, assistance and guidance are provided to students when preparing study plans and dissertations. Also worth highlighting is the active role played by the Student Council and the clear definition of examination procedures. There is room for improvement in the participation of students in the planning of study programmes, as well as in the methods for monitoring, collecting and analysing their opinions. The implementation of a service for managing and responding to reports and complaints, also through the creation of a Quality Presidium, represents a further area of potential improvement for the Conservatory in this area. Finally, it is advisable for the Conservatory to give adequate visibility on its website of its procedures and modalities for verification and examination, especially for the benefit of foreign students.

STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION [ESG2015 1.4 *Student admission, progression, recognition and certification*] The institution applies predefined and public regulations uniformly for all phases of the student's "life cycle", i.e. admission, career progression, recognition of prior learning and certification.

Access policies, processes and admission criteria are defined in detail by the Conservatory in the Education Regulations (Art. 24). The policies take into account the needs of different types of students (workers, out-of-town, foreigners or those with special needs), providing students who need to do so with the possibility of customising and reshaping their study plan by drawing on "elective subjects" or by adding a certain number of credits beyond those normally provided. There is also the possibility of benefiting from financial support through the provision of scholarships for collaborations for the most deserving students. Finally, the Diploma Supplement is issued automatically. With regard to the Conservatory's procedures for the recognition of qualifications and prior learning, they are currently not fully in line with the principles of the Lisbon Convention on the recognition of qualifications and with the methodologies defined by the National Information Centre on the basis of Article IX.2 of the Convention, since they are implemented and managed mainly by commissions appointed ad hoc or by the Directorate itself. It is therefore considered useful to issue a specific regulation for the recognition of qualifications and prior artistic and professional activities and a catalogue of ECTS, especially in view of the presence of numerous foreign students, particularly Chinese, from different training systems.

STANDARD 6 - TEACHING [ESG2015 1.5 *Teaching staff*] The Institution to ascertain the competence of its teaching staff. The Institution adopts fair and transparent processes for the recruitment and updating of the teaching staff.

In recent years, the Conservatory has increased the number of structured lecturers (from 110 to 123 lecturers), thus gradually limiting the use of contract lecturers, who are mainly recruited for specific teaching needs (e.g. new study programmes to be activated) through public announcements available on the Conservatory's website. Recruitment procedures for the allocation of additional teaching hours to internal lecturers are defined in a regulation approved by the BoD in compliance with the current regulatory framework. The increase of structured lecturers and the evaluation of the activities carried out by contract lecturers had a positive impact on the quality of teaching. These activities should be reported in the General Plan of Activities, giving evidence of the recruitment procedures carried out and the criteria used to select contract lecturers. Also an area for improvement is the launch of institutional initiatives aimed at improving the artistic/scientific and professional qualification of teachers for the acquisition of skills in the use of new technologies and the innovation of teaching methods, which are currently mainly linked to the initiatives of individuals rather than articulated in a series of structured and organised actions. Finally, significant is the third mission activity of the Conservatory's teachers, who strengthen its presence in the territory through numerous initiatives. Compared to this, however, there is a lack of a long-term vision capable of creating strategic connections between teaching, research and third mission activities.

STANDARD.7 LEARNING, STRUCTURAL AND STUDENT SUPPORT RESOURCES [*ESG2015 1.6 Learning resources and student support*] The Institute adequately finances learning and teaching activities, and ensure adequate availability of teaching resources and students support.

The Conservatory's strength lies in its structural, human and financial resources to support students: it proves to be a financially sound institution with good financial and administrative management. The services for the right to study are numerous and easily accessible to students. The resources available to students are numerous and efficient. Particularly virtuous is the support provided to students with disabilities or DSA, for whom the Conservatory organises specific projects to promote their inclusion and active participation. In view of the availability of resources, there is a need to improve the monitoring of the actions produced within the scope of teaching, research and Third Mission activities, in support of a better capacity for strategic planning and promotion of the artistic production of the Conservatory, which represents a point of reference for local artistic and cultural life. Also to be further strengthened is internationalisation, which represents one of the strategic directions of the Conservatory, which holds the ECHE charter also for the period 2021/2027 and is active in numerous projects and agreements with foreign institutions, aimed at increasing the number of mobile students. Finally, an important area for improvement is represented by the increase in the availability of study rooms, especially for off-site students, as this is a critical aspect reported by many students; it is also recommended to update and implement the library patrimony and services, also with a view to greater development of research activities.

STANDARD 8- INFORMATION MANAGEMENT [*ESG2015 1.7 Information management*] The institution ensures the collection, analysis, and use of relevant information for the effective management of study programmes and other educational activities.

With respect to this standard, the work, which is relevant, carried out by the Conservatory's Evaluation Board in evaluating the quality of teaching emerges. However, the actions of the Evaluation Board, while

praiseworthy, must be accompanied by equally effective actions on the part of all the institution's components, for which it is necessary to strengthen the processes for monitoring the effectiveness of QA, also through the identification and active involvement of appropriate figures at all levels of the institution (administrative, didactic). A significant improvement action to be implemented is the creation of dedicated structures dealing specifically with Quality Assurance processes and, consequently, the elaboration and systematic use, with the active participation of teachers and students, e.g. through the Students Council, of indicators to adequately monitor and make measurable the actions and results related to the training offer provided (e.g. the employability rates of the Conservatory's graduates).

STANDARD 9 - ACADEMIC INTEGRITY, TRANSPARENCY AND PUBLIC INFORMATION [ESG2015 1.8 Public information] The Institution adheres to high ethical standards in managing its activities and publishes clear, accurate, objective, up-to-date, and easily accessible information about its activities, including study programs. The information that the Conservatory provides to the public through its institutional website is accurate and up-to-date, although not always easily accessible. The quantity and quality of the information available on the artistic production and events promoted by the Conservatory in the area is significant. The development and renewal of the website, as a tool through which the main information flows, is therefore one of the Conservatory's strategic objectives. Particular attention is paid to legislation to combat fraud in education, to promote and support ethics, transparency and integrity in education and to guarantee the right to education to all students in line with the provisions of Legislative Decree 33/2013 (Reorganisation of the regulations concerning the obligations of publicity, transparency and dissemination of information by public administrations). With respect to this aspect, the Conservatory could usefully adopt special guidelines aimed at ensuring the fairness of all educational activities, especially those that may constitute fraud and theft of intellectual property, in line with the Recommendation of the Council of European Ministers of 13 July CM/Rec(2022)18. Furthermore, an area for possible improvement is the activation of a service for receiving and handling complaints, which does not currently appear structured and accessible from the institutional website.

THE AGENCY'S FINAL RECOMMENDATIONS

The ANVUR Governing Board expresses its appreciation for the willingness shown by the Conservatory to participate in the pilot visit for the testing of the Standard Model for the QA of the AFAM system.

The Conservatory is an institution with an appreciable overall artistic-didactic offer, which is broad and well-diversified, strongly rooted in the territory, with important spin-offs at the local level and which also counts a significant presence of foreign students, especially Chinese ones.

On the basis of the Final Report of the CEV-AFAM transmitted at the end of July 2023, the Governing Board expresses an **overall positive assessment** of the Quality Assurance processes present and/or initiated at the Conservatory of Benevento.

Within the framework of an overall positive assessment, the ANVUR Governing Board provides below a summary of the main recommendations for the continuous improvement of the Quality Assurance system.

In particular, it is recommended that the institution:

- ~ consolidate its Quality Policy
 - o through the adoption of a strategic plan that clearly defines the roles and responsibilities of all key actors within the institution and the definition of an internal structure for Quality (standard S1.4);
 - o through the establishment of a Quality Committee properly articulated in reference figures for the different areas of study and research, to initiate a concrete monitoring process of the effectiveness of QA (standard S1.8);

- ~ strengthen connections with the labour market and external stakeholders for the design of teaching activities
 - o activating specific graduates' outgoing orientation policies (standard S2.8);
 - o implementing an effective monitoring of study programmes and employment trends in the music field (standard S3.1);

- ~ *implement a review of the effectiveness, functionality and quality of teaching through a PDCA virtuous circle (standard S5.7);*

- ~ *make the centrality of the Third Mission more evident among the Conservatory's aims*
 - o clearly defining a long-term planning vision that takes into account teaching, research, artistic production and third mission activities (standard S6.3);
 - o initiating systematic actions to monitor and promote TM activities (standard S7.14);
 - o renewing its website as the main vehicle of institutional information (S7.8 standard);

- ~ *act on internationalisation as a strategic objective of the Conservatory (standard S7.13).*

In conclusion, in view of the fact that the Quality Assurance of an education system in line with ESG standards is an ongoing process that cannot end with the publication of this Report, the ANVUR Governing Board asks to receive from the Conservatory a *follow-up* report containing a summary of the activities undertaken in response to the final recommendations above, within two years from the present experiment, i.e. by September 2025.

Annex 1 – CEV AFAM Final Report

Pilot Project “Quality Assurance in State AFAM Institutions”

State Conservatory of Music 'Nicola Sala' of Benevento

CEV-AFAM FINAL REPORT

SELECTED STUDY PROGRAMMES

1	DCPL11	Clarinet, Department of Wind Instruments
2	DCPL15	Composition, Department of Theory and Analysis, Composition and Conducting
3	DCPL54	Violin, Department of String and String Instruments
4	DCPL67	Popular music - Ind. Pop/Rock Singing, Department of New Technologies and Musical Languages
5	DCSL21	Music Didactics, Department of Didactics
6	DCSL35	Vocal Chamber Music, Department of Singing and Music Theatre
7	DCSL39	Piano, Department of Keyboard and Percussion Instruments
8	DCSL64	Electronic Music - Ind. Music and Record Production, Department of New Technologies and Musical Languages

Sommario

STANDARD 1 - QUALITY ASSURANCE POLICY	
[ESG2015 1.1 Policy for quality assurance]	3
STANDARD 2 - PROGRAMME DESIGN AND APPROVAL	
[ESG2015 1.2 Design and approval of programmes]	17
STANDARD 3 - CONTINUOUS MONITORING AND PERIODIC REVIEW OF STUDY PROGRAMMES	
[ESG2015 1.9 On-going monitoring and periodic review of programmes]	23
STANDARD 4 - STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT	
[ESG2015 1.3 Student-centred learning, teaching and assessment]	27
STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION	
[ESG2015 1.4 Student admission, progression, recognition and certification]	35
STANDARD 6- TEACHING STAFF	
[ESG2015 1.5 Teaching staff]	41
STANDARD.7 -LEARNING, STRUCTURAL AND STUDENT SUPPORT RESOURCES	
[ESG2015 1.6 Learning resources and student support]	44
STANDARD 8- INFORMATION MANAGEMENT	
[ESG2015 1.7 Information management]	58
STANDARD 9- ACADEMIC INTEGRITY, TRANSPARENCY AND PUBLIC INFORMATION.....	61
[ESG2015 1.8 Public information]	

STANDARD 1 –Quality Assurance Policy

[ESG2015 1.1 Policy for quality assurance]

The institution has a quality assurance policy that is integrated into its management strategy and made public. Internal stakeholders develop and implement this policy through appropriate structures and processes, including the involvement of external stakeholders.

S1.1 Reference Context

The Institution clearly identifies its reference context (local, national and international) and its main stakeholders (internal and external)

S1.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory, recently established (following the Presidential Decree of 6 August 1988, which granted it autonomy from the Avellino Conservatory, of which it had been a detached section since the early 1980s), presents itself as the primary seat of higher education and artistic and musical specialisation in the Samnite territory. In particular, it declares to 'diversify the educational offerings of the Sanniti Institution with respect to those of the other AFAM Institutes in Campania', without however specifying in which sectors and in what manner this diversification is to be achieved.

In recent years, the Conservatory's activity has been particularly focused on artistic production, also on the occasion of major events, testifying to a consolidated relationship with the territory. Relations with the main external stakeholders (Municipality of Benevento, Province of Benevento, Benevento Orchestra, University of Sannio) are also concentrated in the field of music production.

Strengths:

- A comprehensive and diversified training offer in the field of music education, which has led to a steady growth in enrolments.
- The development of artistic production, thanks also to the presence of structured internal bodies (orchestra, choir, chamber ensembles) that allow for a constant presence of the institution in the territory.
- A well-established relationship with the main external stakeholders (Province, Municipality, University) in relation to artistic production activities; attention witnessed by the active presence, during the on-site visit of the CEV, of the President of the Province and the Mayor of the Municipality of Benevento.

Areas for improvement:

- The area of research, which should be one of the cornerstones of institutional activity, does not yet appear to be adequately structured.
- Stakeholders (internal and external) do not always seem to be clearly identified: their function is exclusively related to production activity and is not included in a common planning.

S1.2 Institutional Mission and Vision

The Institutional mission and vision are clearly reported in the strategic documents and are shared internally and with the public.

S1.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Article 1 of the Statute establishes the nature, role and aims of the institution. In particular, it reiterates that the Conservatory is "the primary seat of higher education and specialisation in art and music, research in the music sector and related production activity." (Paragraph 1).

Paragraph 3 of the same article further specifies that it:

- a) is responsible for advanced training, specialisation, further education and research in the field of music and the performance of related production activities;
- b) promotes musical training through initiatives and activities of orientation and lifelong education, in connection with the education and training system, in agreement with local authorities and other institutions in the territory;
- c) promotes musical culture also in association and/or collaboration with public and private entities at national and international level;
- d) takes care of the preservation, increase and utilisation of its artistic, bibliographic, audiovisual and musical heritage, as well as the collection and preservation of documents by ensuring the necessary equipment;
- e) disseminates, enhances and promotes training and research, also through relations with public and private institutions, cultural realities and productive forces;
- f) creates links with the world of work, also paying attention to those innovative sectors that have significant developments in the relationship between music, technology and multimedia.

In general, the institution's aim is to offer its students an artistic education that guarantees them a professional future consistent with the academic study programme, capable of responding to the needs and opportunities of the labour market in the artistic and musical sector.

