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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
H Q A  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

Accreditation Report  
for the Undergraduate Study Programme of  
Art Theory & History

Athens School of Fine Arts  
December 27, 2018

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



Report of the Panel appointed by the HQA  
to undertake the review of the Undergraduate Study Programme  
of Art Theory & History  
of the Athens School of Fine Arts  
for the purposes of granting accreditation

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

### **I. The Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme Art Theory & History of the Athens School of Fine Arts comprised the following three (3) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Assistant Professor Eleftheria Ioannidou (Chair)  
*Rijksuniversiteit Groningen, Netherlands*
2. Professor Apostolos Lampropoulos  
*Université Bordeaux Montaigne, France*
3. Associate Professor (Reader) Lydia Papadimitriou  
*Liverpool John Moores University, United Kingdom*

## II. Review Procedure and Documentation

Following formation of the Accreditation Panel, HQA sent the three members of the Panel the review documentation on the 4<sup>th</sup> December 2018. The dates set for the Accreditation Panel visit were 16<sup>th</sup>-21<sup>st</sup> December 2018.

The visit began with a briefing by the Chair (Prof. N. Paisidou), the Vice-Chair (Dr V. Tsiandos) and the General Director (Dr C. Besta) of HQA about its mission, the standards and guidelines of the accreditation process, and the national framework for the Higher Educations Institutions on the 17<sup>th</sup> December 2018. The members of the Accreditation Panel were then transported to the site of the Athens School of Fine Arts (ASFA) for a series of meetings with members of academic and administrative staff, students, graduates, and external stakeholders.

The Accreditation Panel first met the Deputy Rector and President of MODIP Assoc. Prof. S. Denissi and the Head of Department Assoc. Prof. A. Dialla, who provided an overview of the programme, its mission, academic profile, history, and key objectives for improvement. The Accreditation Panel had the opportunity to ask a number of questions for clarification. They were also shown around campus (lecture theatres, exhibition spaces, library) and had the chance to assess the use of facilities. At the end of the tour, the Accreditation Panel met with the director of the ASFA library, Ms C. Georgouli, who provided an overview of available resources. The Accreditation Panel also met with the representative of the Erasmus+ office Ms M. Myroni and the Department's Erasmus+ Coordinator, Assoc. Prof. F. Zika, who offered information about the processes in place regarding student mobility in the context of the Erasmus+ programme and provided data and examples of specific exchanges. This was followed by a meeting with Ms A. Psarri, head of Student Welfare, who explained the processes in place regarding boarding, accommodation, and counselling services provided by ASFA. The day's visit was concluded with a large meeting with representatives of the Quality Assurance bodies in the Department (OMEA) and the School (MODIP), in which the Accreditation Panel was informed about the internal quality assurance processes in place and was able to ask questions in order to assess the degree of the institution's compliance. The Accreditation Panel met with OMEA members Prof. A. Giakoumakatos, Assist. Prof. K. Linardou, Assist. Prof. N. Litsardopoulou, OMEA secretary Ms S. Moupasiridou, OMEA assisting staff and EDIP members, Dr F. Paraforou and Dr M. Chatzi, MODIP members Assoc. Prof. S. Denissi, Prof. Z. Xagoraris, Assist. Prof. K. Ioannidis, Assist. Prof. V. Betsou, and MODIP administrative staff K. Spyropoulou, and E. Sotiri. The Accreditation Panel was then transported back to the Titania Hotel where they had a first debriefing session, planned their questions for the following day, and allocated specific tasks.

In the morning of the following day (18<sup>th</sup> December 2018) the Accreditation Panel returned to the site of ASFA in order to have meetings with teaching staff, students, graduates, and employers/social partners. It first met with Prof. G. Xiropaidis, Prof. N. Daskalothanassis, Assoc. Prof. P. Poulos, and Assist. Prof. A. Kaniari, who all provided insights into their workload, development opportunities, mobility, student evaluation process, and other areas related to their teaching experience in the Department. This was followed, first by a meeting with two students (Ms E. Dritsa and Mr P. Korakianitis), currently in their third and fourth year of study with whom the Accreditation Panel discussed various areas related to their learning experience; and then by a meeting with two graduates (Ms A. Bozika and Ms K. Lignou-Tsamantani) who offered information about the extent to which the degree prepared them for work and pursue postgraduate studies. Finally, the Accreditation Panel met with employers and social partners Ms M. Tsekou (National Museum of Contemporary Art – EMST), Ms P. Giannakopoulou (Gallery Bernier/Eliades), Ms M.A. Konomi (Institute State of Concept), and Dr M. Doulgeridis and Ms M. Kaloudi (National Art Gallery), all of whom host student as part of their work placement, as well as Ms A. Falierou (Academy of Athens) who works on a research project in which the Department participates.

