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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Internal Quality Assurance System
(IQAS)

Institution Name: Athens School of Fine Arts
Date: 26/11/2018

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Report of the Panel appointed by the HQA to undertake the review of the
Internal Quality Assurance System (IQAS) of the **Athens School of Fine Arts**
for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The Accreditation Panel

The Panel responsible for the Accreditation Review of the Internal Quality Assurance System (IQAS) of the Higher Education Institution named: **Athens School of Fine Arts** comprised the following five (5) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Prof Thomas Panagopoulos,** Universidade do Algavre, Portugal (Chair)

2. **Prof Konstantinos Kontis**, University of Glasgow, United Kingdom

3. **Prof Athanasios Alexandrou,** California State University, Fresno, USA

4. **Prof Nikos Mourtos,** San Jose State University, California, USA

5. **Dr Stella Baraklianou,** University of Huddersfield, United Kingdom

II.   Review Procedure and Documentation

Please refer briefly to the Panel preparation for the IQAS review, as well as to the documentation provided and considered by the Panel. State the dates and of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Panel reviewed the material provided by ADIP in advance of its arrival and briefing. The briefing by ADIP took place on 19/11/2018. Additional information and further documentation were provided regarding the HQA mission, standards and guidelines of the HQA accreditation process, and the national framework of HEIs including the Quality Measure Metrics (ΟΠΕΣΠ) for 2015-16 and 2016-17. In the afternoon, the Panel met in private to discuss the accreditation report for IQAS, allocate tasks and list issues to be discussed during the site visit.

On 20/11/2018, the Panel visited the Athens School of Fine Arts (ASFA). The first meeting was with the Rector and the Vice-Rector for a short overview of the institution, including history, vision, mission, Key Performance Indicators (KPIs), and academic profile. Usefull information about ASFA current status, strengths and possible areas of concern were provided in this briefing. Subsequently, the Panel met with the Quality Assurance Unit (QAU/MODIP) – Vice-Rector/President of MODIP and its members – and investigated the degree of compliance of the Internal Quality Assurance System to the Standards for Quality Accreditation. Next, the Panel met with faculty members (Vice-Rector, Dean of the School, Head of the Department of History and Theory of Art) as well as Internal Evaluation Groups (IEGs/OMEA) representatives. This meeting facilitated the understanding of the internal evaluation review process, the adequacy of resources, possible areas of weakness, as well as the relationship between IEGs/OMEA and QAU/MODIP. The Panel also met with the ASFA Chief Administration officers and discussed the role of institutional strategic documents (strategic plan, QA manual etc.) in the development of the Institution, as well as special issues arising from the internal evaluation process. These meetings provided additional information about the departments, administrative, financial, IT and procurement services, Estate & Buildings, the library, as well as External Relations and Affairs.

The Panel met with undergraduate (UGT) and postgraduate (PGT and PGR) students in the afternoon of the 20th and in the morning of the 21st respectively to discuss their learning experience in general and their impression of the facilities. Students also discussed their involvement in the quality control and decision-making processes of the Institution, their student life, grants, mobility, research, career opportunities and recruitment.

On 21/11/2018, following the meeting with the PGT and PGR students, the Panel met with Alumni to discuss their learning experiences at ASFA and their career paths. In the meeting with the external stakeholders, the Panel got a better understanding of their relations with ASFA. The Panel had the opportunity to meet again with the Quality Assurance Unit (QAU/MODIP) members to review key points along with findings. In this meeting the Panel received further clarifications. In a final meeting with the Rector and Vice-Rector the Panel briefly presented their key findings.

The Panel met in private several times during the days of the visit to reflect on key findings and prepare for subsequent meetings. Overall, the Panel engaged in productive discussions with ASFA students, faculty, and staff and received supporting information to ensure an informed decision regarding the ASFA Quality Accreditation. This information was instrumental in the preparation of the Internal Quality Assurance System (IQAS) report of ASFA following the procedures and criteria outlined by ADIP.

III.   Institution Profile

Please provide a brief overview of the Institution, with reference to the following: history, academic remit, student population, campus, orientation challenges or any other key background information.

The history of the Athens School of Fine Arts (ASFA) virtually coincides with the history of the Modern Greek State. The forerunner of the ASFA welcomed its first students on 17 October 1837. In 1930, the School was accredited evolving to an independent educational institution. To this date, ASFA consists of one school with two departments: 1) The Department of Fine Arts; and 2) The Department of Art Theory and History of Art. The Department of Fine Arts consists of three divisions: the Painting Division, the Sculpture Division and the Printmaking Division. The Department operates two postgraduate studies programmes, and offers a comprehensive number of elective studio courses. The students attend lecture courses among those offered by the Department of Art Theory and History of Art. The Rectorial Authorities and Administrative Services are located in the historical building on Patission Street. The renovated textile factory of Sikiaridis family houses all educational and studio activities, the library, an exhibition venue, the auditorium, the theatre hall, the cinema hall and the campus restaurant. ASFA has seven 'Annexes', which are used by the institution as special education centres. Their operation aims at providing students with additional and specializing training, conducting special workshops (in cooperation and mutual exchange with foreign academic institutions and art centres), assisting students in the preparation of their projects, as well as hosting seminars, exhibitions, lectures, screenings and other cultural events.

