



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης  
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# Accreditation Report for the Postgraduate Study Programme of:

Art Theory and History

Department: Art Theory and History  
Institution: Athens School of Fine Arts

Date: 19 July 2024



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the  
Postgraduate Study Programme of **Art Theory and 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 External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Art Theory and History** of the **Athens School of Fine Arts** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. BARAKLIANOU STELLA (Chair)**  
Photography BA Hons programme, School of Art, Design & Architecture, University of Huddersfield
- 2. FAFOUTIS PANAGIOTIS**  
Freelancer
- 3. KALLIS VASILIS**  
Department of Music and Dance, School of Education, University of Nicosia
- 4. SYNODINOU POLYMNIA**  
University of Crete

## II. Review Procedure and Documentation

In preparation for the visit, the Panel reviewed the list of material provided by the Hellenic Authority of Higher Education (HAHE) and the PSP, Theory and History of Art, at the School of Fine Art, Athens which included background information and guidance on the accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The programme review was conducted via teleconference, organised and coordinated by HAHE with the assistance and support of the Department of Theory and History of Art at the School of Fine Art, Athens (ASFA).

The schedule and agenda of the review were as stated below.

Monday, 08/07/2024:

- a. Preliminary private meeting of the EEAP. Discussion of the programme under review; assignment of writing parts of the accreditation report draft to the members of the EEAP.
- b. Welcome meeting and short overview of the postgraduate study programmes (PSP) with the Director of the PSP, Associate Professor Kostas Ioannidis, Head of the Department Professor Sofia Denissi, Vice Rector of academic affairs and Head of MODIP, Konstantina Kotsiou, MODIP members: Associate Professor Ioannis Kontaratos, Assistant Professor Eleonora Vratskidou and members of the OMEA steering committee, Assistant Professor Kalliroe Linardou, Assistant Professor Nafsika Litsardopoulou as well as specialist laboratory teaching staff and OMEA member Maria Chatzi, and Maria Papageorgiou, Secretary and Department of Networks Directorate. The welcome meeting included presentation of the PSP and its history as part of the wider school of ASFA, academic profile, current status and future developments, strengths and areas of concern, degree compliance of the PSP to the quality standards for accreditation, internal procedures for quality assurance etc.
- c. Meeting with administrative staff members and Department Head of the School of Fine Arts library, Maria Vitsentzaki, Maria Vara, Specialist teaching staff, Varvara Roussou, laboratory teaching staff, Lucas Vokorokos, Department Head of International Relations and Ioannis Chamilothis, ASFA IT consultant and MODIP information system administrator. The meeting provided for a discussion forum regarding the teaching and learning facilities, the library, access to digital and specialist archives, access to E-class, as well as providing an understanding of specific support offered by administrative staff.
- d. Private debriefing meeting (EEAP members only).

Tuesday, 09/07/2024:

- e. Meeting and discussion with academic teaching staff of PSP Theory of History and Art: Assistant Professor Antonia Dialla, Specialist teaching staff, Maria Vara and Laboratory Teaching staff, Varvara Roussou.
- f. Meeting and discussion with five current PSP students.
- g. Meeting and discussion with three PSP graduates.
- h. Meeting and discussion with external PSP social partners from public national museums: Iro

Katsaridou, Director MOMus, Thessaloniki Museum of Photography and Anna Mikoniati, Curator, National Museum of Contemporary Art, Athens.

- i. Private debriefing meeting (EEAP members only): discussion of the outcomes and findings of the meetings; preparation of findings and points for the closure meeting.
- j. Closure meeting with the Director of the PSP, Associate Professor Kostas Ioannidis, Head of the Department Professor Sofia Denissi and academic staff and members of steering committees OMEA/MODIP: informal, oral presentation of the EEAP key findings, and clarifications.

Wednesday 10/07/2024 to Saturday 13/07/2024:

Draft report writing. EEAP virtual meetings. Review and finalisation of draft report.

Throughout the evaluation process, the Panel was in close communication with the University MODIP, which was very accommodating in providing additional information as requested by the Panel. The Panel found that the Department was exceptionally well prepared and with the assistance of OMEA and MODIP representatives, teaching staff, student representatives and administrative support, facilitated the smooth running and accreditation process of the PSP Art History and Theory.

### **III. Postgraduate Study Programme Profile**

The PSP in Theory and History of Art is offered by the Department of Theory and History of Art, at the Athens School of Fine Arts [ASFA] and is the only postgraduate programme specifically for the study and research of history, critical theory of Fine Art in Greece. It was originally established in 2014, according to the Greek legislation (140883/B7/8.9.2014, Official Government Gazette 2485/B'/2014) and launched during the academic year 2016- 2017. The PSP was re-established in 2018 following the School Senate decision (1237/30-3- 2018, Official Government Gazette 1277/10-4-2018).

The PSP operates within the Department of Theory and History of Art Studies, founded in 1991 and reconstituted in 2013, as a separate and dedicated Department within the School of Fine Art, Athens that was initially founded as an undergraduate programme. It should be noted that the Athens School of Fine Arts has a history almost as long as the modern Greek state as its origins can be traced back to 1837. The PSP naturally reflects the vast history and experience of the School of Fine Arts itself, the Department of Art Theory and History, as well as the vision and expertise of its academic staff.