Following lunch, during which the Accreditation Panel had an opportunity to continue discussions with employers and social partners informally, the members were transported to the ASFA historical building on Patission Street, where the Department and School administration is based. There the Accreditation Panel had an additional meeting with the OMEA and MODIP representatives and requested further clarifications with regard to the processes of quality assurance. The Accreditation Panel finally met with Assoc. Prof. A. Dialla (as Assoc. Prof. S. Denissi was signed off sick) and provided her with some initial feedback on their findings.

The meetings were extremely illuminating, and all parties were more than willing to provide the Accreditation Panel with the necessary information and clarifications.

The documentation that the Accreditation Panel received in advance of the site visit included:

From HQA:

- The Department's external evaluation report from 2014
- Key Performance Indicators
- The Accreditation Guide
- P12 Guidelines for the Accreditation Panel
- P13 Mapping Grid
- P14 Template for the Accreditation Report

From ASFA:

- The Proposal for Accreditation
- The Quality Policy (Πολιτική Ποιότητας)
- The Study Guide (Οδηγός Σπουδών)
- The Internal Regulations (Εσωτερικός Κανονισμός) on ERASMUS+, work placements (Πρακτική Άσκηση) and post-graduate study
- The Course Outlines (Περιγράμματα Μαθημάτων)
- Goal Setting (Στοχοθεσία)
- Sample student surveys and statistical results for the year 2017-18
- Minutes of the MODIP meeting of the 18 July 2018
- Internal Evaluation Report of 2018 (Έκθεση Εσωτερικής Αξιολόγησης ΟΙΣΤΕ 2018)
- Statistical Data from the Comprehensive Information System of Quality (Ολοκληρωμένο Πληροφοριακό Σύστημα Ποιότητας – ΟΠΕΣΠ)
- Various other data about staff profiles and regulations

During the visit the Accreditation Panel was also provided with a memory stick with nine appendices that included some additional material, specifically:

- The Programme of Study (Πρόγραμμα Σπουδών)
- Samples of student work (exam papers, essays, thesis)

### III. Study Programme Profile

The Art Theory & History Department of the Athens School of Fine Arts opened in 2006. It was founded as the Department of Theoretical Studies of Art and renamed in 2009. It is currently located across two sites: the teaching and library resources are based on 256 Peiraios Street on the refurbished site of a former textile factory; the Department's administration is located on 42 Patission Street, the School's site prior to 1997. In 2017-18 there were 597 undergraduate students enrolled. The School receives between 80 and 100 new students per year. It has currently eleven permanent academic members of staff (μέλη ΔΕΠ) and two permanent support teaching staff (μέλη ΕΔΙΠ). There are also visiting/temporary teaching staff, the number of which varies and is dependent on the available resources.

The programme offers a historical and theoretical perspective on the study of art, with the aim to provide the required competencies for the formation of art historians and theoreticians, art critics, researchers in the fields of art and culture, as well as prospective educators. The duration of the undergraduate programme is four years. There is also a two-year post-graduate taught programme of study, as well as a research-based doctoral degree. The Department is the only dedicated academic unit in Greece specializing in the theory and history of fine arts. As part of the Athens School of Fine Arts (also comprising the practice-based Fine Arts Department), the Department is in the unique position of establishing synergies between theory and practice. Employment opportunities for graduates are fostered by work placements available in a number of public and private institutions such as museums and galleries.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Academic Unit Policy for Quality Assurance

**INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

*The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.*

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

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

- *the suitability of the structure and organization of the curriculum;*
- *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- *the promotion of the quality and effectiveness of teaching;*
- *the appropriateness of the qualifications of the teaching staff;*
- *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- *ways for linking teaching and research;*
- *the level of demand for qualifications acquired by graduates, in the labour market;*
- *the quality of support services such as the administrative services, the Library, and the student welfare office;*
- *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

### Study Programme compliance

As stipulated by the Quality Assurance Policy document (see 1. Πολιτική Ποιότητας), the Department's curriculum is well-designed, clearly structured and, to a large extent, suitable to the Department's strategic goals and mission (see 2a. Οδηγός Σπουδών and website). The curriculum focuses on the history of art complemented by theories of art alongside a range of arts and humanities disciplines.

The learning outcomes stated in the relevant document (see Μαθησιακά Αποτελέσματα 2018-2019 available on the Department's website) are in line with the European and National Qualifications Framework for Higher Education. The Department shows serious commitment to the implementation of the framework and the pursuit of the learning outcomes.

The departmental meeting which takes place in May is the main regular procedure for reviewing the implementation of the quality policy and updating the audit document which is then communicated by the Internal Evaluation Group (OMEA) to the Institution's Quality Assurance Unit (MODIP). Student representatives are entitled to participate in the departmental meeting and to

feed into the process. The current regulation does not stipulate the involvement of external stakeholders in the process of revision of the audit documents.