The administration comprises of the Rector, the Vice-Rector, the Senate, the Dean of the School and the department heads. ASFA provides high-quality education & research and facilitates the development of new artistic and cultural ideas, and movements. It strengthens the dialogue with society through the dissemination of achievements and good practices, strengthens a dynamic EU citizenship and boosts multi-cultural dimensions. ASFA has 42 faculty and 45 permanent administrative members of staff (including stewards of the 'Annexes'), as well as a number of temporary members of staff. ASFA has more than 1000 students including domestic, foreign and postgraduate students, and PhD candidates. ASFA has developed a broad range of cooperation and mobility actions (e.g. Erasmus+) with other international institutions and organisations including bilateral agreements with China, Japan and Russia.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Institution Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD BE DEVELOPED AND ADJUSTED ACCORDING TO THE INSTITUTIONS' AREAS OF ACTIVITY. IT SHOULD ALSO BE MADE PUBLIC AND IMPLEMENTED BY ALL PARTIES INVOLVED.

The quality assurance policy is the guiding document which sets the operating principles of the Internal Quality Assurance System (IQAS), the principles for the continuous improvement of the Institution, as well as the Institution's obligation for public accountability. It supports the development of quality culture, according to which, all internal stakeholders assume responsibility for quality and engage in quality assurance. This policy has a formal status and is publicly available.

The policy for quality is implemented through:
- *the commitment for compliance with the laws and regulations that govern the Institution;*
- *the establishment, review, redesign and redefinition of quality assurance objectives, that are fully in line with the institutional strategy.*

This policy mainly supports:
- *the organisation of the internal quality assurance system;*
- *the Institution's leadership, departments and other organisational units, individual staff members and students to take on their responsibilities in quality assurance;*
- *the integrity of academic principles and ethics, guarding against discriminations, and encouragement of external stakeholders to be involved in quality assurance;*
- *the continuous improvement of learning and teaching, research and innovation;*
- *the quality assurance of the programmes and their alignment with the relevant HQA Standards;*
- *the effective organisation of services and the development and maintenance of infrastructure;*
- *the allocation and effective management of the necessary resources for the operation of the Institution;*
- *the development and rational allocation of human resources.*

The way in which this policy is designed, approved, implemented, monitored and revised constitutes one of the processes of the internal quality assurance system.

Institution compliance

Please comment on the compliance with the Principle.

The ASFA has established a well-defined Quality Assurance (QA) policy that is appropriate for the institution's mission and activities, and whose purpose and goals are communicated clearly to students, faculty, and staff.

The main document is the Accreditation Policy for Internal Quality Assurance, (October 2018, 2nd edition). In this document are highlighted all areas of QA strategy, KPIs, the IQAS, and their operating policy.

The QA policy is also evident in the QA&KPI setting (September 2018, 2nd edition) as well as on the role of the Quality Assurance Unit (QAU/MODIP) of ASFA. The QA document was first written in 2017 and is reviewed annually. The QA document/manual contains clearly defined KPIs and strategies for continuous improvement as well as target setting.

Main strategic goals are defined as (amongst others):

- Continuous improvement and evaluation of the programme of ASFA.
- A student-centered curriculum and inclusion of students' expectations.
- Improvement of statistics pertaining to students who abandon their studies as well as on-time graduation.

The QAU/MODIP has been in place since 2009, functioning continuously and acting as the main operating body for QA. The QAU/MODIP has been responsible for setting KPIS and for writing the QA documents and manuals. All information including the Policy documents and review of the above documents is publicly accessible, to students and externals, through the MODIP website: modip.asfa.gr

Implementation of QA is reliant on the two organizational committees comprising of the QAU/MODIP and the Internal Evaluation Groups (IEG's/OMEA) as well as the Senate.

All or most of the above include representatives of the Faculty, the Dean and department heads. A student representative is also invited. The QA document provides clear flowcharts of KPIs and target settings as well as procedures and regulations of decision making, including stakeholders and students.

All relevant information is easily and publicly accessible to all stakeholders. Students and staff are not only encouraged to participate in the QA procedures but also invited to serve on committees, such as the various departmental OMEAs and the MODIP. Their role is defined in the IQAS manual.

Alongside the information published through the website, all documents and QA Policies are published in the relevant FEK.