The aim of the postgraduate programme is to offer specialisation in the Theory and History of Art, specifically offering postgraduate studies in the two distinct paths of

- 1) History and Theory of Art and Architecture
- 2) Philosophy of Art and Humanities

Admissions of new students is once every two years, via a call for prospective graduates, advertised on the programme's dedicated website. Students are asked to submit at first instance the required submission folder, their previous certificates and qualifications. The final selection procedure is also via an interview.

The PSP has a length of study of two -years, at 120 ECTS credits in total. The taught part of the programme is during Semesters 1 - 3, that contain compulsory and elective courses (30 ECTS per semester) and the 4th semester is for the writing of the final thesis. The postgraduate qualification is awarded upon successful completion of six modules during Semesters 1-3, which equal two modules per semester (15 ECTS per module and 30 per semester in total). The final and 4th semester is dedicated to the writing and submission of the Master's thesis, which equals (30 ECTScredits).

The language of the programme is exclusively in Greek, as the overall themes and modules offered, compulsory and electives, are all offered in Greek.

The PSP prepares graduates for roles specifically within the field of fine art theory, including but not limited to, teaching of art theory and history in secondary and higher education, art criticism and journalism, roles in museums and private or public galleries. Students may also continue their research in pursuit of doctoral studies, which the department fully supports.

The PSP has strong links with the private and public stakeholders and foundations, including the National Museum of Contemporary Art, Athens as well as Museum of Contemporary Art (MoMus) Thessaloniki.

The PSP programme benefits from being part of the wider academic and artistic community of the School of Fine Art, Athens, which is the first of its kind in modern Greece to offer studies in the field of Fine Art. It benefits from the osmosis of art theory students who study alongside fine art students, thus taking part in the developments of all current thematics of modern and contemporary Greek art.



## PART B: COMPLIANCE WITH THE PRINCIPLES

### PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

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 THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, 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 postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

##### **I. Findings**

The postgraduate programme in Theory and History of Art (METHISTE) is committed to providing high quality postgraduate education in the fields of critical art theory

and history of modern art with an emphasis on the developments of Greek art. It is a theoretical and research focused Master's offered over a two-year programme.

This is the first External Accreditation for the postgraduate programme (METHISTE).

The undergraduate programme of Theory and History of Art (THISTE) was awarded accreditation in 2019, following the External Accreditation Report of 2018. The participation in the Accreditation process of the undergraduate programme, according to the HAHE guidelines, has allowed the postgraduate programme to delegate the MODIP and OMEA steering committee, tasked with taking part in the Accreditation for the PSP programme (METHISTE), as the academic staff members were responsible for the Accreditation of 2019 (Associate Professor S. Denissi and Associate Professor A. Dialla as well as other members of the academic team), with the addition of the Director of the PSP, Associate Professor K. Ioannidis.

Access to documentation, including the Department's quality assurance framework and framework for setting strategic goals and planning, was provided to the panel members in advance, in accordance with HAHE guidelines. The Quality Assurance Documents, specifically the Quality Policy were provided in the digital accreditation folder circulated to the Panel beforehand (Policy 2022-24).

The aims, learning outcomes and goal setting are published as part of the Quality Assurance Policy. The current programme is at 120 ECTS credits, which reflects the Level 7 educational framework for a two-year postgraduate programme. Students graduate with two distinct areas of specialism, either in:

- 1) History and Theory of Art and Architecture
- 2) Philosophy of Art and Humanities.

Specifically, the PSP follows internal inspection of the implementation and monitoring of the quality assurance procedures, aided by the School's OMEA and MODIP. The Department's General Assembly held in May each year, as well as the internal committees, fully support the effective review and updating of study guides, learning outcomes, research policies and benefit from the feedback procedures on an annual basis.

The Quality Assurance Policy is also published and made available via the Department's designated website for the PSP and provided in both Greek and English.

## **II. Analysis**

Following the meetings with academic members of staff, library and technical support staff as well as students, it is evident that the Department implements effectively all matters of Quality Assurance procedures, which lead to improvements and take into account feedback from previous as well as current students. This is evident in the Quality Goal Setting Policy, which aims at continuous updating and improvements of the programme, in order to fulfil the criteria for

Level 7 education within the ECTS framework.

The PSP is a competitive programme that selects a small number of students from a competitive pool of candidates to register for the two-year programme. Admission is done via submitting the necessary candidature folder and qualifications, followed by an interview. Students are selected for their commitment and ability to follow the theoretical rigour and structure of the PSP.

It is noteworthy that the PSP is entirely free upon entry, as there are no tuition fees. This has been a strategic decision on behalf of the Director of the programme, in order to adhere to the quality offered at this level of teaching but also to assist students from lower income backgrounds to continue and pursue studies in the Theory of Art and postgraduate level.

It is noteworthy that the Department has a dedicated team of administrative support, the Secretariat that acts as contact point for students as well as administrative staff that are responsible for finance, international relations and IT support. The programme is further supported by specialist teaching staff. Together with the support from the staff at the Library at the School of Fine Art, the structure and organisation of the Department adheres to providing effective and high-quality support to Level 7 education.