The Quality Policy ensures, among others, the systematic pursuit of learning outcomes, the suitability of academic staff through the standard procedures for new appointments, and the link between research and teaching. The Accreditation Panel considers that the research and teaching profiles of academic staff members serves the needs of the curriculum well. The ongoing research of academic staff is reflected in the teaching, especially in the range of subjects offered in the third and fourth year of study. This ensures the periodic review of the curriculum, adding to the versatility and the flexibility of the study programme. In addition, doctoral candidates are involved in teaching under the supervision of academic staff (e.g. G. Koukoulas, supervised by Dr K. Ioannides, delivers the lecture-based course *History of Comics*).

The link with the labour market and secondary education is not currently addressed in the Department's Quality Policy. However, the curriculum offers optional courses which equip students with qualifications that will allow them to teach history and theory of art in secondary education (Παιδαγωγική Επάρκεια). Furthermore, the Department has established links with major cultural institutions and invites external stakeholders to offer courses on applied fields (e.g. M. Tsekou, National Museum of Contemporary Art, offered the course *Contemporary Art Museums and Education*).

According to the Quality Assurance, there is provision for feedback in order to evaluate and improve the effectiveness of administrative structures. The interview with administrative staff, the academic staff, and students evidenced that the Departmental Office is efficient and has a strong commitment to its mission. The departmental administrator also fulfils the role of administrator of students with special needs. The sensitivity and care for these students made a very positive impression on the Accreditation Panel.

### Panel judgement

Principle 1: Institution policy for Quality Assurance	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

### Panel Recommendations

- The Department's Quality Policy has already established an important network of collaborations with cultural and arts institutions, and can further develop its links with other institutions and partners. More specifically, alongside the collaborations with cultural and educational institutions (presented during the site visit and brought to the Panel's attention in the Department's follow-up comments), the Department could also develop systematic collaborations with the press (newspapers, magazines, online platforms) in order to expand its current work placement scheme and give students the opportunity to hone skills in art criticism. Collaborations with cultural institutions and the press will bridge any gaps with contemporary practices and allow for the continuous enrichment of student experience.

## Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

*Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organization, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).*

*Furthermore, the programme design should take into consideration the following:*

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

### Study Programme compliance

The Department's undergraduate programme has been designed according to the widely accepted academic standards and principles in the arts and humanities. The curriculum progresses from core courses mainly on the history and theory of art, offered in the first two years, to specialized optional courses on a wider range of subjects in the third and the fourth years. The design is clearly presented in the Study Guide. The Accreditation Panel considers the organization of the programme and the structure of the courses as rational, effective, and well-articulated. The majority of the courses offered reflect the research interests of academic staff. As demonstrated by the MA programme, the Department is in line with the good practices of similar programmes offered in well-known European universities (7.2. Έκθεση Εσωτερικής Αξιολόγησης ΟΙΣΤΕ, p. 15). This is not as explicitly stated in the undergraduate programme documentation, but it was explained during the site visit and in the Department's follow-up comments.

The distribution of ECTS credits between lectures and seminars has taken into account the anticipated student workload according to the European Credit Transfer and Accumulation System (5 ECTS credits for first- and second-year courses; 7 ECTS credits for lecture-based courses and 9 ECTS credits for seminar-based courses in the third and fourth year). The Study Guide and the Study Programme documents available online provide accurate information on student workload.

Students have the opportunity to obtain work experience through placements in arts and research institutions; in order to find the appropriate placement, they can refer to Atlas platform, i.e. the centralized internship support system for Greek Higher Education students. The placement scheme of the Department is funded by the ESPA programme and includes sixty hours of training, usually extending over a period of two to three months. The information regarding student placement is provided in the Placement Handbook (3.8. Οδηγός Πρακτικής Άσκησης). The Accreditation Panel

considered the evaluation summary of the student placement (Ερωτηματολόγιο Πρακτικής Άσκησης) which includes observations and comments of both students and external stakeholders. The Accreditation Panel also met with representatives of cultural organizations which receive students. The meeting confirmed that the placement scheme works smoothly and benefits all parties involved, which is also reflected in responses to the evaluation questions from both sides. One area for improvement flagged by the students is that their assigned tasks during placements could be more relevant to the object of their study and enable them to have more agency and responsibility. The Department is aware of the issue and monitors the progress of placements sufficiently.

Curriculum design and review are predominantly conducted via the departmental meeting taking place in May. As testified to the Accreditation Panel, the optional courses in the third and fourth year are renewed approximately every three years to enhance the variety and versatility of the programme. Whilst students have the right to participate in the departmental meetings through their elected representatives, it was conveyed to the Accreditation Panel that they tend not to be directly involved in the specific meeting devoted to curriculum development.