ASFA has standardized all procedures and policy documents according to the principles of HQA, and this is evident in the Accreditation Policy for Internal Quality Assurance, (October 2018, 2nd edition), as well as the QA&KPI setting (September 2018, 2nd edition). Both are thorough and exhaustive documents with all necessary information provided.

Panel judgement   *Please tick one of the following:*

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Principle 2: Provision and Management of the Necessary Resources

INSTITUTIONS SHOULD ENSURE APPROPRIATE FUNDING FOR LEARNING AND TEACHING ACTIVITIES, RESEARCH, AND ACADEMIC ACTIVITIES IN GENERAL. RELEVANT REGULATIONS SHOULD BE IN PLACE TO ASSURE THAT ADEQUATE INFRASTRUCTURE AND SERVICES FOR TEACHING AND RESEARCH ARE AVAILABLE AND READILY ACCESSIBLE (E.G. CLASSROOMS, LABORATORIES, LIBRAIRIES, IT INFRASRTUCTURE, PROVISION OF FREE MEALS, DORMITORIES, CAREER GUIDANCE AND SOCIAL WELFARE SERVICES, ETC.).

Funding
The Institution ensures adequate funding to cover not only the overhead and operational costs (regular budget and public investment budget) but also costs related to research, innovation and development (Special Account for Research Funds, Property Development and Management Company). The financial planning and the operation of an effective financial management system constitute necessary tools for the full exploitation of the resources.

Infrastructure
Based on the requirements and needs arising during its operation, the Institution has determined ways to define, allocate and maintain all the necessary resources to ensure its smooth and proper functioning, i.e. teaching, research and auxiliary facilities, equipment and software, support facilities (cleaning, transportation, communication) etc. The scope of the IQAS should include a suitable managing and monitoring system to safeguard the infrastructure. Compliance to the internal regulations is also necessary.

Working environment
The Institution ensures -as far as possible- that the working environment has a positive effect on the performance of all members of the academic community (students and staff). Factors that are taken into consideration towards the creation of such a favorable environment are, among others, the sanitary facilities, the lighting/heating/ventilation system, the cleanliness and the overall appearance of the premises, etc. The scope of the IQAS should include an appropriate managing and monitoring system to promote a favorable working environment and to ensure compliance with the existing provisions.

Human resources
The Institution and the academic units are responsible for the human resources development.
The subject areas, as well as the competences and tasks of the staff members are defined by the corresponding job descriptions that are established within the operation scope of each academic or administrative unit. These posts are filled following the requirements set by the law, on the basis of transparent, fair and published processes. The continuous training and evaluation of the staff is considered necessary for the enhancement of the performance, which is recorded and monitored as provided in the context of the IQAS.
The Institution should acknowledge and provide the necessary resources for the implementation of the IQAS, its enhancement and the provision of services that assist the satisfaction of the quality assurance requirements. Moreover, the Institution (Quality Assurance Unit-QAU) should properly organise the administrative structure and staffing of the IQAS, with a clear allocation of competences and tasks to its staff members.

Institution compliance

Please comment on the compliance with the Principle.

The Athens School of Fine Arts (ASFA) makes an extraordinary effort to provide sufficient funding for its operational needs, under very difficult economic circumstances. Although state funding for the School has been reduced 70% compared to its 2009 levels and it now covers 40% of the financial needs, the Administration is doing an admirable job providing high quality education to students by securing the other 60% of its funding from other sources.

ASFA has an effective financial management system to plan for its financial needs and manage its funds. This includes, among other things, an environmental policy, which has achieved a reduction in operating costs (e.g. electricity, consumables, etc.).

ASFA has impressive facilities in two separate locations in the center of Athens, which provide adequate space for teaching and more importantly, for all the laboratories, which constitute the core of the Department of Fine Arts. It has a library with an impressive collection of books. The School has been very successful in soliciting private sources for upgrading these facilities (e.g. upgrade of teaching and learning spaces with funds provided by Documenta14, new library building, etc.). The distribution and use of these facilities is determined by the Academic Senate, while the Technical Service monitors all the facilities to ensure a favorable working and learning environment.

On the other hand, the maintenance of these facilities requires additional resources. For example, IT equipment and support is lacking for students, faculty, as well as for processing QA data, while operating funds are inadequate for providing room and board for all students. Furthermore, some graduate students indicated that they are expected to provide their own materials. In addition, to visit museums abroad, which has always been an essential part of students' education in the ASFA, students must now pay their own travel expenses, making it impossible for many students to participate.

ELKE is well structured and works effectively to support the University's research and development policy.

Panel judgement

Principle 2: Provision & Management of the Necessary Resources	
2.1 Funding	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	
2.2 Infrastructure	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
2.3 Working Environment	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

2.4 Human Resources	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Principle 2: Provision & Management of the Necessary Resources (overall)	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

ASFA needs additional staff to (a) provide sufficient technical support in workshops and (b) perform various administrative duties.