### III. Conclusions

The PSP Art Theory and History at the School of Fine Arts, Athens is overall an extremely well structured and well organised programme, which implements all policies for Quality Assurance and Goal setting as part of the Department of Theory and History of Art. It strives to fulfil and update its policies, goal setting strategy and enhance all provisions related to teaching and research.

#### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

N/A

## PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*

- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

The Department Theory and History of Art (METHISTE) at the Athens School of Fine Arts has established internal committees, including OMEA and MODIP, tasked with evaluating, adjusting, and revising their offered programs. These bodies are reported to periodically conduct internal assessments of the PSP under review, taking into consideration the experience and suggestions of academic staff and students, and recommend improvements and adjustments.

The programme stands out among Greek universities due to its unique academic identity and specialised orientation. It is the only PSP in Greek higher education dedicated to fostering art subjects through historical, theoretical, and critical lenses. This approach aligns with internationally renowned practices and favourably compares with European institutions that emphasise art theory and history, such as the University of Essex (UK), Ludwig-Maximilians-Universität (Munich, Germany), and the School of Fine Arts at the Technological University of Cyprus.

The structure of the programme is well organised, and its curriculum content aligns well with the overarching philosophy and aims of the PSP. The degree is awarded upon completion of 120 ECTS within the period of 4 semesters, or cycles of study, as the programme designates. The first year is organised in Semesters 1- 2 or Cycles (Κύκλος Α- Β) which contain the compulsory and elective taught courses (30 ECTS per semester). The second year of study includes the taught and elective courses in Semester 3, (Γ΄ Κύκλος) whilst during the 4th and final semester (Δ΄ Κύκλος), the students focus on their master's thesis.

Internships and work placements are not mandatory, but students have the option to benefit from them and hone their skills abroad via the Erasmus+ scheme (Erasmus Intern Traineeship Portal).

Despite the overburdening teaching and - particularly - administrative obligations, the Department's faculty (DEP), which is comprised of Ph.D. holders and brings a wide range of expertise, is actively engaged in research and other scholarly activities. These are directly correlated to teaching; the research orientation and interests of the academic staff act in support of the aims and objectives of the PSP and offer a referential horizon for the students' postgraduate theses.

### **II. Analysis**

The documentation provided by the Department, along with the information available on its website and insights gathered during meetings with stakeholders,

highlights a clearly defined programme. The Study Guide carries a detailed curriculum structure and suggested area pathways. The PSP curriculum effectively aligns with the objectives and learning outcomes established by the faculty, with well-documented and clearly communicated course outlines that are appropriate in content.

The General Assembly held in May also discusses the curriculum and takes into account student feedback and the needs of the next academic teaching cycles. It is understood that there are core compulsory courses, which are obligatory, and also a range of optional courses available to students. The optional courses, as noted by both staff and students, can indeed vary from cycle of studies to the next cycle. This is something that the PSP Director and staff feel is beneficial that can assist in the updating of teaching material and courses offered.

Whilst the optional courses offered are well structured, the programme would overall benefit from the introduction of further options, to cover areas specifically in contemporary art, for example lens-based media, photography, curatorial strategies etc.

### III. Conclusions

The Panel approves and validates the Department’s efforts in reviewing its operations and curriculum. During the curriculum revision process, the Department actively engages with stakeholders, experts, and students for valuable input. Additionally, the PSP has established specific and achievable annual goals to facilitate its growth and improvement.

#### Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The Panel would like to congratulate the Department for the vigorous and compelling approach to the design and approval of the postgraduate programme.

The interdisciplinary nature of the programme is effective as is the research and practice alignment. The PSP benefits from the strength of the undergraduate programme as well as its

overall affiliation with the School of Fine Arts. The Panel was made aware that there is a new course, Performance Art, which will be offered. This is a welcome addition, as would be the addition of perhaps two further optional courses as mentioned above.



### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation 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 by adopting 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*
- *strengthens 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 the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*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.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

#### **Study Programme Compliance**

##### **I. Findings**

The PSP has been developed with careful consideration of the Department's mission outline, addressing both the needs of the Greek context and contemporary international realities. It includes provisions for annual reviews and potential updates to align with developments in the field of modern and contemporary art.

Key components of its student-centred approach to teaching and learning include a flexible curriculum, innovative teaching methods, clearly defined learning objectives and outcomes, and integrating student feedback into curriculum design. This approach is applied across all courses and accommodates the diverse needs of students, including those with disabilities or specific learning difficulties. The use of E-class has been introduced and this has updated the flexible learning and student-centred approach.

The PSP runs over two years, and the programme is structured around the Cycles, a fact that prevents the overlapping of the first and second years of study. A new cycle begins only after the last one has ended. The last cycle, Δ' [Δ' Κύκλος], covers the academic years 2022-2024.