However, as also noted by the Evaluation Board in its last report, the Conservatory's *Mission* and *Vision* still appear to lack focus, being limited to a generic listing of the activities implemented. In self-assessment report the institution, for this point of attention, presented the P.I.A.O. 2022-24 as the only document source.

Strengths:

Mission and Vision well structured, on a legal-institutional level, within the Statute of Autonomy.

Areas for improvement:

- Definition of a *Mission* and *Vision* of the Conservatory to be made public through the institutional website with specific pages dedicated and easily identifiable by the various internal and external stakeholders.
- Formalisation of the Conservatory's *Mission* and *Vision* in appropriate documentary sources.
- Definition, within the *Mission*, of specific roles to be assigned to research and the third mission, which are almost completely absent in the Conservatory's official documents.

S1.3 QA System Definition and Sharing

The Institution defines its own formal vision of the quality of teaching, research, artistic production and third mission (impact). The Institution has its own QA policy, that is made public.

S1.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In spite of a meritorious interest shown in Quality Assurance policies, at present there is no evidence of an effective start of an internal elaboration process related to these issues. In fact, the Conservatory has not yet equipped itself with specific Quality Assurance policy documents (Academic Council resolution, Quality Manual, Quality Committee, etc.).

The only document included in the Institution's regulations page is the 'Quality Policy' where it is stated rather generically that this system 'is translated into organisational behaviours involving measurable processes'. However, it is not clear what instruments are used to objectively define, qualify and measure these behaviours.

Strengths

- The Conservatory has a broad and high-quality teaching offer.
- The artistic production is quantitatively and qualitatively relevant.

Areas for improvement:

- It is suggested to identify a QA reference group (Quality Presidium) that includes lecturers, students and technical-administrative staff.
- It seems appropriate to update the Guidelines for Educational and Artistic Planning.
- It is necessary for the Conservatory to pursue the enhancement of the involvement of students and their representatives in QA.
- The improvement of communication flows between the various bodies involved in QA is suggested, including through the scheduling of regular meetings on QA in the governing bodies.

S1.4 QA System and Strategic Planning

The quality policy is implemented into a concrete, effective, and sustainable strategic plan in which the various academic components, including students, are given an active and participatory role at all levels.

S1.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory "aims to ensure that the three-year first-level and two-year second-level Diploma programmes, as well as the didactic support services, music production activities and library services, are able to meet the needs and expectations of the students and of all those interested in a complete academic and cultural musical education", without however explaining how this is to be achieved in practice. The attached document is the same as the Quality Policy mentioned above.

Strengths:

During the site visit, it was observed that many of the focus points are actually being implemented according to a 'policy of doing' that, while appreciable, fits with difficulty into a more overall strategic planning logic.

Areas for improvement:

- Adoption of a strategic plan involving, and specifically detailing their tasks and roles, all the components of the institution.
- The strategic plan concerning the consolidation of a quality policy, in addition to defining the Conservatory's focus and goals, should include specific actions aimed at satisfying the needs and expectations of the students and other stakeholders mentioned.

S1.5 Structures, Organizations and Dedicated Personnel

Quality is developed and implemented through an internal organization (structures, bodies, and personnel with specific responsibilities) that manages its implementation and periodically verifies the effectiveness of the procedures.

S1.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The self-assessment document appears generic, limiting itself to capturing national and international references related to quality policies, starting with the European Standards and Guidelines for Quality Assurance (ESG). The actions considered are all forward-looking ("the Conservatory aims to have the guidelines as a reference", "the implementation of the programme will be constantly supported and encouraged by the top management of the institution and the governing bodies"). No reference, however, to the current state of QA in the Conservatory: presence of a specific internal organisation, dedicated structures, personnel, etc. The sole contact person appears to be the Director, who is responsible for the implementation of the quality assurance plan.

Strengths:

The Conservatory has as its reference model for quality assurance, which it claims to be inspired by, the "guidelines, agreed and accepted by the Ministries of Higher Education for Quality Assurance (QA) in all European countries, known as the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area."

Areas for improvement:

- The Conservatory should proceed with the clear definition of its quality policy and provide itself with an appropriate structure to support it.
- It is suggested to define an internal organisation dedicated to QA, with specific structures, bodies and structured personnel.
- Once the roles and responsibilities have been identified, each member of this structure will be responsible, for the areas within his or her competence, for the periodic verification and effectiveness of the actions implemented according to the strategic plan proposed by the management bodies.

S1.6 Departments, Degree Programmes, involved Faculty Staff and Students

The responsibility for quality assurance involves departments (or other organizational or institutional management structures), degree programs, individual professors, and students.

S1.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

At present, there is no direct involvement of the Departments or other institutional bodies in the quality assurance processes. Consequently, the Conservatory merely "wishes" for their more direct involvement in the future.

Strengths:

At a time when quality assurance processes are being initiated, it is a strength to be aware of the strategic role these policies should play in the overall organisation of the institution.

Areas for improvement:

- Need to define the roles assigned to the individual organisational components of the Conservatory's QA process: Departments, Schools, dedicated staff, Student Council, etc.
- It is suggested that the work performed by the individual components in the application phases of the Quality Assurance process be checked periodically. The site visit and the meeting with the heads of the governing bodies show the need and urgency for a real change of pace in this direction: much is still entrusted to the 'good will' of the individual without evidence of an overall artistic-didactic planning.

S1.7 Stakeholders' Involvement

The involvement of external stakeholders in quality assurance is ensured.

S1.7 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the self-assessment form, *stakeholder* involvement is entrusted to generic "principles of participation, efficiency, effectiveness, impartiality, transparency, decentralisation and simplification, ensuring the quality and cost-effectiveness of results". In reality, there is no reference to the identification of external stakeholders and, consequently, to a specific strategy for their direct involvement in the management processes of the institution.

At the same time, the same document refers to the flow of information as the "essential tool to ensure the effective participation of students, teachers and technical-administrative staff in the life of the Conservatory". It is pointed out that these figures are all stakeholders within the institution, which points to an objective difficulty in distinguishing between the different interlocutors the Conservatory has to address. All this points to a lack of formalisation of the processes of identification and involvement of external *stakeholders*, which contrasts with the participation of multiple stakeholders from outside the Conservatory that could be ascertained during the visit. This reinforces the consideration that it is necessary for the Conservatory to clearly identify its external stakeholders, their role and their contribution to development needs and objectives, also through the definition of adequate tools for surveying and monitoring *stakeholder* involvement.

Strengths:

Relations with some external *stakeholders*, especially at territorial level, continuous and consolidated even if not adequately formalised.

Areas for improvement:

- It is necessary for the Conservatory to clearly define and identify the different external *stakeholders* of the institution, to be involved in a structured and well formalised way.

- The role and contribution of *stakeholders* to the Conservatory's development needs and objectives must be clearly defined.
- It would seem appropriate for the Conservatory to rapidly initiate an assessment, with reference to *stakeholder* involvement, of the specific interests in relation to the Conservatory's educational, research, production and management activities.
- The Conservatory should equip itself with appropriate tools to detect and monitor the involvement of the *stakeholders*.

S1.8 Monitoring of QA Effectiveness

The structures responsible for quality assurance systematically monitor the effectiveness of the quality assurance system, identify any issues within their scope of responsibility, propose concrete and achievable improvement actions, and adequately verify their effectiveness.

S1.8 FINAL EVALUATION OF THE CEV-AFAM

General remarks

According to the self-assessment form, the monitoring of QA effectiveness is entrusted to the administrative structures "most involved in the teaching process". Such monitoring on paper would provide for "measurable processes, allowing the Conservatory to interpret student needs in a timely and innovative manner, maintaining a high focus on quality assurance in academic education". It is noted that the teaching process, and consequently the evaluation of QA results, cannot be the sole responsibility of the administrative offices. In any case, nothing is said about the quality and consistency of the aforementioned "measurable processes" that should condition the various organisational behaviours, except that they are entrusted to "a responsible mentality, open to change, characterised by strategies aimed at concepts of continuous improvement of performance and the full satisfaction of students and the various existing stakeholders".

Finally, it is emphasised that in the 'Programme Report - Guidelines 2022-23', produced among the documentary sources attached to the self-assessment document, there is no reference whatsoever to any monitoring of administrative, teaching, artistic and research activities.

Strengths:

No significant strengths emerge.

Areas for improvement:

A concrete process of monitoring the effectiveness of QA presupposes the definition of reference figures in both the administrative and teaching spheres, with the direct involvement of all the components present in the institution. It is therefore recommended that a Quality Committee be set up to identify these figures, as well as to define the "measurable processes" to be implemented for an objective assessment of the actions undertaken and their results.

S1.9 Use of QA monitoring results

The monitoring results are systematically and thoroughly analysed, involving the various components of the academic community, to achieve the improvement of the governance and quality assurance system.

S1.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks

For the evaluation and monitoring actions, reference is mainly made to the work of the Evaluation Board, which is entrusted with the task of verifying "the quality of the teaching offered by the lecturers and the compliance with the programmed objectives and, through a careful Cost-Benefit analysis, carries out a feedback on the optimal use of resources". This work, which is indeed essential, should be returned to the academic community for an analysis of the results, which, as ascertained during the interviews, is not the case.

It also emphasises the role of surveying the opinion of students who, as the final users of the entire study programme should represent the privileged interlocutor in assessing the quality of teaching and the correspondence between planned and perceived objectives.

Strengths:

The good work done by the current Evaluation Board (which only took office in summer 2022) in highlighting the limits on internal policies for Quality Assurance is underlined. Raising the awareness of the student component and focusing on the various programmatic and strategic aspects will certainly help the overall growth of the institution.

Areas for improvement:

- The results of the work of the BoD should be made public on the institutional website and discussed at several levels with the Conservatory's various internal and external *stakeholders*.
- It seems necessary to make the internal effects of what emerges from the NdV's annual report evident, through documents also available on the Conservatory's website or in other documents (reports, programmes, etc.).
- The adoption of the PDCA (*Plan-Do-Check-Act: Plan-Do-Check-Act*) virtuous circle is strongly suggested.

STANDARD 2 –Programme Design and Approval

[ESG2015 1.2 Design and approval of programmes]

The institution has processes for designing and approving study programmes. The programmes are designed to achieve the established objectives, including the expected learning outcomes. The title awarded upon completion of the course must be specified and clearly communicated, referring to the corresponding level of the National Framework of Qualifications and, consequently, to the Framework of Qualifications for the European Higher Education Area.

S2.1 STUDY PROGRAMME DESIGN PROCESSES

The institution has processes for designing its study programmes that involve: Defining general objectives that are consistent with the institutional strategy. Identifying explicit expected learning outcomes that take into account the various aspects outlined in the Dublin Descriptors.

S2.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

At present, the Conservatory presents a varied and complete training offer. The programmes (1st and 2nd academic level, propaedeutic, basic, V.O.) are structured in accordance with the regulations in force (Presidential Decree no. 212 of 8 July 2005, Ministerial Decree 90/2009 and subsequent Ministerial Decrees for amendments and additions). All activities are regulated on the basis of the Conservatory's Teaching Regulations (as amended by the D.D.G. of 11 June 2013).

Strengths:

The activation of new programmes is adequately 'regulated'. It is entrusted to a planning process by the Academic Board, which, after assessing the consistency of the general objectives with the institutional strategy, proposes its establishment to the B.o.D., before initiating the official authorisation process by the competent Ministry.

Areas for improvement:

- Greater effectiveness in defining programmes and learning objectives (taking into account the Dublin Descriptors).
- It is suggested that the communication of programmes and objectives on the institutional website be more clearly and transparently communicated.

S2.2 REASONS FOR THE ACTIVATION OF THE STUDY PROGRAMME

The institution clearly and in detail justifies the establishment of each new study programme

S2.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The educational offer, already complete, offers little room for expansion for newly activated programmes. The training offer appears to be very broad with a strong vocation for Pop, Jazz and new languages music, which

covers about 50% of the teaching activities. The following programmes, among others, stand out: Singing, Classical Neapolitan Song, Vocal Chamber Music, Early Music.

The most recent programmes concern the areas of Popular Music and New Technologies, with the launch of the related three-year academic programme. Within the scope of autonomy, in fact, the choice was made to focus on these sectors in order to respond to the needs that came from the territory. A choice that has found considerable interest from users, translated into a steady increase in the number of enrolments. Finally, in support of certain subjects and departments, Masterclasses are held that are open not only to interested parties but to all Conservatory students in general and also to an external public.

Strengths:

Attention to the demands that come from the territory in determining the choices of new activation, also in relation to the artistic-musical market and the variety of possible employment outlets.

Areas for improvement:

It is recommended to structure the design processes of new programmes starting from a more analytical investigation of the needs of the area (identification of needs, assessment of possible employability, etc.), also through direct discussion with external *stakeholders*.

S2.3 DEFINITION OF THE QUALIFICATION

The institution defines, during the design/approval phase, the title awarded upon completion of each degree programme, referring to the corresponding level established by Law 508 of 1999, as well as to the National Framework of Higher Education Qualifications (and consequently to the Framework of Qualifications of the European Higher Education Area), and correctly indicates it in the Diploma Supplement and on the institution's website.

S2.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

As already mentioned, the programmes activated at the Conservatory of Benevento were designed on the basis of the regulations in force. Consequently, all degrees are consistent with the corresponding levels provided for by Law 508 of 1999, as well as with the National Framework of Qualifications of Higher Education (and consequently with the Framework of Qualifications of the European Higher Education Area).

This definition is also correctly stated in the *Diploma Supplement* (issued to the student at the end of the study programme) and on the institution's website.

Strengths:

Accurate adherence to the Italian Securities Framework.

Areas for improvement:

- *Diploma supplement* models should be published on the Conservatory's website.
- It seems necessary for the Conservatory to build an ECTS Catalogue, in Italian and English, ensuring its visibility and accessibility on the institutional website.

S2.4 INTERNAL PROCEDURES FOR APPROVAL OF DEGREE PROGRAMME

The institution defines and communicates to the different academic components involved the internal procedures for the proposal and internal approval of the activation or modification of study programmes.