Health and safety policies and regulations for the workshops and studios need to be established, followed by student induction.

Principle 3: Establishing Goals for Quality Assurance

INSTITUTIONS SHOULD HAVE CLEAR AND EXPLICIT GOALS REGARDING THE ASSURANCE AND CONTINUOUS UPGRADE OF THE QUALITY OF THE OFFERED PROGRAMMES, THE RESEARCH AND INNOVATION ACTIVITIES, AS WELL AS THE SCIENTIFIC AND ADMINISTRATIVE SERVICES. THESE GOALS MAY BE QUALITATIVE OR QUANTITATIVE AND REFLECT THE INSTITUTIONAL STRATEGY.

The Institution's strategy on quality assurance should be translated into time-specific, qualitative and quantitative goals which are regularly monitored, measured and reviewed in the context of the IQAS operation, and following an appropriate procedure.

Examples of quality goals:
- *rise of the average annual graduation rate of the Institution's Undergraduate Programmes to x%;*
- *upgrade of the learning environment through the introduction of digital applications on ……….;*
- *improvement of the ratio of scientific publications to teaching staff members to …….;*
- *rise of the total research funding to y%*

The goals are accompanied by a specific action plan for their achievement, and entail the participation of all stakeholders.

Institution compliance

Please comment on the compliance with the Principle.

ASFA has established specific and measurable goals for its quality assurance within a given period, which is in-line with the strategy of the organization. In the same document the School also defines clearly goals related to research and innovation, administration and resources.

Some of the goals are to: (a) increase the number of courses and enrich the curriculum by 2020, (b) introduce English taught courses to assist incoming ERASMUS+ students, (c) increase the number of research intensive faculty and affiliated researchers within 4 years, (d) reduce functional costs by effectively cross-linking 'Annexes' with educational programmes and actions, (e) increase research and innovation funding by 50% within 4 years, (f) improve infrastructure by renovating buildings, and (g) enhance energy efficiency by 2020.

ASFA announces this plan as an official roadmap with the specified goals being associated with relevant KPIs, and are accompanied by an action plan that paves the way of their feasible implementation. The IQAS has established procedures for the monitoring of the KPIs and goals, which are communicated to the stakeholders.

Panel judgement

Principle 3: Establishing Goals for Quality Assurance	
3.1 Study programmes / education activities	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

3.2 Research & Innovation	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
3.3 Administration (funding, human resources, infrastructure management)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
3.4 Resources (funding, human resources, infrastructure)	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 3: Establishing Goals for Quality Assurance (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The development of procedures for the sustainable and continuous engagement of stakeholders to enable long-term funding, human resources, and infrastructure opportunities.

Principle 4: Structure, Organisation and Operation of the IQAS

INSTITUTIONS SET UP AND ESTABLISH AN INTERNAL QUALITY ASSURANCE SYSTEM, WHICH INCLUDES PROCESSES AND PROCEDURES COVERING ALL AREAS OF ACADEMIC ACTIVITIES AND FUNCTIONS. SPECIAL FOCUS IS GIVEN ON THE QUALITY OF TEACHING AND LEARNING, INCLUDING THE LEARNING ENVIRONMENT, RESEARCH, INNOVATION AND GOVERNANCE.

The key goal of the internal quality assurance system (IQAS) is the development, effective operation and continuous improvement of the whole range of the Institution's activities, and particularly, of teaching, research, innovation, governance and relevant services, according to the international practices - especially those of the European Higher Education Area - and the HQA principles and guidelines described in these Standards.

Structure and organisation

In each Institution, the Quality Assurance Unit (QAU) holds the responsibility for the administration and management of the IQAS. The QAU is set up according to the existing legislative framework and is responsible for:

- *the development of specialised policy, strategy and relevant processes towards the continuous improvement of the quality of the Institution's work and provisions;*
- *the organisation, operation and continuous improvement of the Institution's internal quality assurance system;*
- *the coordination and support of the evaluation process of the Institution's academic units and other services, and;*
- *the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system in the context of the HQA principles and guidelines.*

The Institution's IQAS and its implementation processes are determined by the decisions of the competent bodies, as provided by the law, and are published in the Government Gazette, as well as on the Institution's website. The above are reviewed every six years, at the latest.

To achieve the above goals, the QAU collaborates with HQA, develops and maintains a management information system to store the evaluation data, which are periodically submitted to HQA, according to the latter's instructions. The QAU is responsible for the systematic monitoring of the evaluation process and for the publication of evaluation-related procedures and their results on the Institution's website.

The QAU structure has been approved by the Institution's competent bodies, as provided by the law, while all competences and tasks accruing from this structure are clearly defined.

Operation

The Institution takes action for the design, establishment, implementation, audit and maintenance of the Internal Quality Assurance System (IQAS), taking into account the Standards' requirements, while making any necessary amendments to ensure fitness to achieve its aims.