## **II. Analysis**

Student-centred teaching and learning are implemented across the programme. The diversity of students (e.g., disabled students, students with special learning difficulties) is taken into account. The programme offers compulsory and elective courses structured as seminars, providing a broad range of specialised knowledge aimed at systematic exploration of theoretical and historical studies in art. As mentioned earlier, the programme's educational framework allows students to develop and substantiate their research hypotheses through personalised course selections. This approach supports students in conducting scientific research successfully and effectively, thereby preparing them for their thesis.

The main aim of the PSP is to align with modern pedagogical approaches that focus on the concept of "learning" that are student-centred. The Department ensures that conditions conducive to active student participation in learning are created. Students' grades are determined by evaluating their participation in educational activities and the quality of the seminar paper submitted by the specified deadline.

In essence, students benefit from the flexibility to shape their learning path based on personal interests, fostering a sense of autonomy in defining their cognitive profile. Specifically, students have the opportunity to follow a Programme that includes a combination of compulsory and elective courses. During the final semester, writing the final Master's thesis becomes their sole obligation.

Innovation and interdisciplinarity characterise the various pedagogical methods employed, reflecting the programme's commitment to student-centred education. Central to this philosophy is fostering mutual respect in the student- teacher relationship. The appointment of academic advisors plays a crucial role in supporting students, particularly in thesis preparation, alongside counselling and guidance

services that are integral to the programme.

It is noteworthy that a copy of each Final Master's thesis is submitted to the School of Fine Art's library. The library plans to digitise all the Theses in order to make them publicly available for research and educational purposes.

Overall students reported a high satisfaction with the level and quality of teaching. Whilst student and staff relationships benefit from direct interaction, student's participation and representation in formal meetings and the General Assembly remains low, even though they are actively encouraged to participate.

### III. Conclusions

The Panel is of the opinion that the programme meets all the criteria of this Principle. It is advisable to create more opportunities for students to partake in formal procedures of the curriculum design and feedback, including the General Assembly.

#### Panel Judgement

<b>Principle 3: Student-centred learning, teaching, and assessment</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The EEAP recommends encouraging further participation of students and their representatives in the General Assembly.

## **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

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

*All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:*

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

*All the above must be made public in the context of the Student Guide.*

### **Documentation**

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

### **Study Programme Compliance**

#### **I. Findings**

The current regulations of the programme, which are published on the website, include, among other things, provisions regarding the operation and the administrative bodies of the PSP in combination with provisions concerning the studies provided at all stages, from the admission of students and the beginning of their studies to graduation and the awarding of a degree. At the beginning of the academic year, an information meeting is organised by the Director of the programme, in order to present and clarify the main points of the Regulations of Studies for new students.

The Study Guide is posted on the official Programme website, making it electronically accessible to all interested parties. Additionally, scholarship announcements and opportunities are regularly updated in the "Announcements" section of the website. The Department's Secretariat is available to postgraduate students for guidance and to address any questions about the programme, either in person, by telephone, or via email.

As previously mentioned, student progress is systematically monitored within individual courses by the lecturers. When deemed necessary, lecturers submit relevant comments and suggestions for improvement to the Departmental

Assembly, especially during discussions preceding the biennial review of the Department's Programme.

As far as the writing of the Final thesis is concerned, the Article 5 of the Programme Regulations provides detailed guidelines on the conditions governing the preparation of the postgraduate thesis, which is a compulsory course in the fourth semester. These conditions cover both administrative aspects (such as the deadline for declaration, content of the application, and provisions for resubmission in case of an unacceptable grade) and formal characteristics (including length, oral defence, and equivalent credits).

The Department follows transparent procedures for awarding and examining the Master's thesis. Three-member committees, appointed by the Departmental Assembly based on each student's application and the research interests of the programme lecturers, oversee this process. Each thesis is defended and evaluated before the committee according to the criteria outlined in the Programme Regulations and the course description. Additionally, students can access guidelines for standardising postgraduate dissertations through the Programme website. The PSP also supports and has provisions for students to continue pursuing their research interests at Doctoral level.

## **II. Analysis**

The high average score of the students proves that both the selection system aimed at attracting outstanding candidates and the organisation of the Programme of Studies and the level of knowledge of the students after the completion of the Programme are particularly high.

Each candidate enters a 2-year cycle, and new applicants can join the programme at the end of each cycle. The Professors understand and respect the no-fee policy and strongly support it.

Additionally, the master thesis committees can invite relevant Professors from fields not covered in the Programme to provide valuable support to students. This gives students the opportunity to research and study areas of interest that are not part of the core curriculum.

Following discussion with students, it is understood that there is a high quality of engagement and synergies between academic teaching staff and students, as the cohort is small in size.

The programme would benefit from refining the role of optional electives and also perhaps offering electives in English, to attract international students currently interested in studying at ASFA.

### III. Conclusions

The EEAP concludes that regarding this Principle, all the necessary criteria are met.

#### Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The programme would benefit from refining the role of optional electives and also perhaps

offering electives in English, to attract international students currently interested in studying at ASFA.

## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.**

*The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*

*More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise 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 (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

### **Documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

### **Study Programme Compliance**

#### **I. Findings**

The PSP is supported by the faculty and academic staff of the Department of Theory and History of Art, at the Athens School of Fine Arts [ASFA]. As of today, the Department hosts 13 faculty members as follows:

- 1) Professors: 3
- 2) Associate Professors: 2
- 3) Assistant Professors: 5
- 4) EEP: 1
- 5) EDIP: 2

Furthermore, the Department supports teaching with eleven additional instructors



who are members of the adjunct faculty and teach primarily in the UGP. The PSP Theory and History of Art is supported by the Department's academic staff and selected visiting professors. Specifically, the teaching duties of the latest cycle of studies (D Cycle) were allocated to 8 members of the Department's academic staff and 2 external visiting professors.

The Department strictly follows current legislation for the recruitment and promotion of faculty members. Each step of the process—including announcements, selection, promotions, and hiring—is conducted openly with candidates and evaluation committee members to ensure transparency and a merit-based outcome. Furthermore, final decisions on faculty recruitment and promotion are made by the Department of Theory and History of Art (METHISTE) General Assembly, maintaining transparency and respect for both new and senior faculty members.

In accordance with the University's and Department's regulations, all faculty members undergo regular evaluations by students through comprehensive surveys. Each semester, an anonymous assessment of the quality and effectiveness of teaching for all offered courses is performed. This assessment relies on feedback given by the students via a questionnaire. The questionnaire reflects the department's educational philosophy and teaching/assessment methods. Its primary purpose is to collect detailed feedback on the quality of each course and identify areas for improvement, ensuring the continuous enhancement of the students' learning experience.

Following the reality of Greek state universities, the Department of Theory and History of Art, does not have any comprehensive regulations concerning the teaching load for faculty (DEP), apart from stipulating that the minimum teaching hours per week cannot be less than six (6) as per the Greek state law governing tertiary education. Thus, each faculty member of the Department teaches at least 6 hours per week, plus 2 weekly hours for those teaching in the PSP. It should be noted that the academic staff of the PSP is also mandated to supervise postgraduate theses and participate in committees that evaluate postgraduate and doctoral theses in-house as well as at other tertiary institutions. Furthermore, the Department's faculty engages in teaching in the undergraduate department of the (THISTE) and across other duties within the School of Fine Arts - the two academic units of the School maintain a fruitful interactive relationship between them.

In addition, the Department's DEP faculty is engaged in student advising, supervision of internships and bachelor theses, as well as in (often time-consuming) administrative duties.

Nevertheless, the aforementioned heavy load is not stopping the faculty from engaging in research and publication activities. There is a plethora of commendable research and publication endeavours, both at national and international levels, including:

Books/monographs, and edited volumes  
Articles in peer-reviewed journals  
Conference proceedings  
Conference presentations,  
and Funded research projects

The academic staff hold a notable presence in scientific boards and committees, and other bodies of scholarly orientation.

## **II. Analysis**

The Panel affirms that the Postgraduate Program “Theory and History of Art” (METHISTE) within the Department of Theory and History of Art, at the Athens School of Fine Arts upholds notably high standards for its teaching staff.

All current faculty members are highly qualified professionals with significant contributions to their academic fields. Additionally, the Program promotes faculty development opportunities, encouraging scholarly research activities, supporting the development and use of new technologies, and facilitating faculty mobility. Concurrently, the Department consistently applies quality assurance processes for all its teaching staff concerning recruitment, qualifications, evaluations, and overall scientific and artistic competence.

## **III. Conclusions**

The EEAP concludes that the PSP Theory and History of Art fully complies with this principle. We encourage the Program to maintain its commitment to excellence regarding the quality standards of its teaching staff.

### Panel Judgement

<b>Principle 5: Teaching staff of postgraduate study programmes</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The Panel acknowledges the Department's exemplary approach to the matters referring to the teaching staff outlined in Principle 5. Despite the successful effort of the Department to strike a balance between faculty teaching/administrative (over)load and research/publication output, overburdening remains an issue that hampers the full blossom of the academic staff and the Department's potential.

We wish to underscore the need to amend the aforementioned balance, and we recognise that this is dependent on financial support from the state.

## **PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and 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 students, students with disabilities), in addition to 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 proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

*In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Documentation**

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

### **Study Programme Compliance**

#### **I. Findings**

The PSP is offered completely free of charge to students, as there are no tuition fees. The Director of the PSP believes that adequate funding at both the institutional and individual academic levels is essential for providing sufficient infrastructure and services. These resources directly and indirectly support the learning process while ensuring their accessibility for the entire student community. In more detail, the organisation of the Programme takes into account the means and resources available to the Department that support learning and academic and research activity in general and in particular, for instance the financial and human resources of the Department of the Programme

and the available classrooms for postgraduate courses and examinations.

The available classrooms for postgraduate courses and examinations are located at the ASFA building at 256 Pireos Street, specifically in the Seminar Room and the Auditorium of the New Library. Both spaces are well equipped to support the learning process. The logistical infrastructure of the Library includes eleven (11) workstations with PCs for searching the Library Catalogue and other electronic information sources. There are also photocopiers for black and white and colour photocopies, a scanner and printers, as well as a photo booth and a microfilm projection machine. The Library is constantly trying to be up to date in acquiring new books and giving access for free to the students in digital editions.

The New Library of the Department is a valuable hub not only for the History of Art Students, but also for anyone who is interested in the field. Also, there is the possibility to give access to print-disabled users.