S2.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory reports on the procedures foreseen at ministerial level for assessing the existence of the eligibility conditions of proposals submitted for approval (note Mur 1801 of 1.02.2023). Rather lacking, however, are documentation and information on the INTERNAL procedures for the design and approval of programmes. As became clear during the on-site visit, there is a lack of vision and collegial action at the departmental level and in interdepartmental relations with regard to the internal procedures necessary for the approval of new programmes.

Strengths:

The description of the teaching design is entrusted to the director's programme report.

Areas for improvement:

- Definition of the internal design and approval phases of new programmes (also in cooperation with various internal and external stakeholders).
- Formalisation of these steps in a document that clearly describes the chain and process involved in the approval of study plans, i.e.: consultation and minutes of the Departments, passage through the Academic Council, clearance by the Board of Directors.

S2.5 STUDENTS AND STAKEHOLDERS INVOLVEMENT

The study programmes are designed involving students as well (both through their representatives in the relevant bodies and through the examination of the results of opinion surveys) and other internal and external stakeholders.

S2.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Institute's self-assessment report highlights how "the policy adopted by the Conservatory aims to increase the level of student involvement, participation and collaboration in Conservatory projects and initiatives. In particular, all programmes are designed to address student requests made through the Student Council and through a survey carried out with questionnaires prepared by Anvur."

In actual fact, it was not possible to find - even during the on-site visit - documentation attesting to the active role of the Council in these decision-making processes, nor is it clear, in the absence of a return of the results of the evaluation by the BoG, how the data from the analysis of the students' questionnaires (which is not very significant, given the small number of forms filled out) are used.

As already mentioned, the involvement of external stakeholders is almost exclusively limited to artistic production. Consequently, there is no evidence of actions that presuppose their involvement in the design and analysis phases of the training offer.

Strengths:

The site visit showed that the students are very active in the life of the Conservatory and eager to be more involved in a virtuous process of growth.

Areas for improvement:

- Initiation of an ongoing relationship between the management bodies and the Student Council.
- Designing new strategies for the dissemination and collection of student questionnaires.
- Return of collected data, also with input from the Council itself.

- Publication on the institutional website of the minutes of the meetings of the Student Council, pursuant to d.lgs. 33/2013.
- Active involvement of the various stakeholders in the planning stages of education provision.

S2.6 COMPARISON WITH NATIONAL AND INTERNATIONAL EXPERIENCES

The study programmes are designed taking into account national and international experiences and best practices, or other external references.

S2.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

At present, study programmes' design processes are conditioned by adherence to the parameters set by current legislation. The spaces of autonomy are relatively restricted and, consequently, it is difficult for any institution to relate to the experiences and good practices coming from similar organisations, especially foreign ones. From this point of view, the Conservatory of Benevento is open to comparison and attentive to the rapid cultural and social changes of our time. However, also considering the existing regulatory limits, the comparison with other institutions at an international level is substantiated for the Conservatory in some collaborations on artistic-concert projects for which, however, there is no evidence of repercussions on the design of the study programmes.

Strengths:

Declared attention to international dynamics.

Areas for improvement:

- The Conservatory should pay more attention to internationalisation processes, through the exchange of experiences of the students and teachers involved in the various mobilities, which could foster a greater focus on the educational models of the institutions involved.
- It is suggested that examples be taken from good practices tried out in other European institutions and disseminated at various public events, such as AEC meetings of Erasmus coordinators and directors of higher education institutions, thematic platforms, etc.

S2.7 GENERAL AND SPECIFIC OBJECTIVES

The study programs are designed to reflect the general and specific objectives of higher education, as indicated in the Council of Europe's Recommendation Rec(2007)6 on the public responsibility for higher education and research¹.

S2.7 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The programmes delivered are consistent with the recommendations of the Committee of Ministers on Public Responsibility for Higher Education and Research of the Council of Europe. The programmes, in fact, are designed in coherence with the study cycles envisaged by Law 508/99: first-level academic diploma programmes (for the attainment of the Level I academic diploma); second-level academic diploma programmes (for the attainment of the Level II academic diploma).

At present, there are no programmes related to the third higher cycle.

An important role - in the specificity of music teaching - is played by the basic and propaedeutic programmes for preparation for the entry levels to academic programmes.

Strengths:

Availability of basic and propaedeutic programmes to prepare for the entry levels of academic programmes.

Areas for improvement:

- It is suggested that the Conservatory take steps to ensure a periodic review of the programmes to verify the achievement of the defined educational objectives and the acquisition by the students of the relevant skills.
- The Conservatory should make the results of this review visible on its institutional website in order to improve transparency and offer useful information to potential users.

S2.8 PROGRESSION IN STUDIES AND ACCESS TO THE WORLD OF WORK

Study programme are designed to facilitate a smooth progression for students, either in their academic pursuits (advancement to higher levels) or towards the world of work.

S2.8 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory's training is of a professional nature and aims to prepare its students for the music professions, both in the teaching and performing fields. The articulation of the study programmes should favour the broadest possible preparation, taking into account the needs of a labour market in continuous and constant transformation. Practical disciplines, linked to performance practice, are flanked by others intended to broaden the student's knowledge in the historical, pedagogical and cultural spheres. Nevertheless, "the acquisition of performing and interpretative skills in the field of music", in line with a now centuries-old Italian tradition, continues to be the privileged object of higher musical education. Finally, it is worth mentioning the project, to be implemented, concerning the programming of a youth orchestra with a 2-year study programme and supported by European funds, as well as the interest in other professional initiatives that are able to intercept the cultural needs of the territory.

Strengths:

- The Conservatory of Benevento demonstrates a marked liveliness in the field of music programming, showing attention to innovative disciplines, from musical semiography to arranging, from transcription to improvisation from sound recording to music programming.
- Strong focus on employment opportunities for its students.

Areas for improvement:

- It is recommended that more attention be paid to the needs of the region, including through sector studies that highlight employment trends in the music field and take into account trends in the world of work.
- Consequently, it is advisable to implement specific exit orientation policies for graduates and make them public.
- The Conservatory should implement exit orientation policies for graduates, which should be adequately publicised through the Conservatory's website.

S2.9 DEFINITION OF THE WORKLOADS

The study programs are designed by defining the expected workload for students in ECTS credits (hours, mandatory attendance requirement of 80% as stipulated by regulations, teaching delivery methods, etc.), and their proper implementation is verified during the monitoring phase.

S2.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The study programmes at present are structured according to ministerial guidelines and ECTS. Consequently, workloads are calculated in relation to the *ranges* provided for in the Ministerial Decree.

The regulations of the study programmes specify how each training activity is to be carried out, indicating the attendance requirements, while at the same time guaranteeing students admitted pursuant to Article 12(4) of Presidential Decree 212/2005 the simultaneous attendance of upper secondary school education and training programmes.

Strengths:

- The constraints determined by the Ministerial Decree make it possible to appropriately quantify workloads, distributing them among the areas of competence and individual teaching.
- The Conservatory has started planning the calendar of teaching activities, with the aim of increasing students' individual study opportunities.

Areas for improvement:

Structuring a monitoring phase (through the use of the PDCA circle) to verify the correct application of workloads in the administration of programmes and the evaluation of their effectiveness.

S2.10 INTEGRATION OF INTERNSHIPS IN STUDY PROGRAMME PATHS

The study programmes are designed to include structured internship opportunities, where appropriate, in order to promote the integration of professional skills necessary for entering the world of work.

S2.10 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Internships, stated in principle, are not documented among the training activities currently administered within the Conservatory.

The site visit revealed that these activities were suspended following the pandemic and have not been reactivated to date.

Strengths:

Awareness of the need to improve the vocational skills of graduates to facilitate their entry into the world of work.

Areas for improvement:

- It is recommended that, starting with the analysis of training needs, surveys of the art labour market, structured interviews with employers, and monitoring of relative employability should be set up.
- It is strongly suggested that the Conservatory better record and document its internship activities, including on its website.

STANDARD 3 –Continuous monitoring and periodic review of study programmes

[ESG2015 1.9 On-going monitoring and periodic review of programmes]

The institution systematically monitors and periodically reviews its study programs to ensure that they achieve the established objectives and meet the needs of students and society. Any planned or undertaken actions resulting from the review should be communicated to all stakeholders.

S3.1 DEGREE PROGRAMME MONITORING POLICIES

The institution defines and implements concrete actions for systematic monitoring and periodic updating of study programmes, involving both internal and external stakeholders, particularly students.

S3.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

From the self-evaluation report, it appears that study programme monitoring is entrusted to the collection of student opinion questionnaires. While I understand the difficulties in administering these questionnaires and, consequently, the statistically insignificant results they produce, the monitoring action cannot be entrusted exclusively to the Evaluation Board and should involve all stakeholders, internal and external, in order to determine a periodic update of the programmes through the management bodies.

We note the criticality regarding the number of classrooms declared by the institution in the face of a particularly broad and rapidly expanding educational offer.

Strengths:

No strengths are evident in this specific aspect.

Areas for improvement:

- Periodic monitoring of the programmes is recommended, in order to orient the training offer and its declination on the basis of the demands of the territory, the number of students enrolled in each study programme, the Conservatory's growth opportunities and the possibility of diversifying the training offer in relation to the regional territory.
- The Conservatory should also implement this monitoring activity by extending it to as many possible internal and external *stakeholders* and interlocutors as possible.

S3.2 DELIVERY AND TEACHING METHODS

The institution regularly evaluates the delivery methods of study programmes and teaching methods, and undertakes their potential revision.

S3.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Considering the wide range of programmes offered, the facilities and instrumental equipment appear to be barely sufficient. In recent years, the Conservatory has structured an organisational plan for the allocation of space in relation to the organisation of teaching. This plan also takes into account lesson times and the academic calendar published at the beginning of the year. However, several cases of overlapping classes are

still reported. The three-year reports of professors and individual curricula are not formalised and made publicly available.

Strengths

- A good organisation of the available spaces in relation to the teaching needs of the Conservatory.
- A section of the site dedicated to the publication of exam schedules, class times, and space allocation.
- Designing tools and applications geared towards the learner, to enable him/her to have all information within reach of a smartphone.

Areas for improvement:

- It is recommended that the teachers' three-year reports be compiled and the individual subject curricula published.
- As stated by the Conservatory itself, the reconnaissance of study programmes and final examinations must be continued in order to make the various study paths more homogeneous. It is also agreed that the figure of a tutor with coordination and guidance functions should be introduced, in close collaboration with the Student Council.

S3.3 COMMUNICATION OF ANY REVISIONS TO STAKEHOLDERS

The institution ensures that all relevant stakeholders are informed about the actions taken in study programme revisions

S3.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

From the information gained from reading the documentation and those that emerged during the on-site visit, it appears that no study programme revision was planned.

Strengths:

No significant strengths can be reported.

Areas for improvement:

- The revision of programmes of study is the direct consequence of constant monitoring, analysis of collected data and the elaboration of new policy lines. It is therefore recommended to reflect deeply on these topics and, consequently, to put more effort into the implementation of the monitoring and analysis phases.
- It is suggested that effective monitoring be undertaken in cooperation with the Evaluation Board and the Conservatory's different management bodies.

S3.4 CONSISTENCY BETWEEN TEACHING, RESEARCH, AND ARTISTIC PRODUCTION

The institution monitors and evaluates the connection and consistency between the teaching activities, research, and artistic production (e.g., concerts, exhibitions, performances, seminars) of the study programmes.

S3.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory organises a remarkable series of artistic events with the direct involvement of students and teachers.

Artistic production is certainly one of the strengths of the Institution: being able to count on the presence of a variety of ensembles in the different fields (symphonic, chamber music, opera, early music, jazz/pop, theatre, electronic music), supported by transversal competences in the field of music organisation and production (sound engineer, video productions), the artistic activity is rich and of good quality.

A critical point is the absence of a project plan that emphasises the coherence between teaching, research and artistic production.

In particular, it is pointed out that the field of research, although fundamental among the institutional aims, is in fact still absent from the Conservatory's teaching project.

Strengths:

- Substantial and diversified production activities related to teaching.
- A wide range of ensembles in different fields (symphonic, chamber music, opera, early music, jazz/pop, theatre, electronic music, sound engineer music production, video production).

Areas for improvement:

- It is suggested that the Conservatory undertake an analysis of the coherence and effectiveness of the above-mentioned activities in relation to teaching.
- Considering the high standards that the Conservatory is already able to guarantee in music production, the need to always relate production (and research) activity to teaching activity is highlighted.

S3.5 RECEPTION OF THE EVALUATION FROM THE BOARD AND OTHER BODIES

The institution analyses and incorporates the results of the evaluation activities carried out by the Evaluation Board and any other bodies established within its autonomy (e.g., Joint Teaching Staff-Student Committee, Quality Committee).

S3.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The NdV is not yet perceived as a key element in the internal evaluation of the Institute.

In fact, the Conservatory states that it only sends the report produced to the MUR and ANVUR via the dedicated telematic channels.

Strengths:

The current Evaluation Board, although recently established, has shown that it can make an important contribution in the self-evaluation process, as the various observations made in the annual report show. This judgement was confirmed during the on-site visit by the wide-ranging and constructive debate on the various critical issues that emerged.

Areas for improvement:

- Constant discussion with the Evaluation Board is recommended, which, through its analysis of critical issues and subsequent *follow-up*, can truly be the internal verification tool for Quality Assurance.

- It is also suggested that the results be shared with all management bodies and that the annual report be published on the Conservatory's website.

STANDARD 4 –Student-Centred Learning, Teaching, and Assessment

[ESG2015 1.3 Student-centred learning, teaching and assessment]

The institution ensures that the study programmes are delivered in a way that encourages students to take an active role in the learning process, and that the assessment of learning outcomes reflects this approach.

PLANNING AND DELIVERY OF STUDY PROGRAMMES- STEPS

S4.1 FLEXIBILITY AND RESPECT FOR STUDENTS' SPECIFIC NEEDS

The institution allows flexible learning pathways, respecting the diversity and specific needs of students.