The above actions include:

- *provision of all necessary processes and procedures for the successful operation of the IQAS, as well as implementation of the above processes and procedures on all of the Institution's parties involved ;the Institution's areas of activity can constitute the IQAS processes, e.g. teaching, research and innovation, governance, services etc. An IQAS process is an area of activity including data input, data processing and outputs. A procedure defines the way an action is implemented and includes a course of stages or steps, e.g. the curriculum design procedure;*
- *determination of how the IQAS procedures / processes are audited, measured and assessed, and how they interact;*
- *provision of all necessary resources to enable the IQAS function.*

> *Documentation*
>
> *The IQAS documentation includes, among other things, a series of key documents demonstrating its structure and organisation, such as the Quality Manual, which describes how the Standards' requirements are met.*
>
> *The Annexes of the Quality Manual include:*
> - *the Quality Policy and the Quality Assurance Objectives;*
> - *the necessary written Procedures, along with the entailed forms;*
> - *the necessary Guides, External Documents (e.g. pertinent legislation), as well as any other supporting data;*
> - *the standing organisational structure of the QAU, with a detailed description of the competences, the required qualifications and the goals for each post. The organisational chart is structured in a manner that ensures that the IQAS organisational requirements are fully and properly met.*

Institution compliance

Please comment on the compliance with the Principle.

The Athens School of Fine Arts, established a Quality Assurance Unit (QAU) in 2009 in accordance with the existing legislative framework. In 2018, ASFA published in FEK and in the Institution's website the Internal Quality Assurance System (IQAS). The School has a data management system, which is not compatible with the system employed by ADIP, however, it is currently looking into purchasing a software compatible with the one used by ADIP.

The support personnel of the QAU currently consists of two administrative members of staff (one of them on a part time basis), and an IT technician, with some expertise in the area of assessment. It is urgent to hire more qualified, permanent personnel to ensure the support needed.

The QAU has developed processes and policies that meet a high standard of quality assurance. They provide implementation, control and revision of the internal quality control processes as defined in the Quality Policy on an annual basis for the following:

- Quality targets for the educational process
- Targets for research
- Targets for services, infrastructure and administration
- Targets for faculty and staff professional development

Inputs and outputs of the IQAS have been identified in great detail for institutional areas of activity.

The Quality Manual lists actions related to the review of the IQAS, and steps that must be followed as to how the improvements of the IQAS will be implemented and written into a revised version of the IQAS. It is up-to-date although it seems that is written as a word-to-word translation from an English document and consequently difficult to follow.

The Quality Manual includes methods to achieve the guiding principles set out in the Quality Policy. Procedures are clearly outlined and detailed, and describe "how", "who", and "when". The Panel was provided with all the necessary documentation including the legislative framework.

Panel judgement

Principle 4: Structure, Organization and Operation of the IQAS	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Hire qualified personnel to staff the QAU and purchase a data management software compatible with the one used by ADIP.

Principle 5: Self-Assessment

THE INTERNAL QUALITY ASSURANCE SYSTEM COMPRISES PROCEDURES PROVIDING THE IMPLEMENTATION OF THE ANNUAL SELF-ASSESSMENT OF THE INSTITUTION'S ACADEMIC AND ADMINISTRATIVE UNITS, ADDRESSING AREAS OF OVERSIGHTS OR SHORTCOMINGS, AND DEFINING REMEDIAL ACTIONS TOWARDS THE ACHIEVEMENT OF THE SET GOALS, AND EVENTUAL IMPROVEMENT.

The QAU conducts, on an annual basis, a self-assessment of the IQAS, following the written procedure provided for each area of activity, which is implemented by a certain academic or administrative unit, as appropriate. The procedure determines the timing, the participants, the data under consideration, and the expected outcomes. The self-assessment aims at a final estimation of the suitability of the IQAS in force, as well as at basing decisions concerning the necessary remedial or precautionary actions for improvement.

The data considered in the context of the self-assessment of a programme may, for example, include:

- *students performance;*
- *feedback from students / teaching staff;*
- *assessment of learning outcomes;*
- *graduation rates;*
- *feedback from the evaluation of the facilities / learning environment;*
- *report of any remedial or precautionary actions undertaken;*
- *suggestions for improvement.*

The outcomes of the self-assessment are recorded in internal reports drawn up by the QAU. The reports identify any areas of deviation or non-compliance with the Standards, and are communicated to the interested parties (if appropriate). The Institution's resolutions concerning any modification, compliance, or enhancement of the IQAS operation might include actions related to:

- *the upgrade of the IQAS and the pertinent processes;*
- *the upgrade of the services offered to the students;*
- *the reallocation of resources;*
- *the introduction of new quality goals, etc.*

The outcomes of the self-assessment are recorded and, along with the source data, are archived as quality files.