Curriculum development involves consultation with external experts as part of the formal Evaluation Procedure run by HQA. According to the Department, the recommendations of the Evaluation Panel were followed to a large extent (75% of the recommendations were followed as stated in o. Proposal for Accreditation, p.33). However, this is less evident regarding the curriculum. The Accreditation Panel thinks that contemporary art is not sufficiently covered in one or two weeks as part of the general introductory history course in the first years (o. Proposal for Accreditation, p.33). Even though the Department often offers optional courses on contemporary art forms (Art and Body, Art and Media, Anthropology and Contemporary Art) in the third and fourth year of study, the curriculum would greatly benefit from the introduction of more specialized courses on contemporary art. At least one new core course exclusively focused on the history of contemporary art (late twentieth and twenty-first century) should be introduced in the first two years, in order to strengthen this dimension and enhance the cohesion of the programme.

The Study Guide is complete, comprehensive, and clearly presented. The design of the 2018-2019 Study Guide could be adjusted to the 2011-2012 Study Guide, which is available online.

### Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- The Accreditation Panel considers that the contemporary dimension of the curriculum should be enhanced through the introduction and systematic offer of specialized courses on contemporary art (late twentieth and twenty-first century) in two distinct ways: firstly, through the introduction of a new core course on contemporary art in the first two years; and secondly, through the introduction of more new courses on contemporary art across the programme (e.g., lens-mediated arts, performance art, cyber art, contemporary curatorial theories and practices, and art anthropology with an applied dimension). Such courses will further enrich the curriculum and will also allow to strengthen the links with the Department of Fine Arts.

### Principle 3: Student-centered Learning, Teaching and Assessment

**INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

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

*The student-centred learning and teaching process*

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

*In addition:*

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

#### Study Programme compliance

The academic staff of the Department approach their educational role with seriousness and responsibility, demonstrating commitment to the community of learners and a growing awareness of the pedagogical significance of student-centered teaching. The delivery methods used in the Department comprise predominantly lectures and seminars. The first two years offer a corpus of compulsory courses delivered through lectures, whilst the last two years offer a range of optional courses which are either lecture- or seminar-based. The attendance of seminars is mandatory and student absences are monitored. The seminars place emphasis on the interaction with the learners and often include student presentations. Students are often encouraged to be active agents in the educational praxis, participating in seminar discussion and conducting independent research. Teaching staff are mindful to break the one-way format of lectures and some even encourage students to deliver short presentations within lecture slots. More flexible paths of delivery are used on occasion, when relevant to the subject, e.g. visits to arts venues, performative writing in student projects. The main method of delivery for all courses is indicated in the course guides published on the Department's website.

Students are assessed through exams in lecture-based courses, and through essays and oral presentations in seminar-based courses. Students with special learning and physical needs can opt for an oral examination. Oral examinations are also available to all students on demand. The presence of more students or additional staff members is required during oral examinations to ensure the fairness and transparency of the procedure. The weighting of each component of assessment and the learning outcomes are indicated in the course outlines. Specific assessment criteria for the different forms of assessment need to be developed and added. The Accreditation Panel offered to provide the Department with samples of assessment criteria upon request.

The student survey system is in place and students can optionally complete a questionnaire on each course, including a field for free comments. The Accreditation Panel discussed the issue of course evaluations with both the students and the academic staff and formed a clear understanding of the different views. As demonstrated by the growing culture of providing feedback, students are adequately encouraged to complete the questionnaires. Student participation in the formal evaluation recorded in the academic year 2017-2018 was in the range of 25% per course. Academic staff generally take the responses into consideration. Some of the instructors discuss the feedback in the class, whilst some use them to make improvements to their courses. However, students themselves, as they confirmed at the meeting with the Accreditation Panel, are critical of the student survey process and prefer to provide their instructors with feedback directly. The Accreditation Panel understands that the relatively small size of the Department allows for direct communication between instructors and students. The Accreditation Panel believes that the informal evaluation routine of the Department is quite efficient, while it is still important for the formal evaluation procedure to be in place for reasons pertaining to anonymity.

A formal procedure for student appeals is in place. In case of an appeal, a three-member committee considers the evidence and makes any adjustments to the grade following the procedures determined by the general University regulations.

Students receive feedback on their essays and presentations. However, the Accreditation Panel was not able to evaluate the quality of the feedback provided to students as the samples of essays submitted for the Panel’s consideration included no summary feedback or comments.

Overall, the Accreditation Panel agrees that the Department promotes a collaborative ethos grounded in dialogue and mutual respect.