S4.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Study programmes are delivered in a standard manner. No differentiated programmes are envisaged for working students or students bound to double attendance, although, in the framework of the formulation of the calendar of teaching and training activities, special organisational arrangements are envisaged to allow students admitted pursuant to Art. 12 paragraph 4 of Presidential Decree 212/2005 to attend upper secondary school education and training programmes at the same time.

Greater attention has been given, however, to students with physical disabilities and SLD or students with SEN. In particular, it should be noted that, beyond the obligations set out in the Ministerial Directive of 27.12.2012, the Conservatory guarantees customised and tailor-made programmes for individual students.

Strengths:

- Special attention to students with disabilities or Special Educational Needs (SEN).
- Particularly rich training offerings that also focus on innovative proposals such as 'classical Neapolitan song' or 'stage director'.

Areas for improvement:

- It is suggested that a monitoring of the enrolled students in relation to attendance needs (origin, working students, students with disabilities) be carried out, for a reasoned reflection on the flexibility of the educational offer and the consequent provision.
- It is suggested to make explicit in the 'Study Manifesto' how the diversity and specific needs of students are respected in practice.
- The information on the institutional website should be supplemented with information on timetables and classrooms, study programme administration and examination periods.

S4.2 STUDENTS' INVOLVEMENT

The institution involves students in the planning and implementation of artistic production and research activities included in the study programmes, ensuring their personal development and freedom of expression.

S4.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

There are no specific initiatives concerning the direct involvement of students in the planning stages of study programmes and artistic activity. They often seem to take the form of mere declarations of intent rather than concrete actions.

During the on-site visit, the interaction with the Student Council revealed a constant confrontation with the student component in the planning and realisation phases of artistic productions. However, this activity appears to be extemporaneous and occasional, not channelled into a structured planning of the Conservatory's activities.

Students are offered the opportunity to record and transfer their performances onto audio media.

Once again, it is evident that research is completely marginal to the institution's activities.

Strengths:

Presence of cross-curricular activities (seminars, masterclasses, etc.) aimed at providing students with a broader and more work-oriented training pathway (e.g.: 'the pianist at the opera' project).

Areas for improvement:

- We recommend greater involvement of student representatives in the planning stages of artistic production and research activities envisaged by the programmes of study, for a more organic educational offer focused on the real needs of students.
- There is a need to overcome the occasional nature of the confrontation, channelling it within a constant and structured relationship of collaboration between the various governing bodies of the institution and the student component.

METHODS AND INSTRUMENTS

S4.3 STUDENT-CENTEREDNESS

The institution promotes student-centred teaching and learning approaches.

S4.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Consistently with the dictate of Law 508/99, the Conservatory declares that it structures its didactics on student-centred learning, through a design of training programmes based on learning outcomes and on training credits (intended as a unit of measurement of the time needed to achieve the expected knowledge and skills). Nothing is said, however, about the concrete ways of implementing these policies and the actions that the Conservatory believes it will put in place to promote student-centred teaching.

During the on-site visit, a concrete willingness emerged on the part of the institution to build its educational offerings on the needs of the students, starting with the way the lessons are delivered. Considering that a large part of the student population comes from outside the city, in order to favour their attendance, it was decided to concentrate the lessons of the instrument with a classical address in the first days of the week (Monday-Wednesday), and those of the pop and modern address in the second part of the week (Wednesday-Friday). Teaching activities are suspended on Saturdays to encourage individual study. A refreshment area has also been set up for students.

Strengths:

Availability of a well-structured Student Guide full of information on the organisation of programmes and services offered.

Areas for improvement:

- It is recognised that there is a concrete desire to build student-centred teaching, but without involving the student component in the planning stages of the educational offer.
- It is therefore recommended to encourage concrete student participation in the institutional affairs of the Conservatory.

S4.4 VARIETY OF METHODS AND INSTRUMENTS

The institution employs a variety of flexible teaching methods and tools tailored to the specific needs of different types of students

S4.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The teaching activity is articulated in flexible teaching methods and tools, modulated on the specific needs of the different types of students and lessons (frontal, collective, group). According to the ECTS system, in fact, each educational credit is determined by the combination of lecture hours, individual study hours and laboratory hours.

It is also possible for the student to modulate his or her study plan in relation to his or her educational needs by choosing certain programmes from the student's choice of disciplines.

There are also support initiatives for students with special needs (foreign students, workers, disabled).

Strengths:

Declared appreciation of students' individualities.

Areas for improvement:

Individual study is a fundamental part of training. In view of the logistical difficulties resulting from the ratio between the number of classrooms and the number of programmes, it is suggested that the Saturday, when classes are suspended, be used to allow students to use the teaching rooms for individual study. This opportunity is particularly suitable for those subjects with a technological focus that require equipment that is difficult to obtain but indispensable during the study phase.

S4.5 UPDATING OF TEACHING METHODOLOGIES.

The institution encourages continuous updating of teaching methodologies.

S4.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory identifies the updating of teaching methodologies in the workshop activities and Masterclasses offered annually to students.

On the other hand, there are no initiatives aimed at the continuous updating of teaching methodologies.

Meritorious is the experience conducted by a lecturer within a Master's programme on disability. She is entrusted with monitoring the agreements made with specialised centres for pedagogical consultancy and the production of ad hoc teaching materials.

Strengths:

- The Conservatory foresees and implements targeted actions for SEN and SLD (Specific Learning Disorders), which differ from the additional training and discussion opportunities alongside teaching.

Areas for improvement:

- The continuous updating of teaching methods is an integral part of quality assurance processes.
- The use of flexible teaching methods and tools, tailored to the specific needs of the individual student, makes it possible to calibrate the offerings in an increasingly targeted manner, while at the same time verifying their effectiveness with respect to the expected results.

SUPPORT SERVICES AND ACCESSIBILITY

S4.6 ACCESSIBILITY AND USE OF SERVICES

The institution ensures that student support facilities and services are easily accessible and available to all students.

S4.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory has organised a specific support service for students to assist them in drawing up their study plan and choosing their thesis. This service, which is entrusted to the Educational Management and the Administrative Secretariat, is responsible for guaranteeing the full usability of the facilities and services.

As for the facilities, the library is currently without a reference figure and, consequently, difficult to use. Even the equipment related to the programmes on new technologies is rendered unavailable except during lectures, due to the intensive use of classrooms and spaces. From the Programme Report it appears that the Conservatory of Benevento seems to be equipped with a way of booking classrooms and tracking accessibility to teaching services, but from the meeting with the Consulta it would appear that this service is not currently available.

During the site visit, it was possible to verify the availability of some spaces on the lower floor, which were made available to the students for breaks between classes. These spaces were also equipped with vending machines for drinks and small snacks. The venue also has no architectural barrier problems, being equipped with slides, lifts, etc.

The wi-fi network, although present, is not available for students.

Strengths:

- Presence of a specific assistance and guidance service for students when preparing study plans and dissertations.
- Attention to the daily needs of the students, to make the common areas more comfortable.

Areas for improvement

- The majority of the student population is off-site. Consequently, the shortage of study rooms is considered by students to be one of the Conservatory's most critical issues. We would like to point out that Saturday, the day on which teaching activities are suspended, should be used to make classrooms and instruments available for study and ensemble music activities. This need is particularly felt, especially by students of New Technologies who, in this way, would be able to make use of the special equipment needed for in-depth study.
- It is recommended that the library's book and research holdings be made fully available.
- It is necessary for the Conservatory to activate the booking service for study rooms.
- It is recommended that the wi-fi network be made available to students for Internet access.

STUDENT CENTRALITY

S4.7 PROMOTION OF THE ROLE OF STUDENTS

The institution encourages students to take an active role in the learning processes, contributing to stimulate their motivation, critical thinking, autonomy, and engagement

S4.7 FINAL EVALUATION OF THE CEV-AFAM

General remarks

From the self-evaluation report, the need to involve students in artistic production activities, masterclasses and group lessons emerges repeatedly. The importance of surveying students' opinions as a central element of self-evaluation is equally clear. Even more so, the difficulties in data collection and questionnaire administration are not understood.

Strengths:

A quantitatively and qualitatively high artistic production with the full involvement of the students.

Areas for improvement:

- Creation of opportunities for dialogue with the Student Council and direct involvement of students in the planning of training activities.
- Updating the institutional website for a more timely promotion of artistic production activities.

S4.8 PROCEDURES FOR HANDLING COMPLAINTS AND SUGGESTIONS

The institution has appropriate procedures in place for handling student complaints and improvement suggestions.

S4.8 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory does not seem to have formal procedures for handling student complaints. It has identified the Student Council as the privileged tool for dialogue with members. Complaints and suggestions are filtered by the Consulta and forwarded to the relevant bodies.

Strengths:

Active and effective role of the Student Council.

Areas for improvement:

Establishment of a Quality Assurance Board to monitor the procedures for handling any complaints until the reported problem is resolved.

ASSESSMENT OF ACHIEVEMENT

S4.9 EVALUATION CRITERIA AND METHODS

The criteria for assessment and examination methods are defined in the official documents of the Institution, as well as communicated to students and faculty in advance.

S4.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Evaluation criteria and methods are made public through the Institute's various regulations (Study programme Regulations, Teaching Regulations).

In accordance with the didactic regulations (Art. 5), profit examinations take place before a commission that ensures their public character, within the limits of the regulations in force. The examinations may consist of theoretical or practical tests with the instrument as established for the individual programmes of study, at the proposal of the competent teaching structures, approved by the Academic Council and issued by decree of the Director.

Articles 21 and 22 of the Didactic Regulations describe examination methods and other forms of profit assessment in some detail. In particular, Article 21 dwells on the propaedeuticity of certain subjects and the need to fulfil any additional training obligations (debts). Article 22 describes the various forms of examination (executive/ written/ group) and the forms of assessment (with a grade in thirtieths or suitability assessment).

Strengths:

No significant strengths can be reported.

Areas for improvement:

- The Conservatory should define a document setting out the evaluation criteria for the different examinations.
- Need to produce information on this aspect that is clear, shared and, it is hoped, shared on the Conservatory's website.

S4.10 EXAMINATION BOARDS

Examination boards are composed of a minimum of two examiners.

S4.10 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Proficiency examination committees are appointed by the Director of the Conservatory and are made up of three members, one of whom is the holder of the study programme and acts as Chairman (Art. 5 of the Teaching Regulations). The commission for the final exam of the study programme, on the other hand, is made up of five members and is chaired by the Director of the Conservatory or his delegate, and must include the professor(s) who prepared the final exam and at least one professor of reference of the discipline in question (Art. 6 of the Teaching Regulations).

Strengths:

Clear definition of procedures.

Areas for improvement:

- Adoption of an ECTS catalogue
- Development of the statistical grade curve.

S4.11 EXAMINERS

Examiners consciously apply assessment methods and receive support in the development of their competencies in this field.

S4.11 FINAL EVALUATION OF THE CEV-AFAM**General remarks**

Proficiency examinations and any other type of examination subject to registration may be taken only after the conclusion of the relevant programmes, by students who have obtained any attendance certificates and complied with the propaedeutic requirements of the individual curricula; they must also be in order with the payment of fees and contributions (Art. 22 of the Didactic Regulations). These checks are guaranteed by the secretarial offices, which support the examination committees at all stages, from the planning of the examination session to the registration of the final results.

Strengths:

Clear definition of procedures.

Areas for improvement:

List in detail, as far as possible, the assessment criteria with reference to each discipline and study programme.

S4.12 CONSISTENCY AND FAIRNESS IN ASSESSMENT

Assessment is consistent and applied equally to all students, following the defined procedures.

S4.12 FINAL EVALUATION OF THE CEV-AFAM**General remarks**

Please refer to the points above with regard to the forms and criteria of assessment. The didactic regulations are exhaustive and very detailed in this regard. With regard to the fairness of the application of the assessment itself, compliance with the internal rules laid down (committee of three members, one of whom is the holder of the examination discipline; publicity of examinations) is a guarantee of transparency.

Strengths:

The assessment is made in accordance with the procedures set out in the teaching regulations.

Areas for improvement:

It is recommended to proceed with the publication of the assessment criteria with reference to the individual disciplines and study programmes.

S4.13 EXAMS

Exams accurately assess the acquired competences, including reference to the Dublin Descriptors, the Lisbon Convention, etc.

S4.13 FINAL EVALUATION OF THE CEV-AFAM

General remarks

There are no explicit references to the Dublin Descriptors and the Lisbon Convention in the documentation provided with regard to the verification of acquired competences.

In any case, the on-site visit and interviews with students did not reveal any particular critical issues with regard to exam management.

Strengths:

At the beginning of the academic year, each lecturer draws up his or her own syllabus, which he or she shares with his or her class, making it known in good time for exam preparation purposes.

Areas for improvement:

It is recommended that more publicity be given to examination programmes, including through a specific section on the institutional website.

STANDARD 5 - STUDENT ADMISSION, CAREER PROGRESSION, RECOGNITION AND CERTIFICATION

[ESG2015 1.4 Student admission, progression, recognition and certification]

The institution applies predefined and public regulations uniformly for all phases of the student's "life cycle", i.e. admission, career progression, recognition of prior learning and certification.

S5.1 ACCESS POLICIES, PROCESSES AND ADMISSION CRITERIA

The Institution establishes uniform and transparent access policies, processes and admission criteria, taking into account personal motivations, the different preparation levels and other specific criteria of each study programme

S5.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Access policies, processes and admission criteria are defined through the Academic Regulations (Art. 24). Access to first-level academic programmes is reserved for students in possession of an upper secondary school diploma or other qualification obtained abroad that is recognized as suitable or, in the case of outstanding ability and aptitude, who will obtain the same by the completion of the study programme. Recognition of the suitability of qualifications obtained abroad, for the purpose of admission to programmes, is decided by the Academic Council in compliance with the directives of the European Union and international agreements on the subject. Admission to second-level academic programmes, on the other hand, is reserved for students in possession of a first-level academic diploma, or a bachelor's degree, or a conservatory diploma combined with a high school diploma. Students holding another equivalent degree obtained abroad and recognized as suitable may also be admitted. It is also necessary that the preparation acquired be consistent and adequate for the second-level study programme. Admission to the above programmes is subject to passing a selection exam that verifies the possession of the necessary musical and cultural competencies. The entrance competencies are defined in the regulations of each study programme. If the student during the entrance examination shows gaps in preparation, he or she will be obliged to make up the debts detected, including through attendance at special educational activities. The criteria for assigning debts are regulated by the relevant teaching structures and deliberated by the Academic Council. Failure to meet any additional educational obligation (debt) constitutes an obstacle to the continuation of the career. In the case of foreign students, specific language skills must be verified during admission. This is particularly critical, especially in the case of Chinese students, who almost always hold B1 or B2 language certifications that do not correspond to their actual level of proficiency. At present, the student is admitted with attribution of educational debts related to language proficiency to be remedied as soon as possible. The same NdV suggests, by the way, to activate a more "objective" procedure for ascertaining the language skills of foreign students.