A special procedure is followed for the compliance check of newly launched programmes (of all three cycles), or programmes that are to be reviewed shortly, prior to the institutional approval of the programme.

Institution compliance

Please comment on the compliance with the Principle.

The academic units of ASFA are reviewed annually by IEG. There is a provision in the Quality Manual, which allows the President of the QAU to review the units at shorter intervals, if necessary. The review process starts every November when the annual self-assessment department reports are submitted. The QAU uses a variety of data such as number of students,

financial data, research activity, and laboratory data for some of the courses offered. Students are invited to participate in IEG and MODIP meetings but participation is very low.

Questionnaires were used by students to assess the teaching of faculty in both departments. Since questionnaires are a means of producing feedback to be used by teachers and the school as a way of assessing the quality of instruction, it is recommended that every course offered be evaluated. Departments shall select questions having demonstrated reliability and validity from a campus-wide pool approved by the Academic Senate and Rector.

QAU also uses questioners to assess academic units, address labor market needs, and the quality of academic personnel. The outcomes of this self-assessment process are recorded in minutes of QAU/MODIP meetings and reports, which are submitted to the Senate.

It is commendable that ASFA has established a Review Committee, which reviews the self-assessment reports submitted by QAU/MODIP, dictates changes to the existing IQAS plan, and oversees the actions necessary to improve it when necessary. This committee meets annually and reports its findings to the Senate. The Senate may decide to change the related policy and strategy.

Panel judgement

Principle 5: Self-Assessment	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

ASFA should find better ways to ensure that a student representative participates in internal self-assessment procedures.

Principle 6: Collection of Quality Data: Measuring, Analysis and Improvement

INSTITUTIONS ARE FULLY RESPONSIBLE FOR THE COLLECTION, ANALYSIS AND USE OF INFORMATION IN AN INTEGRATED, FUNCTIONAL AND READILY ACCESSIBLE MANNER, AIMING AT THE EFFECTIVE MANAGEMENT OF THE QUALITY DATA RELATED TO TEACHING, RESEARCH AND OTHER ACADEMIC ACTIVITIES, AS WELL AS OF THOSE RELATED TO THE ADMINISTRATION.

The QAU should establish and operate an information system to manage the data required for the implementation of the Internal Quality Assurance System.

The QAU measures and monitors the performance of the various activities of the Institution, through appropriate procedures established in the context of the IQAS structure, and assesses their level of effectiveness. The measuring and monitoring is conducted on a basis of indices and data provided by HQA in the pertinent guidelines and forms, which are part of the National Information System for Quality Assurance in Higher Education (NISQA). These measurements may concern: the size of the student body, the size of the teaching and administrative staff, the infrastructure, the structural components of the curricula, students' performance, research activity performance, financial data, feedback on student and faculty satisfaction surveys, data related to the teaching and research activity, services, infrastructure, etc.

The QAU makes use of the figures and presents the results for consideration using statistical analysis. Outcomes are displayed through histograms and charts. This sort of information is used by the Institution for decision making, at all levels, pursuing improvement, as well as for setting, monitoring, assessing and reviewing the Institution's strategic and operational goals.

Institution compliance

Please comment on the compliance with the Principle.

The measuring and monitoring are conducted on a basis of indices and data provided by HQA in the pertinent guidelines and forms, which are part of the National Information System for Quality Assurance in Higher Education (NISQA). The MODIP has established and operates an information system for collecting and managing the data required for the implementation of the Internal Quality Assurance System. The institution has developed the information system with the help of other Hellenic higher education institutions and collects data using internal resources and expertise, according to the requirements of the QAS, while statistical treatment and trends are performed by an external service.

Data are collected regularly and cover all relevant areas (students, administrative staff, teaching, research and innovation, infrastructure and finance). There were some mistakes and missing values in data collection during the previous two years due to absence of dedicated staff in MODIP. Meanwhile this was recently corrected by hiring a new staff member exclusively for MODIP, while another permanent staff member is currently involved in secretarial duties. Thus, from zero staff in the last two years there are now two. Technical support is still in need.

Some evaluation of teaching and learning by students takes place through questionnaires. We were informed that around 50% of students each year provide feedback through these questionnaires. However, this fact was not verified at the meetings we had with students and alumni and it appears that most students do not participate in these surveys, as they do not see

their value. In general, the mechanisms and procedures for addressing complaints and objections by students are not clear. It appears that such issues are addressed in an adhoc fashion whenever they arise. In addition, there were no satisfaction surveys from the staff and faculty. The Panel was provided with documents of IEG from departments, which indicate that surveys are collected only from a sample of courses and a sample of students. Until last academic year, the survey was distributed on paper but starting this academic year it will be available online. Individual access for staff and students is via institutional login.

Other information is collected from the student records office, accounting office, ELKE, library and from external sources. The QAU systems are still under development. They measure and monitor the performance of the various activities of the Institution through procedures established in the context of the IQAS structure, and assess their level of effectiveness. Meanwhile some degree of the above monitoring is adhoc due to the small scale of the Institution.