### Panel judgement

<b>Principle 3: Student- centred Learning, Teaching an Assessment</b>	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- Develop specific assessment criteria for grading exams, essays, and class presentations, and publish them in course outlines.
- Introduce practice of systematically providing written summary feedback on essays.
- Enhance student-centred approach within seminars and creative teaching methods, e.g. sessions outside the classroom, student-led sessions, etc.

## Principle 4: Student Admission, Progression, Recognition and Certification

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

*Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression. Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

#### Study Programme compliance

The framework regarding admission, progression, recognition, and certification in the Department is determined by the national legal framework and the University regulations. The Department has no direct control over the number of students admitted, nor their academic and educational background. Standard admission takes place via the Panhellenic examinations, while there are also alternative means of entry – via transfers from other higher education institutions and special regulations regarding admissions of candidates with special needs. Every year the Department admits four candidates with special needs.

After student enrolment, the Department begins to collect student data. The process of managing progression and ultimately degree qualification is dependent on the students' satisfactory completion of 240 ECTS credits. These correspond to 60 ECTS credits per academic year, or 30 ECTS credits per semester. The programme of study is structured appropriately and accordingly, enabling the students to achieve such progression.

According to the law, students can be enrolled in any degree programme for an additional 50% of the duration of the particular degree. This corresponds to 6 years in the case of a 4-year degree, such as the one offered by the Department (4+2 years). Following sector-wide practice, progression across levels is not dependent on satisfactory completion of a particular number of ECTS credits, and as a result there is no formalized process of monitoring student progression between levels. In other words, students automatically progress to the next level every academic year.

While there is no formal mechanism for the Department to identify students who fail to complete ECTS credits, problem cases are sometimes drawn to the attention of academic staff, especially in the last two years, as attendance in the seminar-based sessions is mandatory. More indirectly, academic staff may become aware of lagging students via Student Welfare, as in order to receive a card for free boarding, students need to submit their transcript and demonstrate sufficient progress in their study.

Following the legal framework across Greek universities, grading occurs in the scale 1-10, where 10=excellent and 5=pass. Satisfactory completion of the degree requires that students have achieved at least a minimum of 5 in all courses. This marking scheme is published in the website ([here](#)).

The process of transition from secondary school to university is managed through a combination of national and department-based resources. Students receive information regarding their admission to a particular degree programme from the website of the Greek Ministry of Education. Details about place and time of enrolment are then published on the Athens School of Fine Arts and the Department's website. Following enrolment, incoming students receive individual log-in details for the virtual learning environment (e-class) and access to the library facilities. Classes begin

in the first week of semester, with induction-related information embedded within. There is also an additional library induction during the first week. A more detailed training session, especially regarding the use of online resources, takes place later in the year.

The early semesters of the curriculum are designed in order to address the students' lack of familiarity with the discipline, thus serving an introductory function and assisting student transition from secondary education to university. During their meeting with the Accreditation Panel, students attested that this function is served well.

The Department encourages student mobility. There are Erasmus+ exchange agreements with 60 universities across Europe (e.g., France, Austria, Spain). Students and recent graduates can also go on work placements abroad under the Erasmus+ scheme. Students are informed about the Erasmus+ opportunities both via the website and staff presentations, while there is a dedicated member of staff that manages the Erasmus+ programme. Take-up by students is significant, if not consistent (there were 16 applications for semester study abroad in 2018-19, but no applications in 2017-18). Work placement opportunities are negotiated on an individual basis. These are open both to enrolled students and to recent graduates. Apart from international mobility, students also have the opportunity to do a paid work placement (funded by the ESPA programme) at an arts-related institution in Greece. Placements both abroad and in Greece are worth 7 ECTS credits.

In the final year students can opt to complete a final thesis, which is worth 16 ECTS credits. There is currently no published thesis handbook. The Study Guide includes a very brief description of the requirements for a thesis (p. 38-39). The bulk of relevant information is provided individually and on a one-to-one basis by members of academic staff to students who wish to be supervised by them.

The provision of practical training takes the form of work placements and is embedded in the curriculum as an optional course in the final year. As noted above, the Department has an extended network of collaborations with both private and public institutions (such as National Museum of Contemporary Art, National Gallery, Bernier/Eliades Gallery), and students have the opportunity to spend 60 hours of paid work over 2 to 3 months in one of them. The meeting with representatives of the relevant institutions showed strong evidence that the paid work placements are highly beneficial both for students and employers.

Degrees are awarded based on a specific process of calculation which is explicitly stated on the website and is compliant with the Lisbon Recognition Convention. The Diploma Supplement is provided automatically.