Strengths

Timely definition of entry procedures.

Areas for improvement

The Conservatory offers an entrance tutoring service. This service is not always available and especially not properly publicized. Its more timely structuring and better promotion is recommended.

It is suggested to prepare preparatory programmes, also in agreement with the University, for the language preparation of particularly deserving foreign students who do not possess at admission the necessary skills for access to academic programmes

S5.2 CONSISTENCY OF ACCESS POLICIES WITH STUDENT NEEDS

The institution ensures that access policies pay specific attention to the needs of the various categories of students (e.g. off-site students, foreigners workers, with disabilities).

S5.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory operates constantly with respect to the needs and requirements of individual students. Special paths have been provided for working students (who are allowed to structure mixed or part-time forms of teaching), as well as for students with disabilities and SLD, for whom the Conservatory of Benevento shows special sensitivity, well beyond the regulatory requirements of the sector. For particularly deserving internal students, collaborations involving scholarships are proposed. A pronounced commuting is observed from the site visit, which would impose more attention to the articulation and scheduling of classes: a new concrete model that allows students to be able to reduce their presence at the institution (so as to take care of individual preparation) has been defined for the start of the A.A. 2023-2024.

Strengths

- Special attention in the implementation of SEN and LSD students regulations.
- Presence of special pathways for working students.
- Scholarships for collaborations for the most deserving students.

Areas for improvement

- Establish policies for off-campus and international students.

S5.3 POLICIES FOR RECOGNITION OF QUALIFICATIONS AND PRIOR LEARNING

The institution has efficient and clear procedures for the recognition of qualifications and prior learning

S5.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

For the recognition of degrees and prior learning, the Conservatory's self-evaluation report generically refers to ad hoc committees appointed by the Director as needed.

Even a subsequent check reveals no specific regulation for the recognition of degrees and artistic activities. Consequently, the only normative reference for such evaluations, is Article 29 of the teaching regulations, which is particularly useful in the case of transfer from another institution and in the case where the student has an already established professional activity.

Strengths

The possibility of evaluating professional and/or concert activities for shortening the study programme.

Areas for improvement

The issuance of a specific regulation for the recognition of degrees and artistic and professional activities is recommended.

S5.4 RECOVERY OF WEAKNESSES OR GAPS IN INITIAL KNOWLEDGE

The Institution plans any support activities for the recovery of weaknesses or gaps in initial knowledge (e.g., study programmes for the recovery of the skill and knowledge deficiencies highlighted by the admission test), especially for students with specific learning needs.

S5.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Support activities for the recovery of initial preparation are defined in the teaching regulations (Art. 25), which evidently, has not been revised after the regulatory introduction of propaedeutic programmes. Upon admission, the student may be assigned educational debts by the Examination Board, which must be filled during the first year of attendance. To this end, the Conservatory initiates specific educational activities designed to fill any debts. The criteria for the attribution of debts are regulated by the competent teaching structures and deliberated by the Academic Council. Failure to fulfill any additional educational obligation (debt) constitutes an obstacle to the continuation of the career. However, if on the regulatory level the point of attention seems well focused, the criteria by which individual remedial programmes are organized are not as clear.

Strengths

The site visit and interviews with the students in the various departments revealed the full willingness of the faculty to meet students' needs in the necessary forms and ways.

Areas for improvement

Revising regulations to adopt measures consistent with current regulations (in line with DM May 11, 2018, No. 382).

S5.5 PERSONALIZED PATHS

The Institution proposes personalized paths for students (for example, disciplinary or interdisciplinary in-depth paths).

S5.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory adopts individualized and personalized teaching for students with disabilities and students with SLD. In particular, students with disabilities are entitled to make use in their education of technical and specific teaching aids, also realized through agreements with specialized centers, specialized tutoring and various other necessary aids. Students with SLD, on the other hand, have the right to be able to use certain legal measures during lessons, which constitute facilitation with regard to skills, not content: the learning

objectives remain the same as for non-SLD students. For all students, then, the Conservatory gives the opportunity to modulate their curriculum either by personalizing it by choosing from "choice subjects," or by adding a certain number of study programme credits beyond those normally provided.

Strengths

Well-defined SLD behaviors.

Areas for improvement

Define with the Council policies for possible personalized pathways.

S5.6 TRAINING ON RESEARCH METHODOLOGIES

The Institution guarantees students specific training activities on research methodologies, appropriate to the level and characteristics of the study programme.

S5.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory confirms its vision centered substantially on artistic production. The initiatives reported, in fact, do not explicitly refer to research, the definition of which is evidently still blurred and entirely marginal in the Institute's activities. The report of the NdV gives news of the establishment of a working group for the in-depth study of these issues, although the object of these in-depth studies always turns out to be concert activity, confirming a terminological confusion between research and artistic production. An important contribution, although not structured in an Institute project, comes from the newly established programmes, as was possible to verify during the site visit, such as the New Technologies study programme or the study programme on Classical Neapolitan Song.

Strengths

Availability of a recording room, classrooms and multimedia tools for disciplines related to new technologies.

Areas for improvement

Implementation of a working group to define specific training activities on research methodologies (and possible participation in meetings of the AEC's EPARM platform or specific Italian organizations such as RAMI, Association for Artistic and Musical Research in Italy).

S5.7 MONITORING OF THE STUDENT'S CARREER

The Institution monitors students' career and adopts consequent support or improvement actions.

S5.7 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory declares that it proceeds periodically through the Academic Council to audit the effectiveness, functionality and quality of teaching. The results of this verification are subject to evaluation by the governing bodies, which use them when "planning teaching activities and for the periodic revision of the

didactic orders of programmes of study." In fact, there is no evidence of such activity either by the Academic Council or the governing bodies themselves.

Strengths

No major strengths emerge.

Areas for improvement

Explain a virtuous PDCA circle. It is recommended that what is stated be put into practice (periodic verification of the effectiveness, functionality and quality of teaching).

S5.8 DIPLOMA SUPPLEMENT

The Institution provides the student with exhaustive documentation on the qualification conferred and on the learning outcomes achieved (Diploma Supplement), compiled in accordance with the provisions of the MIUR Directorial Decree n. 389 of 5 March 2019 and the related Guidelines

S5.8 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory, after awarding the degree, automatically issues a Diploma Supplement Certificate (Diploma Supplement). This certificate contains all the news related to the educational pathway completed by the student. This document is issued only in Italian.

Strengths

The Conservatory automatically issues the Diploma Supplement free of charge.

Areas for improvement

- The Conservatory could usefully implement the current procedure by providing for the issuance of the DS in the dual Italian/English version, on the model provided by DM 389 of March 5, 2019.
- Processing and publicizing the statistical grade curve.

S5.9 QUALIFICATIONS RECOGNITION

The Institution acts in line with the principles of the Lisbon Convention on the qualifications recognition and with the methodologies defined by the National Information Centre established on the basis of art. IX.2 of the aforementioned Convention.

S5.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The self-assessment form makes a generic reference to an ad hoc committee appointed by the director. There is no reference to the Lisbon Convention, nor to the National Information Center. It is recalled that, in application of Article IX.2 of the Convention, Italy has entrusted CIMEA - Centro di Informazione sulla Mobilità e le Equivalenze Accademiche (Information Center on Mobility and Academic Equivalences), with the task of

carrying out the activities of a National Information Center on the procedures for the recognition of degrees in force in Italy, on the Italian system of higher education and on the degrees present at the national level.

Strengths

No major strengths emerge.

Areas for improvement

It is suggested that the Conservatory take greater care in adhering to the principles of the Convention on the Recognition of Qualifications Relating to Higher Education in the European Region (STE no. 165). Please refer to the CIMEA website <https://www.cimea.it/pagina-procedure-riconoscimento-titoli> for the appropriate insights.

STANDARD 6 -TEACHING STAFF

[ESG2015 1.5 Teaching staff]

The Institution to ascertain the competence of its teaching staff. The Institution adopts fair and transparent processes for the recruitment and updating of the teaching staff.

S6.1 CRITERIA AND PROCEDURES FOR RECRUITING CONTRACT TEACHING STAFF

The institution shall define and adopt transparent criteria and procedures for the recruitment of contract teaching staff (e.g. comparative assessments, including indication of the timetable, deadlines, requirements, composition of the evaluation committee and publication of rankings). The institution shall define specific and clear evaluation parameters of the artistic/scientific, professional and cultural profile associated with each teaching and it shall provide for the request of syllabi related to the teachings relating to the recruitment procedure.

S6.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the NdV 2023 report, it is stated that in the previous academic year the number of lecturers on staff increased by 13, from 110 to 123 lecturers (79 T.I. and 44 T.D.). This increase made it possible to considerably reduce the number of contracted experts (from 92 to 46), which undoubtedly has a positive impact on the overall quality of teaching, as we can count on an increasing number of structured lecturers. For those teachings that do not fall under tenure-track positions, the Conservatory allocates additional teaching hours to in-house faculty according to a set of regulations approved by the C.D.A. in its meeting No. 2 of February 26, 2016 by resolution No. 6, in deference to the current legal and contractual framework. Where it is not possible to cover these teachings with structured staff, external contract experts are recruited, often recruited on the basis of needs related to new subjects to be activated. These experts are identified either by public selection (by titles) in the case of teaching modules, or by private negotiation in the case of masterclasses entrusted to scholars or experts with high and proven professional and scientific qualifications. Contracts last one year and are stipulated by the Director, upon reasoned proposal of the Academic Council. Contracted professors are required to submit to the Director, who will specifically evaluate them, a detailed report on the activity carried out and to keep records of lectures. All announcements are published on the institutional website in the Announcements section under Lecturers, although the related consultation is not always immediate and easy.

Strengths

No particular strengths are evident.

Areas for improvement

- There is no reference in the report to the General Plan of Activities, which should therefore be implemented to give evidence of these activities.
- It is suggested that the procedures and parameters used in the calls for proposals to identify contract faculty be defined.

S6.2 TRAINING AND UPDATE OF TEACHING STAFF

The institution promotes opportunities and initiatives to improve the artistic/scientific and professional qualification of its teaching staff, including actions that allow the acquisition of skills for the use of new technologies and for the innovation of teaching methods.

S6.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The self-evaluation report generically reports about soft skills and cultural enrichment of teachers, referring to a large program of concerts and master classes. In reality, at present, teacher training and continuing education is not considered a priority by the Conservatory, at least as an institutional action. There is no specific item in the budget for such activities, which, as a result, end up being left to the free initiative of individuals.

Strengths

No major strengths are reported.

Areas for improvement

- Organization of activities aimed at improving technological skills, foreign languages, but also aimed at the life of the Institute, such as programmes on safety and first aid.
- Organization of programmes aimed at updating teaching methodologies.
- Cultural promotion activities with the direct involvement of teachers.

S6.3 LINK BETWEEN RESEARCH, ARTISTIC PRODUCTION AND THE THIRD MISSION

The institution encourages academic activities aimed at strengthening the link between teaching, research, artistic production, and third mission.

S6.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the self-evaluation report, there is a description of the third mission initiatives that the Conservatory promotes, with special attention to the most fragile people, such as the sick, the needy, prisoners, and refugees. These activities take the form of a series of concerts in collaboration with territorial authorities, entities and other public and private institutions. As it was possible to verify through the site visit, the Conservatory is actually well inserted in the connective tissue of the territory, but the initiatives, numerous in truth, are the occasional result of relationships that, from time to time, involve the direct interlocutor without a programmatic plan of interventions. In this perspective, research is once again completely absent, confirming the absolute centrality of music production in the programmatic logics of the institution.

Strengths

Solid relationships with local entities, public and private bodies, universities, etc.

Areas for improvement

- Third mission activity is solid and quantitatively conspicuous. To date, however, it lacks a programmatic vision of interventions and especially a direct link between research, artistic production and the third mission. Therefore, it is suggested that the Conservatory take action to define a long-term vision with respect to research and third mission activities, clearly defining its goals, strategies and tools to achieve them.
- It is also recommended that these activities be given greater visibility on the institutional website, so as to make the centrality of the third mission more evident among the Conservatory's own aims.

STANDARD.7 -LEARNING, STRUCTURAL AND STUDENTS SUPPORT SERVICES

[ESG2015 1.6 Learning resources and student support]

The institution appropriately funds learning and teaching activities and ensures adequate availability of teaching and student support resources.

ECONOMIC AND HUMAN RESOURCES

S7.1 FINANCIAL STABILITY

The institution's economic and financial situation is stable

S7.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The programmatic report aims to illustrate the educational and artistic programmatic lines to be adopted for the Academic Year 2022-2023. It is a programmatic policy plan in which the general objectives that the Conservatory of Music "Nicola Sala" of Benevento intends to achieve in the field of didactic training, production and artistic research for the next Academic Year are indicated. The document, drafted in order to fully implement the guidelines concerning didactic programming, artistic production and research, as outlined by the Academic Council and the Director of the Institution, is sent to the President of the Institution, so that the programmatic lines of the E.F. 2023 Budget can be outlined, in accordance with the provisions of Article 5 of the Conservatory's Administration, Finance and Accounting Regulations. The PIAO 2022-2024, updated annually, defines:

- (a) the programmatic and strategic performance objectives;
- (b) the human capital management and organisational development strategy and the annual and multiannual training objectives;
- (c) the tools and steps to achieve full transparency of the results of the administrative activity and organisation and to achieve the anti-corruption objectives;
- (d) the list of procedures to be simplified and re-engineered each year;
- (e) the modalities and actions aimed at achieving full accessibility to administrations, physical and digital;
- (f) the modalities and actions for full respect of gender equality.