The services provided under the Directorate of Academic Affairs, a unit of the General Directorate of Administrative Services at ASFA, encompass the Department of Studies and Student Affairs. The primary goal of this department is to ensure essential social benefits that enable all students to fully engage in their studies. This includes providing sustenance, accommodation, and free healthcare to students in accordance with state laws and institutional financial resources. The Department do not possess student houses.

## **II. Analysis**

The high average score of the students proves that both the selection system aimed at attracting outstanding candidates and the organisation of the Programme of Studies and the level of knowledge of the students are particularly high. It is important to note as a positive finding that there are no tuition fees, and the selection process is based on transparent criteria.

Additionally, the Department utilises other material infrastructures directly related to the learning process, including event spaces, study spaces (without computers), workspaces (with computers), exhibition spaces, the Kessanlis dedicated art gallery, and facilities catering to the student community such as the restaurant and the canteen.

What is an exceptional example of good practise is the fact that the Library has appropriately designed workstations and sanitary areas for the free and safe movement of wheelchairs, while since 2019 it has been collaborating with AMELib (Accessible Multimodal Electronic Library) for the access of its print-disabled users to items proposed as textbooks by the faculty or items related to art.

Through the discussion, the Panel came across the great importance of the creative dialogue between the students from the Department of Theory of Art and the Department of Visual Arts, especially in the curation of exhibitions in the University. The Panel also noted the importance of the existence of the Mental Health Centre, Accessible Education Unit for students with disabilities, chronic illnesses, chronic

conditions and developmental and/or learning difficulties, and last but not least the Gender Equality Committee. Student welfare also extends to support services such as counselling and mental health care through a dedicated structure within ASFA. The purpose of this structure is to enhance student welfare activities, with a focus on improving the timely completion rates of students. These services are available to students with active student status and cover various aspects of mental health care, including information on social welfare issues, counselling, psychological support, and psychiatric intervention.

The programme and by extension the Department, tries to meet the demands and as a university in Athens it faces the problems of the capital and tries to cope. It does not have its own student residences but there was for some years an agreement with the Athens University of Economics and Business for the allocation of 21 rooms in the Student Residence of Athens and also beds in hotels. The agreement has not been extended in recent years and the housing allowance has been increased.

### III. Conclusions

The EEAP fully supports the Departmental decision to ensure that the PSP remains free of tuition fees. Achieving a balance and generating further income to support the research and infrastructure needs, however, should be addressed either through sponsorships or creating bilateral agreements with external stakeholders.

### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Increase relations with external stakeholders, ensure bilateral agreements are in place for sponsorships and further scholarships.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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 organisation, teaching and provision of services to students.*

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

*The information collected 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 programmes*
- *availability of learning resources and student support*

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

### **Documentation**

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

### **Study Programme Compliance**

#### **I. Findings**

The Department of Theory and Art, in order to meet its responsibility for the collection, analysis and management of information material, among others, has developed tools, such as e.g. course evaluation questionnaire, teachers' questionnaire, alumni questionnaire, as well as various channels of communication (complaint box).

Significant efforts are made in terms of strengthening the participation of PSP students in the evaluation process. Specifically, each year students are asked and encouraged to complete the relevant questionnaires through e-mail invitations.

It should be noted that the data of the student register is now connected with the internal and the overall Integrated Information National Quality System OPESP of ETHAAE.



The EEAP was made aware of the documentation pertaining to the internal quality assurance role of MODIP, with the systematic utilisation of the course evaluation platform as well as the relevant information letters to the students of the Department. Evaluation was also conducted by the lecturers and the members of the OMEA in the context of individual courses of the Department's Undergraduate and Postgraduate Study Program.

In order to monitor the progress of the graduates of the Department and the PSP, the dedicated Secretariat of ASFA is currently tasked with integrating good practices based on HAHE tools and methodologies. In particular, in the context of unifying the data collection and information systems, the Secretariat has the task of collecting data pertaining to the PSP's graduates, via the EUROGRADUATE initiative. This has already successfully taken place regarding the graduate's career and developments of those that have graduated since the academic year 2020-21, whilst further data will be collected for those graduating in 2022 and 2023. This exercise has proven very fruitful with an overall very high participation rate of 67%.

## **II. Analysis**

Significant efforts are being made in terms of strengthening the participation of PSP students in the evaluation process through the completion of the relevant questionnaires, as well as the utilisation of data from graduates.

The short-term action plan of PSP METHISTE includes the continuous updating and improvement of the Programme in such a way that it responds on the one hand to the expected learning outcomes and qualifications which are determined in accordance with the European and National Framework of Higher Education Qualifications and on the other hand to the international developments in the field of research and innovation. From feedback gained via the student questionnaires, it appears that there is a desire to offer further options for elective courses.

It is desirable to encourage further the mobility of both students and academic staff through the European Erasmus+ Program. This will strengthen the existing links with foreign bodies and promote the interdisciplinary nature of the studies provided by our Department.

The data and information gathered from the survey of the graduates' career paths can yield important and constructive conclusions about the METHISTE PSP, including how many graduates have obtained roles relevant to their studies etc.