#### Panel judgement

<b>Principle 4: Student Admission, Progression, Recognition and Certification</b>	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

#### Panel Recommendations

- Consider making the thesis course compulsory. Revise timelines so that students start working on the thesis at the beginning of seventh semester, finalize thesis proposal, familiarize themselves with research methodologies, and be assigned to a supervisor. The thesis course should have a course coordinator and include a number of training workshops offered by other members of academic staff.
- The Accreditation Panel strongly recommends that the Department should provide a more detailed Thesis Handbook. This should include guidelines regarding learning outcomes, learning activities (supervision, research workshops), assessment criteria, stages of developing a thesis (proposal, first draft, final draft, presentation), and samples of accepted referencing systems.

## Principle 5: Teaching Staff

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.**

*The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*

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

### Study Programme compliance

The Accreditation Panel met several academic staff members, including two Professors who were already teaching at the School of Fine Arts before the Department was founded in 2006, one academic staff member who joined the Department as a Full Professor in 2010, and others who followed or are following the regular career path from the non-tenured ranks of Lecturer (a rank that no longer exists) and/or Assistant Professor to the tenured ones of Associate and Full Professor.

As it was clearly explained during the introductory meeting with the President and the Vice-President of HQA, it was not part of the mission of the Accreditation Panel to look into the details of any recruitment or promotion procedure, neither to assess their outcome. No relevant documentation was provided either. However, during the meetings, it was confirmed, first, that recruitments and promotions of the academic staff happened according to the criteria and the procedures set by the Greek legislation and, second, that promotions from one academic rank to the next occur within a reasonable amount of time. An academic staff member who had also acted as a Dean explicitly stated that the official timetable was followed and contrasted this to the delays observed in other universities. Therefore, as far as recruitment and promotions are concerned, the relevant procedures are followed appropriately.

The standard teaching load of academic staff is six hours per week. On some occasions (i.e. once every second year), they teach an extra course to cover a colleague on sabbatical leave. On some other occasions, academic staff volunteer to teach a seminar at the Fine Arts Department. Most academic staff seem to have several administrative duties (Chair or Vice-Chair of the Department; Dean; Senate member; member of the OMEA and the MODIP; Erasmus coordinator, etc.). Nevertheless, they confirmed they find some of the necessary time for research during the semester. As the available budget that would guarantee regular mobility via participation in conferences does not cover all the needs of the Department, some academic staff members have facilitated their research activities through establishing Erasmus+ agreements. Others have used existing Erasmus+ agreements for teaching and developing their network across Europe, as well as bilateral agreements for exchanges with non-European Universities (e.g., Japan). Most academic staff make use of the opportunity to take regular sabbatical leaves, while priority seems to be given to the early career academic staff who prepare for tenure. In some cases, mobility during the sabbatical is encouraged as evidenced by the fact that academic staff have received the additional

salary prescribed by law to cover the extra living costs abroad. In general, the Department makes good use of its resources, while most budget issues depend on government policies.

All academic staff teach classes directly related to their research interests. While some of the first- and second-year classes, often offered to all students of the School of Fine Arts (including those of the Fine Arts Department), take the form of an overview of the field, third- and fourth-year seminars closely draw on the past or ongoing research of academic staff. In general, academic staff are free to define the content of their courses, while also being aware of their colleagues’s work. Almost all academic staff members stressed the benefits of teaching in the context of a School of Fine Arts. Therefore, the Accreditation Panel thinks that the teaching and research environment is not only appropriate to the study of the subject but also inspiring.

The infrastructure of the Department offers academic staff the possibility to use facilities such as e-class, computers, projectors, audio systems, and so on. The available facilities are used in different ways, according to the nature and the style of their classes. The students did not identify any issues regarding the use of new technologies but highlighted that more material could be made available on e-class.

One of serious issues raised by the academic staff is the lack of support around the preparation and submission of research proposals, especially when it comes to large-scale bids such as ERC. The major problem here seems to be that there is no administrative staff qualified to assist academic staff with the preparation of the budget and other crucial technical aspects of the application process. The Accreditation Panel strongly agrees with academic staff that the recruitment of a specialized staff member who will join either the Financial or the International Relations services should be a priority.

The Accreditation Panel did not have access to data concerning previous recruitments, as these were not demanded by HQA. The Accreditation Panel would also like to stress the fact that the last recruitment (that of a Lecturer) took place in 2009, while the Lecturer was not officially hired before December 2013. During the meetings the academic staff were not unanimous regarding the desired research profile of future appointments. The Accreditation Panel believes that, given that Athens has an effervescent art scene, the School of Fine Arts is an established academic institution, the profile of the Department is unique, and the work conditions, the teaching environment and the general atmosphere are generally very positive, the Department is an appealing destination for both young and experienced researchers. Therefore, the Accreditation Panel would like to stress that an opening to new disciplines and fields will encourage interdisciplinary and cutting-edge research and, thus, highly increase the attractiveness of the Department, both locally and internationally.