The economic and financial situation of the Institution is therefore sound, as can be clearly seen from the documents analysed. The on-site visit confirmed what has already been revealed by the analysis of the documents: a virtuous organisational culture aimed at efficient and responsible management of financial resources. The on-site visit also confirmed a good culture of management control, through the application of budgetary techniques for artistic events.

Strengths:

- The institution's financial strength is measured by the regularly published payment timeliness indicator by the last day of the three-year reporting period. With respect to the fiscal year 2022, the Conservatory records the following data:
 - a) Total sum amount due X payment time -10,675,572.03
 - b) Total amount due 604,795.42
 Payment timeliness indicator (a/b) -17.65

Payment time is to be understood as the average number of calendar days (including holidays) between the date of issuance of the mandate and the due date of the invoice. The negative sign means that, in relation to

the criterion imposed by DPCM-22 September 2014, payment is made through no. days before the due date of the invoice.

- The concrete and systematic commitment to provide students with an artistic education such as to guarantee them a professional future consistent with the academic study programme, capable of meeting the needs and seizing the opportunities of the labor market in the arts and music sector.
- Highly motivated teaching staff and PTA. - Adequate financial resources allocated for routine (current expenditures) and extraordinary (capital expenditures) maintenance of musical instruments.
- Congruous financial resources allocated for training and professional development. - Congruous resources allocated to research projects.
- Opportunities have been virtuously exploited to obtain funding and carry out related major energy efficiency works, benefiting the Institute's financial and environmental sustainability, in full compliance with Agenda 2030 and the European Green Deal. In fact, by MUR-MEF Inter-Ministerial Decree No. 657 of Sept. 18, 2020, registered with the Court of Auditors on Oct. 1, 2020 under No. 1945, the use of multi-year grants for building interventions admitted to ministerial funding by Ministerial Decree No. 1146 of Dec. 13, 2019, was authorized. With regard to ministerial contributions, at the conclusion of the complex procedure for obtaining the direct contribution for Afam building, by Ministerial Decree No. 1146 of December 13, 2019, the Conservatory was awarded the maximum total amount of 1,000,000.00 euros for the implementation of building interventions on the property indicated in the application for funding for Programs letter A, submitted within the deadline indicated in Ministerial Note No. 10371 of August 9, 2018. The final project approved by the Ministry envisages an extensive energy upgrading intervention related to the portion of the building named Palazzo De Simone, current headquarters of the State Conservatory of Music "Nicola Sala" of Benevento. The proposed intervention concerns the final project approved by the Ministry provides for an extensive energy upgrading intervention related to the portion of the building called Palazzo De Simone, current headquarters of the State Conservatory of Music "Nicola Sala" of Benevento. The proposed intervention concerns improvement, energy and lighting efficiency interventions of publicly owned buildings used for school education and high artistic, musical and choreographic training as well as the total replacement of all windows and doors that are aimed at energy saving.
- The institution, also through involvement and openness to the territory, has the necessary resources for the promotion and organization of its artistic and cultural events. Of particular note is the San Vittorino Complex, on loan for 9 years from the City of Benevento; a complex of architectural merit, fully renovated and equipped with a theater and large, evocative and versatile spaces, which allow for the organization of artistic events and demonstrations aimed at developing and enhancing the skills and abilities of the students, in a context of virtuous interchange with the stakeholders of the territory and beyond.

Areas for improvement:

It was not clear from the meetings how the institution intends to financially support (as well as strategically justify) the development of educational offerings (e.g., three-year, Master's, doctoral, etc.), without Adequate market reconnaissance at the level of potential catchment area (potential demand side) and at the level of supply (competition side: territorial and other competitors).

Produce more in-depth qualitative analyses such as to provide a reading from the perspective of both ec- financial sustainability and strategic user relationship (increase/decrease in enrollment, market potential, etc.) and competition (near and far competitors). This would provide a better appreciation of the ec- financial sustainability of the potential lines of development of educational offerings mentioned in more than one of the documents preliminarily analyzed and reiterated later during the site visit.

Technological and infrastructural deficiencies:

- a) wifi service is nonexistent: its activation is advocated;
- b) discomfort among students due to the chronic lack of classrooms in which they can carry out group work, either for research purposes or for performance activities;

c) the lack of an electroacoustic studio, considered to be very important especially for the more innovative and frontier programmes.

Site management:

a) giving more organicity. E.g., by grouping documents of the same nature under the same name; enhancing the identity of the institution (e.g., improving the management of the logo and communicating the poster of initiatives and artistic projects with greater organicity and cohesion); preparing and providing a list of external conventions and partnership/cooperation agreements that make explicit specific objectives of artistic production active in the a.y. of reference.

Accounting documentation:

a) in light of the discussions held with the PTA, it is recommended to detail at a descriptive level some crucial items such as chap. of ordinary and extraordinary maintenance of musical instruments. E.g., from the documentation preliminarily analyzed, in particular the "President's Report to the EF 2023 Budget," the economic resources allocated to ordinary and extraordinary maintenance, although correctly placed under the respective chapters of reference ("Title 1-Current Expenditures," for ordinary maintenance) and "Title 2- Capital Expenditures," for extraordinary maintenance, restoration and transformation) are not sufficiently detailed, so that the risk is not to understand -and appreciate- fully the effort specifically incurred for the maintenance of musical instruments. Hence, the suggestion to better detail in the economic-financial documentation the economic effort sustained for this type of maintenance: a key budget item in order to be able to quantify the economic effort intended to ensure the functionality of indispensable instruments for teaching;

b) a second suggestion, in the light of the preliminary documentary analysis and the conversations held on site with the PTA, is to make explicit in a formal document developed by the institution, the criteria for evaluating research projects so as to provide transparent information to all potential stakeholders.

S7.2 BUDGET DOCUMENTS AND NEGOTIATION AGREEMENTS

Budget documents and negotiation agreements shall be timely approved and shall ensure an orderly and transparent financial and administrative management.

S7.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Budget documents are prepared in accordance with the correct principle of prudence; the quantitative information they contain is organized with clarity and methodological correctness, i.e., in accordance with accepted and established accounting principles. Budget documents and contracting agreements are approved in a timely manner and ensure orderly and transparent financial and administrative management for all stakeholders (primary, secondary; current and potential).

Strengths

The Institute Supplementary Agreements of the various a.a. are well articulated and clearly drafted.

Areas for improvement

- The documents under PdA 7.2 can be easily found in the Transparent Administration Section and correctly named (see links above and below), it is recommended to group the same type of documents in the same Sub-Section.
- The "Self-Assessment Form" produced at the Conservatory should be implemented to give timely feedback on the many aspects noted in the policy documents and also emerged during the visiting interviews.

S7.3 AVAILABILITY AND USE OF FINANCIAL RESOURCES

The institution has adequate financial resources for teaching and learning. These resources are efficiently used.

S7.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Documentary analysis shows that the institution has adequate financial resources for teaching and learning.

Strengths:

The explicitly stated and reiterated commitment in the various official documents to provide students with an arts education such that they are guaranteed a professional future consistent with the academic pathway, capable of responding to the needs and seizing the opportunities of the labor market in the arts and music sector.

Areas for improvement:

- Produce more in-depth qualitative analyses such as to provide a reading in terms of both ec- financial and strategic sustainability of the relationship with users (e.g., increase/decrease in enrollment, market potential, etc.) and competitors (near and far competitors). This would provide a better appreciation of the ec-financial sustainability of potential lines of development of educational offerings mentioned in more than one of the documents analyzed.

- A widespread lack of planning with respect to the various goals and actions needed to achieve them (e.g., the issue of musical instrument maintenance: how many resources allocated in 2023 and subsequent years for this crucial goal for the full implementation of the Institute's mission?).
- The "Self-Assessment Form" at present is not substantially supportive and needs to be implemented.

S7.4 RESOURCES FOR ARTISTIC AND CULTURAL EVENTS

The institution has the necessary resources for the promotion and organization of its artistic and cultural events, also through its involvement and openness to the external context and territory.

S7.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The institution, also through involvement and openness to the territory, has the necessary resources for the promotion and organization of its artistic and cultural events. The programmatic report cited among the sources constitutes a programmatic policy plan in which are indicated the general objectives that the Conservatory of Music "Nicola Sala" of Benevento intends to achieve in the field of didactic training, production and artistic research for the next Academic Year. The document, drafted in order to give full implementation to the guidelines concerning didactic programming, artistic production and research, as outlined by the Academic Council and the Director of the Institution, is sent to the President of the Institution, so that the programmatic lines of the E.F. 2023 Budget can be outlined, in accordance with the provisions of Article 5 of the Regulation of Administration, Finance and Accounting of the 'Institute. The educational offerings are developed to meet the needs of the area (NdV Report 2023, p. 12). The documents reviewed show that teachers are actively involved in artistic and research projects, remunerated through the Institute Fund, which is subject to Supplementary Institute Bargaining and disbursed by the MIUR through the Single Paycheck portal (REPORT ON MANAGEMENT FINANCIAL YEAR 2021, p.2).

The Institute demonstrates positive dynamism and systematic efforts aimed at promoting and organizing its own artistic and cultural events. In particular, the Conservatory of Benevento demonstrates that it devotes due resources (teaching staff, administrative, instrumental and technological resources, financial -see in this regard also the supplementary contracts) necessary for the promotion and organization of its own artistic and cultural events, also with a view to co-creating value with and for the territory and its heterogeneous stakeholders.

Among the most significant initiatives are the following (MANAGEMENT REPORT FINANCIAL YEAR 2021, par. "Artistic and production activities. List of cultural events," pp. 2-4):

- the Conservatory has renewed agreements for the achievement of artistic production goals with music-oriented high schools in the area and with the San Carlo Theater in Naples;
- in A.Y. 19-20, the final of the XV Edition of the "National Arts Award - Pop Rock section" was held at the San Vittorino Theater in Benevento during the Christmas holidays, postponed due to the health emergency;
- starting in April 2021, numerous Masterclasses were organized by the Teachers of all Departments in order to expand the educational offerings aimed at students enrolled at the Benevento Conservatory;
- from June 19 to 21, 2021, the tried-and-tested formula of the European Music Festival was proposed, entitled "Let's Play the City."
- a new event was inaugurated in September 2021: "Autumn Festival 2021," promoted by the Nicola Sala Conservatory and structured in three musical sections;
- as part of the Fall Festival 2021, the 9th edition of the "Nicola Sala" Conservatory of Music of Benevento's "Nicola Sala" Guitar Autumn was held;

- in November 2021, at the Archbishop's Palace, the volume of the magazine "Vox Antiqua" entitled "Laus Musicae. Art, science and practice of medieval liturgical and devotional singing" edited by Luisa Nardini and Paolo Scarnecchia with an introduction by the president of the "Nicola Sala" Music Conservatory of Benevento, Antonio Verga.
- In A.Y. 2023, 102,800 euros (out of 145,989 euros or 65% of 224,589, i.e., the total Institute Endowment, see Supplementary Bargaining 2023) are allocated to faculty to incentivize artistic production

Strengths:

- If confirmed and systematically projected also in future academic years, the Conservatory's commitment to the development of artistic production will be able to trigger a virtuous circle capable of promoting, on the one hand, the professional maturation of students - stimulated to engage in live performances - and, on the other, the cultural growth of the public and interest in the Conservatory (Management Report fiscal year 2021, p. 4).
- Management of the Theater of the "S. Vittorino" complex: a space suitable for the performance of concerts capable of accommodating a substantial number of people as audiences. This is property granted on loan by the City located in the historic center Vico I S. Vittorino, rises on four levels above ground. On the ground floor there are: entrance hall, cloister, Auditorium theater and rooms attached to the auditorium hall, as well as hallways and services. On the upper levels, there are located several very large and almost all directly connected rooms.
- The "Nicola Sala" Conservatory of Benevento has, in-house, the "Mike Mosiello" Recording Studio, located on the third floor of the Institute, which allows students to be able to take advantage of rehearsals of recordings, recordings, already putting them in close contact with the specific problems related to this type of performance (Programmatic Report, p. 10).
- The "Nicola Sala" Conservatory of Benevento will also be enriched with a new space for research and experimentation: the production room, video where students will be able to experiment with post-production activities of different types of videos: backstage editing, music videos, dramas, short films, documentaries, TV formats, live directing with multi-camera post production, composing (Programmatic Report, p. 10).

Areas for improvement:

- Hypothesize greater organicity in proposing to the public and the territory the artistic production of the Conservatory-e.g., imagine a "poster of the Benevento Conservatory," designed and developed perhaps at the editing level by the students themselves. - Leverage the website for this purpose and give more organic visibility to the artistic production "systemically" proposed; currently it is instead a sort of list of initiatives, although absolutely meritorious but lacking an "institutional identity" in the way they are proposed and disseminated
- Allocation of funds/financial resources (e.g., supplementary contract) for arts projects: it is suggested that the procedures and criteria (e.g., internationalization/international hosting; ability to promote cultural heritage; innovation; level of involvement of students as performers/audience) for the allocation of funds for arts projects be made explicit in appropriate documents (e.g., a regulation or ad hoc protocol).
- Prepare and publish on the website a list of external conventions and partnership/cooperation agreements that make explicit specific objectives of artistic production active in the relevant academic year.
- Prepare and provide an annual final report about the economic and socio-institutional results (e.g., initiation of new international partnerships) of the artistic production, which can be consulted on the Conservatory's website, accounting (e.g., through appropriate indicators) for the satisfaction of the audience that attended (one could hypothesize the distribution among the student community of evaluation forms in order to constantly monitor and improve the proposals selected from year to year).