The ASFA maintains a significant amount of data to perform its analysis and evaluation which, however, are not complete. Through the established IQAS mechanisms, the institution monitors the collected data and the performance metrics. The results from the internal and external reviews are diligently considered and implemented in the continuous improvement. The collected data are presented in an informative way guiding the formation and review of the strategic and operational goals. Meanwhile graphs and tables from the Business Intelligence (BI) statistics system for Higher Education in Greece and creation of trends and simulations were not presented. The information presented covered only two time periods (AY 2015/2016 and AY 2016/2017), hence trends cannot be established.

There is difficulty in establishing common KPIs on research for both departments. Furthermore, it is challenging to express performance indicators quantitatively due to the nature of artistic work. The data presented in the Department of Fine Arts self-study reports cannot be expressed in terms of the KPIs defined for traditional research and innovation. ASFA should discuss this with HQA and propose ways to define appropriate performance indicators for artistic work.

Panel judgement

Principle 6: Collection of Data: Measuring, Analysis & Improvement	
6.1 Study Programmes / education activities	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	
6.2 Research & Innovation	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

6.3 Activities related to the administration (funding, human resources, infrastructure management)	
Fully compliant	
Substantially compliant	
Partially compliant	**X**
Non-compliant	
6.4 Human Resources	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 6: Collection of Data: Measuring, Analysis & Improvement (overall)	
Fully compliant	
Substantially compliant	
Partially compliant	**X**
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

1. Define appropriate performance indicators for artistic work in collaboration with HQA.
2. Course evaluations should be performed in each and every course, every semester and invite input from all students to increase the statistical significance of the data collected.
3. The data collected should be used for the continuous improvement of each course. Data from all the courses should be summarized, used to show trends to assist in strategic planning and made available to students and the public.
4. Surveys could also be collected from staff and faculty regarding satisfaction with the work environment, as well as the organizational climate of the Institution.

Principle 7: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES IN A DIRECT AND ACCESSIBLE MANNER. ALL PERTINENT INFORMATION SHOULD BE UP-TO-DATE, CLEAR AND OBJECTIVE.

> *The QAU publishes data related to IQAS structure, organisation and operation. Furthermore, the QAU publishes data pertinent to the institutional quality policy and objectives, as well as information and data relevant to the Institution's internal and external evaluation. In the context of the self-assessment process, the QAU verifies that adequate information regarding the teaching activities and, particularly, the programmes' profile and the overall institutional activity is publicly available. QAU makes recommendations for improvement, where appropriate.*

Institution compliance

Please comment on the compliance with the Principle.

ASFA makes information publicly available, via the main institutional website, http://www.asfa.gr/

The website is fairly easy to navigate with separate navigation tabs for the history of the institution, its structure, organization and administrative departments, as well as detailed information about the curricula of the two departments, Fine Arts and Theory and History of Art. The website also includes information about the Erasmus Programme, student wellbeing and support. There is also a separate webpage entirely dedicated to QA, which presents information about the operation and function of MODIP as well as QA data concerning the Institution.

The curriculum structure for each of the two departments, Fine Arts and History of Theory and History of Art respectively, can be found under the tab Study. Each Department has information regarding the entry exams, the undergraduate and post-graduate curriculum as well as information regarding PhD studies. Modes of attendance (compulsory/optional modules as per each Department) are under separate tabs, as are module requirements, content and modes of delivery. The Department of Fine Arts provides a PDF for the academic year 2018/19, with an overview and description of studio modules, Painting, Printmaking and Sculpture as well as core compulsory modules.

The Department of History and Theory of Art contains more detailed information regarding compulsory and optional modules, as well as module descriptions and information about the faculty affiliated with each module.

Information regarding content, mode of attendance and modules, for example, the under-graduate module in Visual Arts, Video Art, contain links to external websites or Facebook. This is also the case for the post-graduate international Greek/French taught module Art, Virtual Reality and multi-user systems of artistic expression (medialab.asfa.gr).

The structure and operation of the Institutional IQAS is publicly available, mainly through the MODIP website, linked to ASFA. The MODIP website contains all information regarding procedures, including the Mission Statement, articles pertaining to QA, and information

regarding Greek legislation through published FEK issues. External Evaluation and Internal Evaluation reports are accessible through the navigation tabs at the top of the website.

The website contains fully detailed and public access records, report and documents aligning with the policies of the HQA (Report on the Quality of Higher Education 2011-17, FEK, etc).

Information about the Erasmus Programme, which is an important factor of internationalisation and mobility for both staff and students, is also available on the main ASFA website. However, most of the information is in Greek only, and there is no information regarding any of the collaborating institutions abroad.