### Panel judgement

<b>Principle 5: Teaching Staff</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- The Accreditation Panel recommends a more systematic use of the available technologies (especially e-class) where appropriate, especially for the first- and second-year courses in which attendance of classes is optional; this would be particularly helpful for students who cannot attend because of work commitments.

- According to the mission of the Department (2a. Οδηγός Σπουδών, p. 18), the broader interdisciplinary framework incorporates, among others, museum studies and art sociology and anthropology. The Accreditation Panel, having considered the range of the curriculum, concludes that the next appointments should cover areas that are currently not served by a tenure-track or tenured academic staff member. In order to strengthen the contemporary dimension of the curriculum and develop further links with the Department of Fine Arts and with the local artistic communities, the Accreditation Panel strongly recommends that next appointments focus on contemporary curatorial theories and practices and/or art anthropology with an applied dimension.

## Principle 6: Learning Resources and Student Support

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

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

### Study Programme compliance

The Department has the appropriate facilities and infrastructure to support the style of teaching and the learning activities offered. The Peiraios site belongs to the Athens School of Fine Arts and the spaces are shared between the two departments. There is one fully equipped lecture hall and an auxiliary lecture theatre in the new library building. In addition, there are a film projection and a theatre hall which are also used for lectures. During the site visit, the academic staff expressed their satisfaction with the facilities. The Accreditation Panel welcomes the School's plans for using the former library room as a meeting point for students of the two Departments.

Students of the Athens School of Fine Arts have sufficient access to support, welfare, and counselling services (Υποστήριξη Παρεμβάσεων Κοινωνικής Μέριμνας Φοιτητών στην ΑΣΚΤ). Last year the service was visited by 125 students from the School. Currently, the counselling service employs two social workers, one of whom is qualified in sign language and Braille to assist students with special needs. Students who fulfil certain financial criteria receive meals and an accommodation subsidy. The Accreditation Panel confirmed the smooth operation of the above services and procedures and the availability of relevant information.

The administrative staff of the Department is efficient and invested, however both academic and administrative staff expressed their concerns about the understaffing of the departmental office (Γραμματεία). It was communicated to the Accreditation Panel that additional administrative staff focused on developing the IT services is needed to enable current staff to process data more efficiently and effectively.

### Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

No recommendations needed

## Principle 7: Information Management

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

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

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

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

- key performance indicators
- student population profile
- student progression, success and drop-out rates
- student satisfaction with their programme(s)
- availability of learning resources and student support
- career paths of graduates

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

### Study Programme compliance

The Department collects and processes data in order to inform self-assessment and follow up activities effectively. Such data concerns mainly the student population profile (enrolled students per year and course grades). Until 2014 the collection was paper-based; as of 2014 student-related data is collected and filed electronically. Earlier material is also archived in its paper-based form. An additional IT member of staff is expected to join the Department in order to further customize the system to handle the specific needs of the programme especially with regard to the optionality of the third and fourth year.

Data from student surveys is also collected and processed systematically. The data is collated and visualized in graphs. It is circulated across OMEA and MODIP and helps to guide the self-assessment process. Individual members of academic staff also receive the student survey data relating to their own courses. It is up to their discretion whether and how to implement changes in response to student feedback.

### Panel judgement

Principle 7: Information Management	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

### Panel Recommendations

- IT staff to be assigned to the Department to ensure more efficient processing of data and to alleviate the high workload of the existing administrative staff. The Accreditation Panel understands that the assignment of an IT officer is not within the Department's capacity.

## Principle 8: Public Information

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.**

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

*Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

### Study Programme compliance

Key information regarding the Department and the study programme (e.g. structure, mode of attendance, degrees awarded, programme's regulation, placement exams (κατατακτήριες εξετάσεις) as well as Master's programme, PhD and post-docs) are available online. All tenure-track and tenured academic staff, as well as EDIP members have their personal webpages. All course outlines are complete and available online, and so are all the study guides since 2012 ([here](#)). The Department's Policy for Quality Assurance ([here](#)) and general information about the OMEA ([here](#)) are also available online. All published information is up-to-date, presented in a clear way and easily accessible. Overall, the new website is well-designed and fit to purpose.

### Panel judgement

Principle 8: Public Information	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- In one or two cases, short bios are provided on the Department's website, whereas complete CVs are missing and should be added. It is also recommended that links to open-access publications on online platforms such as Academia.edu or ResearchGate be added.

## Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

*Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

*Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*

### Study Programme compliance

The meeting of academic staff which takes place in May is the main point of review and revision of the study programme. Members discuss the delivery of the courses and submit the titles of the optional courses they wish to offer in the next academic year. The updating of the study programme to reflect the latest research in the academic field is an ongoing process. The Department added a couple of sessions on contemporary art to existing history courses in response to the 2014 evaluation. The Accreditation Panel strongly believes that this dimension should be further enhanced. It is of paramount importance that more emphasis be given on the contemporary artistic practices and the synergies and convergences across artistic media (as demonstrated in happenings, visual art, cyber-art, performance and body art, material cultures). This can happen both within the existing history and theory courses and with the introduction of new core and optional courses, as well as through the careful selection of next appointments to cover underrepresented areas (see also under Principles 2 and 5 of present report).

The current curriculum reflects the sensible distribution of workload across the four years of study. As student progression and completion of studies are not closely monitored, this is not a factor in the on-going reviewing of the programme.

The procedures for student assessment seem to work effectively. However, the Accreditation Panel suggests as an area of good practice that the Department introduce a formal and documented procedure of sampling and moderation of essays submitted in optional courses (seminars) to ensure the quality of feedback and the consistency of grading. Moderation consists of checking samples (e.g., 10 essays or 5% of the whole number) of graded essays and looking particularly at those which have received high and low grades. The added benefit of such a practice is that it enhances intellectual exchange among academic staff and awareness of each other's work, building on the existing culture of dialogue in the Department. The Accreditation Panel recognizes that sampling and moderation of essays requires human resource, so the specific recommendations to the Department is to reduce the number of assessors for the thesis from three to two (supervisor and one assessor) to enable them to act as moderators for other courses.

As demonstrated during the site visit of the Accreditation Panel, the students are satisfied with the programme and their expectations are met if not exceeded. Overall, the Accreditation Panel is convinced that the learning environment and support services contribute effectively to the education and personal growth of learners, and that the internal reviewing practices are sufficient and appropriate.

### Panel judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- Introduce formal and documented practice of moderation of sampling of essays for optional courses (seminars).
- Optionally, have a two-member committee for the assessment of the thesis.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

**PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.**

*HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

*Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.*

*The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

### Study Programme compliance

The study programme has undergone an external evaluation procedure set by HQA in 2014 and the report has been considered by the Accreditation Panel. The study programme has not recently undergone external reviews by agencies other than HQA. The members of the Department (academic and administrative staff, as well as the students and alumni with whom the Accreditation Panel met) were aware of the importance of the external review and willingly responded to the questions. All discussions were lively and ran over time. The Department engaged in some of the follow-up actions suggested in the previous evaluation (the self-evaluation report of the Department mentions approximately 75% of the recommendations).

Having made concrete and easy to apply recommendations, the Accreditation Panel anticipates that the Department will respond willingly to the present report. For the largest part of the recommendations this should be possible by the end of 2019.

### Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

No recommendations needed

## **PART C: CONCLUSIONS**

The points below highlight the Accreditation Panel's most important observations and recommendations based on the consideration of the relevant documentation and the findings of the site visit. The recommendations for follow-up actions do not include all the recommendations provided under each principle addressed in the present report but provide the key suggestions of the Accreditation Panel to the Department.

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

- Broad historical overview; strong historical framework informs approach to the theoretical and critical study of Fine Arts
- Awareness of the Department's unique position as an art history department in the context of Greek Higher Education
- Range of specialized research-informed courses on arts subjects
- Established network of collaborations with major arts and cultural institutions in Greece
- Enthusiastic atmosphere, and sense of belonging evident in students, academic, and administrative staff
- Effective, reasonable, and often creative use of site and resources

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

- Lack of a clear narrative to spell out and consolidate the distinctive identity of the programme
- Need to improve the Department's public profile through projecting its distinctive identity in print and online platforms, i.e., Study Guide, website and further publicity materials
- Lack of emphasis on recent and current developments in artistic, cultural, and critical fields in the curriculum.
- Insufficient clarity in procedures regarding student assessment and thesis (specifically lack of published assessment criteria)

### **III. Recommendations for Follow-up Actions**

- Develop links with contemporary artistic and critical practices in order to strengthen the bonds with the community and the arts scene of the city.
- Enhance the interaction and synergies with the Fine Arts Department, especially through new joint courses and/or new appointments of academic staff members.
- Strengthen the contemporary dimension within the curriculum, while maintaining the historical approach.
- Provide assessment criteria for exams, essays, presentations, and theses.
- Publish a thesis handbook to be used consistently by all thesis supervisors.
- Ensure that next appointments are in line with the mission and strategic goals of Department (see under Principle 5 of present report).

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 5, 6, 8, 10  
The Principles where substantial compliance has been achieved are: 1, 2, 3, 4, 7, 9  
The Principles where partial compliance has been achieved are: none  
The Principles where failure of compliance was identified are: none

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

**The members of the Accreditation Panel  
for the UGP Art Theory and History  
of the Athens School of Fine Arts**

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