S7.5 TEACHING AND TECHNICAL-ADMINISTRATIVE STAFF

The composition of the Institution's teaching and technical-administrative staff is consistent with the educational offer and the number of students.

S7.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The self-evaluation declares the existence of a good functional balance between the teaching area and the administrative area. In fact, the current staff is divided into two macro-areas, each with its own hierarchical autonomy: the teaching area with 119 faculty members and the administrative area with 36 employees. The Technical-Administrative staff consists of 2 EP T.I. units: administrative director and accounting director, no. 14 assistants, no. 19 coadjutors and no. 1 registration room technician. The administrative offices guarantee the full functionality of the Conservatory, ensuring timeliness and correctness in the fulfillments and obligations imposed by current regulations by meeting the needs of teaching, artistic production and research. The PIAO indicates the need to increase the number of administrative staff to cope with the increase in functions necessary for the smooth operation of the institution. In truth, the existing staff appears more than sufficient for the needs of the institution, even with a view to a possible further increase in educational offerings and artistic research and production activities.

Strengths

Staffing plan adequate to the Conservatory's needs.

Areas for improvement

- Promotion of training meetings to prevent the PIAO from being limited to a mere bureaucratic act.
- Greater involvement of administrative offices in the various stages of monitoring the actions produced by the institution.
- Three-year planning of training objectives to be achieved.

S7.6 STAFF DEVELOPMENT

The institution ensures that its administrative and support staff have the opportunity to develop their skills and competencies.

S7.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the self-evaluation document, the Conservatory states that it intends to engage staff in induction pathways regarding training packages by professional area. It also states that it intends to acquire customized subscriptions to all staff, including faculty. These actions are declined to the future (plans to..., will dedicate subscriptions...), without any reference to activities already planned and/or implemented. From other documents, it was possible to verify how in fact some initiatives to update staff, especially administrative staff, have already been carried out through participation in training seminars (Function and Notions of Administrative Procedure in Public Contracting; the Integrated Plan of Activities and Organization (PIAO) for public administrations; the tendering procedure in the "Below Threshold" contracts of Works and Services; etc.).

Strengths

Concrete attention to staff training and continuing education needs

Areas for improvement

- Scheduling of training and updating activities according to logics aimed at continuous improvement and Quality Assurance.
- Promotion of awareness among teaching and administrative staff on the evolution of regulations and their implications.
- Increased focus on training and refresher programmes for teaching staff.

STRUCTURAL RESOURCES

S7.7 STRUCTURAL RESOURCES AND SERVICES

The institution has adequate structural resources (buildings and equipment) and adequate student support services for teaching, artistic/scientific production and research (e.g. classrooms, laboratories, libraries, spaces for students' independent study and for student representative activities, aids education, IT infrastructure, technical equipment, professional software).

S7.7 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Benevento Conservatory is located in the historic Palazzo De Simone, built by Filippo Raguzzini in the second decade of the 18th century, as part of the reconstruction of the city ordered by Archbishop Vincenzo Maria Orsini in the aftermath of the 1702 earthquake. The building, partially restored in the 1780s and intended to be the home of the Conservatory, as reflected in a 99-year loan agreement, stipulated on December 20, 1980, between the Municipality of Benevento and the Ministry of Public Education, was largely sold by the Municipality, at the beginning of this century, to the University of Sannio Studies, which occupies one of its two wings. As a result, the classrooms allocated to the Conservatory's activities are relatively limited compared to the current variety and complexity of the educational offerings, so that it became necessary to have additional space made available by the City of Benevento. In the main building, the second floor houses the administrative offices, secretarial offices, the teachers' room, the library, the Director's office and spaces for institutional bodies. On the lower floor, on the other hand, is allocated The Organ Room, named after Archbishop Benedetto Bonazzi, creator of the rediscovery of Benevento's codices, used in particular during degree sessions, masterclasses, seminars ect. The second floor houses the recording studio named after Italian-American jazz musician Mike Mosiello, the Conservatory's pride and joy, with decent instrumental equipment and excellent soundproofing. The rest of the spaces are used for teaching classrooms. Finally, there is a space on the lower floor reserved for students to linger between classes, which is also equipped with beverage dispensers. Classrooms for conducting classes are allocated by instrument and subject. Classrooms with grand pianos were identified for piano subjects, those with desks and audio/video devices for group or composition subjects etc., and classrooms with specific instruments (harp, organ, double bass, percussion etc.). As already reported, the shortage of classrooms, does not allow for study rooms for individual study and group exercises, representing this one of the major critical issues of the facility. Very recently acquired (on loan for nine years) is the former S. Vittorino convent complex, one of the four major monasteries of Lombard foundation in the city of Benevento. The recently renovated structure has a small theater (about 200 seats) where theses, concerts and master classes can be held. The other available spaces are used for holding group classes, including orchestral rehearsals.

The library, named after the philosopher, music critic, and librarian Alfredo Parente, has a holdings of about 5,000 catalographic units with 2968 volumes, CDs, sheet music and other musicological materials. It is open to all students and faculty of the Conservatory as a necessary support to the institution's own teaching and research activities. At the moment it does not have staff assigned to library services (a public selection is being made to

identify an administrative assistant in charge) so that use is severely limited. The holdings are stored in valuable wooden bookcases with glass doors. The library is not currently listed in SBN and does not have interlibrary services.

Strengths

Prestigious buildings with particularly outstanding endowments (theater, organ, recording room).

Areas for improvement

- As previously reported, given that the availability of study rooms is one of the Institute's major critical issues, it is recommended to check the feasibility of extending the Conservatory's opening to Saturdays, limiting its attendance to study needs only.
- The library is nowadays one of the central tools for the full functionality of an institution of higher education, especially in the perspective of research activities. There is a desire to equip itself with an administrative unit to be devoted exclusively to its management, to acquire specific management software, and to want to enrich its bibliographic and audiovisual holdings. It is also recommended that the cataloguing of the entire patrimony be updated according to ICCU guidelines, joining the SBN network. It will also be essential to provide the library with multimedia workstations connected to the Internet network for access to research databases and to equip itself with the main online bibliographic tools through the subscription of the relevant subscriptions.
- It is strongly recommended that students be allowed free access to the wi-fi network, including through specific and limited locations. It is recommended that students be connected to ultra-wideband and, if possible, join the GARR network, given that Campania was one of the four regions targeted since its activation by the GARR-X Progress project (2013-2016).

S7.8 RESOURCES SUITABILITY AND ACCESSIBILITY

The institution ensures that all resources are fit for purpose and accessible and that students are informed of the services available to them.

S7.8 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Education Secretariat supports students by providing them with all information related to educational activities (study plans, study programme transitions, etc.). The institutional website is, moreover, the main channel of communication with students. Within it, in fact, already on the home page are published the main notices with all the indications for admission, evaluation and management of exams. To facilitate students' search for information, there is a section of the site "student area," completely dedicated to providing the various indications, from educational offerings to exam results. As also reported by the NDV, such information is not always easy to find. One relies on the announced revision of the website for easier reference.

Strengths

- The Education Secretariat is actively engaged in providing the necessary information to students.
- The website contains an area dedicated to them with sufficient information.

Areas for improvement

Renewal (already planned) of the website and its usability as the main vehicle of information to students

SERVICES

S7.9 STUDENT SECRETARIAT SERVICE

The institution guarantees the availability of a student secretariat service and appropriate opening hours for public access (with physical or digital communication counters).

S7.9 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory guarantees a support service and provides the student with all information related to educational activities (class schedules, study plans, study programme transitions, etc.) through the offices of the Educational Secretariat open to the public from Monday to Thursday in time slots such that the service is also guaranteed in the afternoon hours (generally two hours open to the public in the morning and two hours of telephone reception in the afternoon or vice versa). This information can be easily found as early as the home page among the news items on the institutional website.

Strengths

E-mail and telephone contacts are readily available from the website.

Areas for improvement

- Consider establishing a digital instant communication counter, both for information and complaints (also a BOT or FAQ file);
- A already pointed out, given the central role among the essential services of the institutional website, which is now quite dated and difficult to use, it is hoped that the Conservatory will soon proceed with its restructuring and enhancement.

S7.10 ORIENTATION, TUTORING, AND PLACEMENT SERVICES

The institution guarantees the availability of general services, orientation, tutoring, counselling, and placement for students.

S7.10 CEV-AFAM FINAL EVALUATION

General remarks

The Conservatory states that it promotes orientation activities for academic choice both through information provided by the Education Secretariat and teaching staff identified by the Director, and with the collaboration of students who are recipients of part-time collaboration contracts, the so-called "Orientation Assistants." As noted in the elation of the N.d.V., "among the orientation and tutoring interventions, a profile of INFO OFFICE assistant, functioning as a reception and communication desk, was included among the collaboration contracts for part-time student collaboration activities; this was done in order to facilitate in general all students and in particular freshmen, international students, working students, off-site in order to accelerate the resolution of any problems and at the same time offer opportunities for practical experience, paid, to the students in charge. The activity was carried out under the guidance of the referring teacher, both in-person with a physical counter in the Education Secretariat's antisala and remotely via email, and was publicized on the Conservatory's website and Facebook page and through physical posters disseminated in the Conservatory's offices, during morning and afternoon hours for four days a week, until October 31, 2022."

Strengths

No particular strengths can be discerned.

Areas for improvement

It is suggested to include a section on the Conservatory website dedicated to info about the tutoring desks and psychological desk hours.

S7.11 SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES OR SPECIFIC LEARNING DISABILITIES (SLD)

The institution guarantees the availability of support services for students with disabilities or SLD, focusing on accessibility and educational materials.

S7.11 CEV-AFAM FINAL EVALUATION

General remarks

The Conservatory clearly protects students with disabilities or SLD. Consistent with the SLD guidelines, the Director's Delegate is assigned the functions of guidance, support and mediation for students, faculty and families. Provides information regarding the facilities provided by law during the educational pathway and in examinations, and may collaborate with students and faculty in defining the most useful arrangements for the conduct of tests and examinations. It carries out the monitoring of agreements entered into with specialized centers having the function of pedagogical advice, production and adaptation of specific teaching materials. At the same time, the Conservatory organizes specific projects, such as the recent training conference "Music@ for Inclusion," held on May 15 and 16, 2023 in the S. Vittorino Auditorium and aimed especially at teachers responsible for inclusion in schools of all levels in Benevento and the province.

Strengths

- LSD guidelines.
- Presence of a person delegated by the Director to manage relations with students and families as well as to monitor support actions. - Attention to the world of disabilities and inclusion, with specific projects.

Areas for improvement

With respect to this point of attention, the Conservatory does not present the need to initiate improvement actions. Therefore, the institution should continue to operate in a virtuous manner, as noted both through the documents provided and through the information acquired during the visit.

S7.12 SERVICES FOR THE RIGHT TO EDUCATION

The institution provides fair and transparent services for the right to education.

S7.12 CEV-AFAM FINAL EVALUATION

General remarks

The self-evaluation report limits observations on the Right to Study to students with disabilities and SLD and more generally those with Special Educational Needs, who must be guaranteed education up to the highest level of education. For the disabled, we operate in full compliance with Law No. 104 of February 5, 1992, supplemented and amended by Law No. 17 of January 28, 1999, which provides for accessibility to facilities, some special

economic facilities and the right to have special technical and educational aids. For SLD, on the other hand, we operate in compliance with the reference law-Law No.170 of October 8, 2010, specifically aimed at the protection of students with Specific Learning Disorders. The subsequent Ministerial Decree No.5669 of July 12, 2011 and the attached Guidelines indicate the most useful compensatory tools and dispensatory measures to facilitate the educational path, study and exams. More comprehensive, in this regard, is the report of the NdV.: "the Conservatory represents a variety of interventions in favor of students concerning: - incoming orientation and reception, also with the support of part-time recruited students coordinated by a responsible teacher; - recognition of CFAs following the student's performance of qualified activities; - paid activities reserved for students. 15 students with paid activities are reported. Students are made aware of the possibility of applying for scholarships from the Campania Region's Right to Study agency. The documentation available on the institution's website for student interventions appears fragmented and not always up to date with the regulations in force for the most recent academic year." On the institutional website, then, it is possible for the student to access (through a specific code and password to be picked up at the Education Secretariat) a section related to the Right to Study managed by ISIDATA and presenting the various services offered by the Conservatory to students.

Strengths

- Special attention to SEN and SLD
- "Braille" methodology for visually impaired students.
- Computerized system for managing some services (managing fees, waivers, registration, deadlines, etc.)

Areas for improvement

- Further expand the range of actions for Right to Study, not limited to special educational needs.
- Strengthen and make more structured discussions with ADISURC for the expansion of services offered to Conservatory students (transportation, cafeteria service, housing, etc.).

S7.13 INTERNATIONALISATION AND MOBILITY

The institution facilitates the processes of internationalization and mobility for incoming and outgoing students, faculty, and staff by offering formalized support services.

S7.13 CEV-AFAM FINAL EVALUATION

General remarks

In recent years, internationalization has become one of the strategic directions of the Conservatory. Already a holder of the ECHE charter for the 2014/2020 period, the institute has also obtained ECHE for the 2021/2027 period. From the academic year 2020/2021, then, the Conservatory has equipped itself with an international office, consisting of a coordinator, two collaborators and a digital officer, for the digital management of Erasmus, according to the steps defined at the European level. The purpose of the international office should be to respond to and achieve the objectives stated in the ECHE 2021/2027: from the strengthening of publicity and information channels related to international projects, to the implementation of contacts with foreign (European and non-European) peer institutions; from the digitization of mobility management, to the implementation, through a clearer definition of the educational offer and opportunities for study and training in English, of incoming mobility of students and faculty. These activities were rewarding, with an increase in participants in Erasmus+ mobility programs and an evaluation from the International Offices of 89/100 points. During the site visit, it was possible to meet with Maestro Francesco D'Ovidio, coordinator of the International Office. Thanks to the activity of this organizational structure, it has been possible to participate concretely in Erasmus projects, going from 0 euros of funding from the Italian National Agency INDIRE in 2015 to the current 15,000 euros. There are currently 5

outgoing student mobilities; while there is one incoming lecturer (from Germany), and two administrative staff (from Poland). But the Conservatory's activity is not limited to the Erasmus project. In fact, it has recently joined the EAC (European Association of Conservatories), participating in the relevant international meetings, and is promoting original projects (e.g., giovanissimi and mandolin between Italy, Portugal and France; Naples-Istanbul project). From an administrative point of view, there is support from the administrative structures for contracts and payments, but a specific contact person or an Erasmus Office has not yet been identified.