After clarification from the IQAS panels, (MODIP & OMEA) it is understood that the website is currently being updated. The new website is expected to go live in January 2019 and will contain information in both Greek and English.

Social Media accounts for Facebook and Twitter should link to the official ASFA webpage to avoid confusion. Information regarding course content, modes of attendance, course outlines and the degrees awarded is at the moment, fragmentary and disparate. Departments have different strategies for sharing information and modules have separate (external) websites. All information should be easy to access within the space of the same website.

Although all the required data is currently available publicly on the MODIP website, the website is not well organized and user friendly and as a result it is very difficult to find relevant information. The website needs to be redesigned and integrated in the main ASFA website.

Panel judgement

Principle 7: Public Information	
Fully compliant	
Substantially compliant	
Partially compliant	**X**
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

It is understood that the current website is under review. Based on the current website, the Panel would like to suggest that:

1. All information be available in both Greek and English.
2. The website is redesigned / outsourced by an IT specialist to become user friendly. Academic staff should not be expected to build their own websites to support their learning environment.
3. The work of ELKE and DASTA be made evident on the website.

Principle 8: External Evaluation and Accreditation of the IQAS

INSTITUTIONS SHOULD BE PERIODICALLY EVALUATED BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, FOR THE PURPOSE OF ACCREDITATION OF THEIR INTERNAL QUALITY ASSURANCE SYSTEMS (IQAS). THE PERIODICITY OF THE EXTERNAL EVALUATION IS DETERMINED BY HQA.

> *External quality assurance, in the case in point external evaluation aiming at accreditation, may act as a means of verification of the effectiveness of the Institution's internal quality assurance, and as a catalyst for improvement, while opening new perspectives. Additionally, it can provide information with a view to public acknowledgement of the positive course of the Institution's activities.*
>
> *The Higher Education Institutions engage in periodic external quality assurance which is conducted taking into consideration any special requirements set by the legislation governing the operation of the Institutions and their academic units.*
>
> *Quality assurance, in this case 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 ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

Institution compliance

Please comment on the compliance with the Principle.

The ASFA underwent an institutional evaluation in 2016. In addition, all departments previously underwent a successful external evaluation. All staff members are well aware of the importance of the IQAS external review, its role, and its contribution towards improvement of the overall quality. The stakeholders of ASFA were actively engaged during the accreditation procedure. Most of them continue their collaboration with the Institution with new initiatives in the field of resources acquisition providing additional opportunities for improvement. The ASFA has drafted and submitted a detailed follow-up report in direct response to the last institution evaluation by the HQA. The report mentions that the institution has addressed all the recommendations for improvement. ASFA has already fulfilled part of them successfully and progress in the other tasks was reported with a timeline and budget limitations.

Panel judgement

Principle 8: External Evaluation & Accreditation of the IQAS	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

PART C: CONCLUSIONS

I. Features of Good Practice

- *Faculty dedicated to the continuous improvement of the Institution through a well defined QA process.*
- *Very effective stakeholder involvement. Through their support the Institution has been able to create and maintain facilities.*

II. Areas of Weakness

- *Student participation in QA processes is low.*
- *Data quantity is insufficient; data processing and interpretation is weak. As a result, the reliability of the process is low.*
- *The website is not functional.*

III. Recommendations for Follow-up Actions

- *Take appropriate measures to increase student participation in QA processes.*
- *Collect data in a more systematic way. Process and interpret these data to draw reliable conclusions with a focus towards improving the quality of the educational experience of students, the quality of research, and the general organization of the Institution.*
- *The website of ASFA must be redesigned for consistency, transparency and easy access by students, faculty as well as the public. In addition, information must be presented not only in Greek but also in English as well as in French, to highlight ASFA collaboration with French institutions.*
- *Students must be introduced to QA processes in their first year of study, so they understand the value of their participation in the various processes. This can take the form of workshops or other activities.*
- *Appropriate health and safety policies and regulations must be introduced.*
- *Workshop materials and tools should be properly stored and secured from public access. Furthermore, security in workshop areas should be improved.*

IV. Summary & Overall Assessment

The Principles where ***full compliance*** has been achieved are:

Principle 1: Institution Policy for Quality Assurance

Principle 3: Establishing Goals for Quality Assurance

Principle 8: External Evaluation & Accreditation of the IQAS

The Principles where ***substantial compliance*** has been achieved are:

Principle 2: Provision and Management of the Necessary Resources

Principle 4: Structure, Organization and Operation of the IQAS

Principle 5: Self-Assessment

The Principles where **partial compliance** has been achieved are:

Principle 6: Collection of Quality Data: Measuring, Analysis and Improvement

Principle 7: Public Information

The Principles where **failure of compliance** was identified are:

None.

Overall Judgement	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

The members of the Accreditation Panel

Name and Surname   **Signature**

1. _____

2. _____

3. _____

4. _____

5. _____