## **III. Conclusions**

The EEAP concludes that PSP Art Theory And History, fully complies with this principle. We encourage the Program to maintain its commitment to excellence regarding the quality standard and continue the initiative involving gathering data from their graduates.

### **Panel Judgement**

<b>Principle 7: Information management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

It is desirable in the medium term to strengthen the mobility of both students and teachers through the European Erasmus+ Program. This will strengthen the existing links with foreign bodies and promote the interdisciplinary nature of the studies provided by the Department.

## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

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

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

### **Documentation**

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

### **Study Programme Compliance**

#### **I. Findings**

The Department has an effective system for providing and sharing information about the Programme. This system mainly involves creating, operating, and maintaining dedicated spaces and links on the University and Programme websites.

The dedicated website of the PSP can be found on the page of the Department of Theory and History of Art, which is currently predominantly in Greek with some additions in English.

(<https://www.asfa.gr/spoudes-tmimata/thiste/metaptychiakes-spoudes-thiste/>)

The Programme's content, available resources, and learning objectives are presented with clarity, objectivity, and a high degree of readability and accessibility, catering to potential students with neurodiverse needs or other special accessibility requirements. The procedures for maintaining, renewing, and updating the websites are well-established and clear. The design of the websites and other information dissemination methods is clear, accessible, welcoming, and aligned with the Programme's aesthetic philosophy. Additionally, a specialised "student matters" department is responsible for providing supportive facilities for students.

#### **II. Analysis**

Exceptions have been noted regarding the English translation. Following discussions with the Director and dedicated members of MODIP, the Panel has been informed that a translator has been hired to maintain and correct areas

lacking English translation. This effort is expected to help attract foreign students to the Programme. It's also worth noting that the Programme's website features a prominently visible accessibility button to assist users with special accessibility needs.

### III. **Conclusions**

It is necessary to allocate more space for a detailed English presentation of the Programme. This enhancement could foster connections with international students and external foundations.

### **Panel Judgement**

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### **Panel Recommendations**

Update and ensure all information on the website is available in English and maintain and update all the relevant sections that are in Greek.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
  - b) the changing needs of society*
  - c) the students' workload, progression and completion of the postgraduate studies*
  - d) the effectiveness of the procedures for the assessment of students*
  - e) the students' expectations, needs and satisfaction in relation to the programme*
  - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study 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.*

### **Documentation**

- Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

### **Study Programme Compliance**

#### **I. Findings**

The PSP adheres to the internal quality assurance system utilised by all academic units and programs at the Athens School of Fine Arts. This system, developed and implemented by the Quality Assurance Unit (MODIP), aims to maintain the high quality of the programme and continually enhance its educational and research missions. The quality assurance process aligns with international standards, particularly with the European Union's higher education framework, and follows the guidelines set by the Hellenic Assurance Agency (HAHE). This includes regular internal and external reviews as well as accreditations.

Since its inception, the PSP has adhered to a well-defined internal review process. This comprehensive evaluation includes assessing course content to ensure it

reflects current advancements in the field, analysing course workloads and completion rates, as well as graduate students feedback and information of career paths following graduation. The review process involves all stakeholders, including the Department's OMEA, the Director and the Coordinating Committee of the PSP, faculty members, graduate students, and technical and administrative staff. Additionally, course surveys conducted at the end of each term contribute valuable insights to the internal review process.

The internal review, usually initiated in May as part of the Department's General Assembly, is conducted annually to identify strengths and weaknesses. It aims to establish concrete goals that can ensure the continuous high-quality operation of the program. The stages of the process can be roughly described as follows:

- 1) Planning and setting of goals
- 2) Activation of student surveys
- 3) Internal review by students, graduates, faculty, and staff
- 4) Collection of data and indicators for quality assurance
- 5) Collection of teaching and research activities by faculty
- 5) Drafting of internal review (findings, goals, and action items) by OMEA

The outcomes of the internal review process are compiled into a report that outlines recommended actions, a timeline for implementation, the necessary resources, and the individuals responsible for executing these actions. This report is reviewed in a meeting led by the Director of the graduate program and attended by faculty, student representatives, technical staff, and administrative staff. This procedure is also shaped by the preparation of accreditation materials, changes in higher education regulations, shifts in employment trends, and any suggestions from faculty and students on how the program can be improved and made more effective. The Internal Review is sent to MODIP for evaluation and approval. MODIP assesses the findings, potentially offers suggestions for amendments, and ultimately approves the Internal Evaluation Report.

## **II. Analysis**

Overall, the Panel finds the department's performance and efforts in this principle to be very satisfying. It is clear that the existing mechanisms function effectively, with all stakeholders demonstrating active commitment. The system is dynamic, undergoing regular and systematic reviews.

## **III. Conclusions**

The graduate program fully adheres to this Principle. The self-assessment procedure for the PSP is conducted annually, ensuring that the results are thoroughly documented and submitted to the Institution's Quality Assurance Unit/MODIP. The department places significant importance on this process and is committed to taking concrete actions to address any issues identified through the internal evaluation.