Strengths

- ECHE Charter 2021/2027.
- Presence of a specific international office.
- Attention to international projects not limited to the Erasmus+ Project.

Areas for improvement

- Enhance ability to attract students from foreign institutions.
- Expansion of the website with an updated Study programme Catalogue and a dedicated section in English, with particular reference to the Conservatory's educational specificities (from Classical Neapolitan Song to New Technologies). Given the large number of Chinese students, it will be the case to consider providing such information not only in English, but also in Chinese.
- Updating the Conservatory's page on the University platform.
- Issuance of the Diploma supplement in the dual language (Italian/English), moreover, already provided for by the current regulations. It is suggested that the Conservatory consider introducing a Chinese language version of the same document.
- Stimulating students to international mobility, which is still insufficiently supported, as highlighted by the discussion with the Student Council, in view of the lack of information on the educational opportunities offered by the project.

S7.14 COLLABORATION WITH OTHER INSTITUTIONS AND/OR ORGANIZATIONS

The institution promotes initiatives of collaboration with other institutions and/or organizations, including international ones, for artistic/scientific production, research, and third mission activities.

S7.14 FINAL EVALUATION OF CEV-AFAM

General remarks

The description of initiatives within the self-evaluation document is limited to those of the third mission. These initiatives aim to combine commitment to education with social concern. The object of these activities is, in each case, the activity of artistic production declined through the different formations constituted within the Conservatory, from the symphony orchestra, to the choir, to the different chamber groups. These productions are proposed to support the activities of the various associations and organizations in the area committed to the sick, prisoners, refugees, and the needy. In addition to the stated initiatives, during the on-site visit, it was possible to verify how the artistic production activity is quantitatively really significant. The Conservatory thus stands as the heart of musical activity in the entire Samnite province, and an indispensable reference not only for professional training, but also for the dissemination of musical culture in the territory.

Strengths

- Rich and diversified concert offerings thanks to the various instrumental and vocal ensembles available within the Conservatory.

- Constant presence in the cultural and social activities of the territory, both in the capital and in the entire Samnite province.
- Quality and variety of educational offerings, even original or even unique in the Italian and international panorama.

Areas for improvement

- Creating a working group to promote and monitor initiatives, expanding them beyond local borders.
- Giving greater visibility, both through the institutional website and through social channels and traditional media, to collaborations with external entities.
- Giving greater prominence to research activities also aimed at music production, in collaborative relationships with local entities.

STANDARD 8 -INFORMATION MANAGEMENT

[ESG2015 1.7 Information management]

The institution ensures the collection, analysis and use of information relevant to the effective management of study programmes of study and other educational activities.

S8.1 MONITORING OF THE QA SYSTEM

The Institution has an effective monitoring and data collection system for internal quality assurance.

S8.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

As noted in S1.9 (Use of QA monitoring results) and S3.1 (Policies for study programme monitoring), the self-evaluation document once again refers, for evaluation and monitoring actions, to the work of the Evaluation Board during the annual survey for the "Evaluation of student teaching". We reiterate the usefulness of this work since the students, who are the final users of the entire training programme, should be the privileged interlocutor in assessing the quality of teaching and the correspondence between planned and perceived objectives.

As things stand, however, this survey is completely irrelevant in quantitative terms (only 14 completed questionnaires), being completely irrelevant to the monitoring activities of the QA system.

At the same time, it should be noted that the entire report of the N.d.V. 2023 proposes an accurate analysis of the existing criticalities and suggests improvements that are sure to be effective, should they be accepted by the governing bodies of the institution.

Strengths

No particular strong points can be reported.

Areas for improvement:

We reiterate what has already been stated in S1.8 (Monitoring the effectiveness of QA): a concrete process of monitoring the effectiveness of QA requires the definition of reference figures in both the administrative and teaching spheres, with the direct involvement of all the components present in the Institution. We refer, therefore, to the establishment of a Quality Committee for the identification of these figures, as well as for the definition of the "measurable processes" to be put in place for an objective assessment of the actions undertaken and their results.

S8.2 PROCESS INDICATORS

The Institution defines process indicators relating to the educational offer to guide and inform decision-making.

S8.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

At present, the Conservatory offers students a tutoring service during the formulation phase of their study plan, which is carried out by three professors appointed by the Director and supported by three students with the same number of scholarships. There is a lack of dedicated structures dealing specifically with Quality Assurance processes and, consequently, of defined indicators that can make measurable the actions related to the training provided.

Strengths

Mentoring action entrusted to three teachers and three students.

Areas for improvement

- Establishment of a Quality Assurance body to take charge of developing specific process indicators relating to the training provided and their monitoring.
- Monitor the activities of individual schools (assessing their trends on at least a three-year basis: enrolments, admissions, withdrawals, transfers, etc.) and the results achieved by also monitoring the employability of graduates after 3 and 5 years (as required by the Anvur graduate survey).

S8.3 USE OF INFORMATION

The institution appropriately utilises all available data and information, including monitoring student careers, student opinions, and analysing evaluations conducted by the Evaluation Board within the Annual Report.

S8.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the self-evaluation document, it is stated that the Director, together with the Academic Council, takes into account the various reports drawn up by the institution's bodies when drafting its guidelines.

In reality, the report of the Evaluation Board, to which the Conservatory itself claims to assign a monitoring role, is now considered little more than a mere bureaucratic frill.

Even the work of the Consulta, which was particularly active as could be verified during the on-site visit, remains extemporaneous, lacking minutes of meetings and a final report on its activities.

Strengths

There are no particular strong points to report.

Areas for improvement

- Need to make student opinion surveys meaningful, both quantitatively and qualitatively.
- In this regard, it is suggested that the administration of the questionnaires be tied to the enrolment phases of the new academic year or the final examination, in order to stimulate student participation in their completion.

- For graduate students, it is also recommended to assign an administrative assistant with the task of drawing up lists of graduates for individual disciplines and contacting them 1, 3 and 5 years after graduation to check their employability, using the survey models proposed by Anvur.
- It is suggested that these documents (NdV documents and student opinion reports) be shared more widely with the various institutional bodies.

S8.4 INVOLVEMENT OF FACULTY AND STUDENTS IN ANALYSIS AND MONITORING ACTIVITIES

The institution ensures the participation of faculty and student representatives in the analysis and monitoring activities of the effectiveness of study programmes and educational activities

S8.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

Based on the analysis of the documentary material (confirmed by the on-site visit), no evidence emerged of the participation of teachers and students in the monitoring phases of the effectiveness of study programmes and other educational activities. As a matter of fact, the entire monitoring process is still undefined, leaving any reflection on the quality of the training offer to the occasionality of individual evaluations, almost always entrusted to the figure of the Director.

Strengths

There are no particular strong points to report.

Areas for improvement

Structuring bodies to verify and monitor the effectiveness of study programmes, with the active participation of teachers and students.

STANDARD 9 -INTEGRITY ACADEMIC, TRANSPARENCY E PUBLICITY OF INFORMATION

[ESG2015 1.8 Public information]

[ESG2015 1.10 Cyclical external quality assurance]

The institution adheres to high ethical standards of business management; it publishes clear, accurate information, objective, up-to-date and easily accessible information on its activities, including study programmes

S9.1 PUBLIC INFORMATION

The institution provides sufficient information to the public regarding its processes for admission, student assessment, student discipline regulation, and the handling of complaints and appeals.

S9.1 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The information that the Conservatory provides to the public via its institutional website appears complete and exhaustive. The Notices section of the site contains all the indications for admission, assessment and examination management. In addition, there is a specific 'student area' section, which is particularly well-stocked, where students can obtain the necessary information on bureaucratic procedures, the programmes offered and exam results. The same section also contains the Student Guide, complete in all its parts, and the Student Contribution Regulations.

On the other hand, there is no information on the procedures for filing and assessing any appeals or complaints, which are left to the discretion of management.

The site, although complete, has an outdated and unattractive look, with information that is not always well organised, and clearly deserves a thorough restyling.

Strengths

- Institutional site rich in information (although not always immediately readable).
- Comprehensive and well-structured student guide.
- Clear and easily available teaching and administrative regulations.

Areas for improvement

- Restyling of the institutional website, to make it more attractive and more easily accessible.
- Establish clear and transparent procedures for handling complaints and appeals.
- Make content available also in English and, as far as possible, in Chinese (given the large number of Chinese students).

S9.2 INTELLECTUAL PROPERTY, CONFLICTS OF INTEREST AND PRIVACY

The institution adopts appropriate policies and periodically reviewed procedures to safeguard academic integrity, intellectual property, privacy, and prevent conflicts of interest.

S9.2 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory declares that it scrupulously complies with the provisions of art. 6 of Legislative Decree no. 33/2013, on the management of information in the P.A. All offices are required to strictly control and respect the rules in the handling of personal data in order to avoid conflicts of interest and disputes.

Nothing is said, however, about academic freedom and intellectual property.

Strengths

The institution's attention to control and compliance with the rules in the processing of personal data.

Areas for improvement

The constitutional dictate (Art. 33) guarantees the freedom of teaching and the right for institutions of higher culture to give themselves autonomous regulations. The Conservatory, which under Presidential Decree 132/2003 has endowed itself with this statutory and regulatory autonomy, must guarantee the full autonomy of its teaching and the intellectual property of those who work there.

S9.3 ACCURACY OF INFORMATION FOR STUDENTS

The information published by the institution is comprehensive, accurate, up-to-date, easily accessible, and sufficient to enable students and prospective students to make informed decisions.

S9.3 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The information published by the Conservatory and aimed at students, whether already enrolled or intending to embark on an academic pathway, is collected in a special section of the institutional website called "Student Area".

Particularly effective is the Educational Offer Plan, in which the institute's distinctive lines, curricular and extracurricular planning, and the organisation of teaching are illustrated, so that the student has an overview of the path he or she intends to take.

Strengths

Clear and comprehensive curriculum.

Areas for improvement

It is recommended that the cited information also be published in English and possibly also in Chinese.

S9.4 CONSISTENCY OF INFORMATION

All official Institutional information, regardless of the medium, is consistent with ministerial authorizations and the national framework of qualifications, accurately representing the conditions and opportunities available at the institution.

S9.4 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Conservatory reaffirms its state nature and, consequently, its inability to move except within the ministerial regulatory framework. Similarly, all information relating to its organisation, its training offer, its management, is consistent with State regulations and the laws in force.

Strengths

State nature of the institution.

Areas for improvement

It is recommended to check the full consistency of the information provided on the different platforms (institutional site, University, social, etc.).

S9.5 EXTERNAL COMMUNICATION

The institution communicates and promotes externally the results of its artistic/scientific production and research.

S9.5 FINAL EVALUATION OF THE CEV-AFAM

General remarks

The Benevento Conservatory has oriented its entire activity on artistic production, as a natural finalisation of academic teaching. Consequently, with the inevitable parenthesis linked to the period of the Covid pandemic, it has always distinguished itself for the large number of events held throughout the year. The concerts, included in programmes promoted by the institution itself or by other institutions in the area, have always received good coverage in the local and national press.

Nothing is mentioned, however, for research activity.

Strengths

Quantity and quality of artistic production.

Areas for improvement

- Establishment of an internal press office to give the right resonance to the proposed initiatives also on all possible platforms.
- Updating the site by publishing information on production activities in a specific section. It is recommended to organise the information in a clear and orderly manner (completeness of information, date, place, staff, programme), according to a precise chronological criterion.
- It is suggested that greater visibility also be given to further education activities and masterclasses, publicising the relevant initiatives well in advance to allow for adequate participation and effectiveness.

S9.6 MONITORING INFORMATION

The institution has an effective system for monitoring the completeness, accuracy, accessibility, and updating of both paper-based and web-based information published on the institution's website. Clear internal responsibilities are defined within this system.

S9.6 FINAL EVALUATION OF THE CEV-AFAM

General remarks

At present, there is no structured system for monitoring information.

Strengths

There are no particular strong points to report.

Areas for improvement

- Hopefully the Conservatory will soon set up a system to monitor the information produced, with the identification of contact persons to take responsibility for its content, consistency, accuracy, completeness and accessibility.
- It is also hoped that the Conservatory will soon proceed with the implementation of this system.

S9.7 COMBATING FRAUD IN EDUCATION

The institution acts in line with the principles expressed in Council of Europe Recommendation CM/Rec(2022)18 on countering education fraud.

S9.7 FINAL EVALUATION OF THE CEV-AFAM

General remarks

In the self-assessment report, the Conservatory states that it works to counter fraud in education, to promote and support ethics, transparency and integrity in education and to guarantee the right to education for all students. In particular, reference is made to the rules laid down in Legislative Decree 33/2013 (Reorganisation of the regulations on the obligations of public disclosure, transparency and dissemination of information by public administrations) and how the information is organised in the Transparent Administration section on the website institutional. Nothing is said, however, specifically about educational fraud, as described in the Recommendation of the European Council of Ministers CM/Rec(2022)18. In particular, considering educational fraud as a behaviour or action that occurs in the field of education aimed at deceiving and obtaining an unfair advantage, actions that aim to produce false recognitions (of credits and/or examinations), diplomas or titles of various kinds, production of work in place of the enrolled student, illegal or irregular use of documents should be paid attention to. Particular attention must also be paid to plagiarism and forged documents such as in the preparation of final dissertations.

Strengths

There are no particular strong points to report.

Areas for improvement

Adopt guidelines to ensure the fairness of all training activities, especially those that may constitute fraud and theft of intellectual property, in line with the Recommendation of the European Council of Ministers 13 July CM/Rec(2022)18.