## **Panel Judgement**

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The last Internal Evaluation Report states that no students have expressed interest in official participation in Departmental bodies (i.e. General Assembly). The Panel suggests strongly that the Department should find ways to persuade the students to be duly represented in the appropriate institutional bodies.

**PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**  
**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

**Documentation**

*Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

**Study Programme Compliance**

**I. Findings**

To date, this is the first External Accreditation for the postgraduate programme (METHISTE) of the Department.

The undergraduate programme of Theory and History of Art (THISTE) was awarded accreditation in 2019, following the External Accreditation Report of 2018. The External Accreditation report of 2018, and subsequently the accreditation offered for the Department and the undergraduate programme in 2019, led to significant developments that created the necessary internal evaluation committees, OMEA and MODIP, tasked with producing interim reports and monitoring, as well as keeping records for the actions and responses to the changes made in the two-year period from the initial accreditation report of 2018.

An Action Plan with clear goals and targets was drawn up, including targeting weaker areas of the PSP framework, the development of human resources (teaching and administrative), the improvement of infrastructures, the disclosure of information and the dissemination of results, and especially in the adoption of good practices that have impact on wider improvements concerning the quality of its work provided in collaboration with the School of Fine Arts.

MODIP, based on its institutional role, assumed a coordinating role for the achieving this goal, proceeded in collaboration with external partners at framework of the co-financed Action "Support of MODIP" in actions, such as updating the platform manuals course evaluation, while in collaboration with OMEA and the teachers of the THISTE Department informed the students regarding the duration of individual course teaching and delivery, as well as through updated material which is systematically posted on the website of the Department.



The evaluation is also based on interviews with members of the teaching staff, students, graduates, alumni, and stakeholders.

## II. Analysis

The PSP Theory and History of Art, took into account all the requirements of the External Evaluation report of 2019, making significant operation and structural changes in order to meet the requirements and combat weaknesses. This included hiring of new staff, from new academic posts in the fields of contemporary art, to specialist teaching staff and administrative staff like Head of Department of International Relations and IT consultants. Other areas included how to encourage participation of students in the evaluation feedback questionnaires, as well as acquiring data from recent graduates of the programme. These actions resulted in a well-supported and well organised programme that constantly aims at updating its course content in alignment with new developments in the fields of modern and contemporary art.

The PSP Theory and History of Art has a state-of-the-art evaluation procedure in operation, testified by the institutional protocols and smooth running of the evaluation accreditation procedures.

## III. Conclusions

The EEAP would like to thank the Department and the PSP Director for their excellent organisation and the means that helped fulfil the requirements of this first external evaluation of the PSP.

### Panel Judgement

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

N/A

## **PART C: CONCLUSIONS**

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

- The competitive nature and the reputation of the PSP, with an exceptionally high number of applicants. Together with the rigorous student selection process, this constitutes a highly desirable postgraduate programme.
- The fact that the PSP is taught over a two-year period, with Semesters/Cycles integrated into the curriculum.
- The PSP benefits from direct links and synergies between the School of Fine Arts. This includes invited guest speakers, seminars and workshops with invited gallerists, artists as well as on-site visits to places of interest, like the one at Hydra (2018).
- Free of tuition fees for students.
- The Department is part of the School of Fine Arts, a dedicated institution for the purposes of Fine Art both in practice and theory.
- The highly specialised and dedicated academic team. Most academic staff members teach over their designated hours and above their workload, without the financial remuneration.
- The small cohort of students that creates a good working relationship between staff and students.

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

- Funding and strengthening of research and internationalisation: whilst the Department has made significant research contributions in the form of invited guest speakers, colloquia and research events, it would benefit from securing further research funding in order to attract international speakers from the fields of fine and contemporary art.
- Foster and nurture links with external partners to deeper research and knowledge areas.
- Explore the possibility of offering more optional electives, especially in the fields of contemporary art, lens-based media, digital arts, photography and curatorial practices.
- Encourage the active participation of students and their representatives in the General Assembly and other strategic faculty meetings.
- Internationalisation and enhancing the role of scholarships, exchanges and encouraging further mobility through Erasmus+.
- Ensure that the transitioning of all the information on the PSP's dedicated website is made fully accessible in English.
- There is a huge current interest and desire of foreign nationals to engage with modern and contemporary art in Athens. Consider offering electives in English to cater and attract international students to the Department. This could be a source of income and a nominal fee to cover the expenses of a course offered in English.

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

- Strengthen internationalisation and the mobility of both students and teachers through the European Erasmus+ Program.
- Promote existing links with foreign bodies, external stakeholders and private and public galleries.
- Consider offering electives/workshops/guest lectures in new fields of contemporary art, and perhaps make these available in English.
- Ensure the website is fully updated and available in English. Maintain and update all necessary information.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 9, and 10.**

The Principles where substantial compliance has been achieved are: **8.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. BARAKLIANOU STELLA (Chair)**

Photography BA Hons programme, School of Art, Design & Architecture, University of Huddersfield

**2. FAFOUTIS PANAGIOTIS**

Freelancer

**3. KALLIS VASILIS**

Department of Music and Dance, School of Education, University of Nicosia

**4. SYNODINOU POLYMNIA**

University of Crete