Accreditation Report
for the Undergraduate Study Programme
(Integrated Master) of:

Visual and Applied Arts

Institution: Aristotle University of Thessaloniki
Date: 22 May 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme (Integrated Master) of **Visual and Applied Arts** of the **Aristotle University of Thessaloniki** 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 Undergraduate Study Programme (Integrated Master) **Visual and Applied Arts** of the **Aristotle University of Thessaloniki** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Assoc. Prof. Paschalis Paschalis (Chair)
   University of Nicosia, Nicosia, Cyprus

2. Dr. Stella Baraklianou,
   University of Huddersfield, Huddersfield, United Kingdom

3. Dr. Peter Dent,
   University of Bristol, United Kingdom

4. Prof. Anna Tahinci,
   The Glassell School of Art, Houston, USA

II.   Review Procedure and Documentation

The External Evaluation & Accreditation Panel (henceforth "the Panel") visited virtually through teleconferencing the Undergraduate Programme (intergraded Master) of Visual and Applied Arts of the Aristotle University of Thessaloniki on the 18th and 19th of May 2021. They were greeted upon connecting to the virtual conference room by the Vice-rector of the University and the Head of the School.

The Panel then met with OMEA and MODIP representatives where a fruitful discussion took place with regards to the compliance of the programme to the quality standards for accreditation. The initial presentations by the programme representatives encouraged useful and elaborate discussions on all aspects related to the programme of study. On the first day of the virtual visit the Panel also met with the teaching staff members where everyone was given the opportunity to introduce themselves and talk about their educational background, research interests and activities, and their classes.

On the 19th of May, the second and final day of the virtual evaluation visit, the Panel had a teleconference with current students where everyone was given the chance to discuss their educational experience, their interests and interaction with the School's facilities and faculty members of the programme.

The following teleconferencing session of the same day involved a meeting with special teaching and administrative staff where there was a discussion about the School's facilities and art studios. Instead of a virtual tour, the Panel was presented with a video that included images and live footage of the studios and student work.

The Panel then met with graduates of the programme and had another effective discussion regarding their follow up studies and career paths. The Panel was presented with both recent graduates as well as graduates from earlier years. The following teleconferencing session involved a meeting with employers and social partners showcasing the many and significant professional connections of the programme. During the meeting, all partners were given the opportunity to elaborate on their relation to the programme and the valuable contribution of its students and graduates to their organizations.

The day and virtual evaluation visit ended with a teleconference with OMEA and MODIP representatives through a fruitful discussion on the Panel's findings as well as discussions on several points that needed clarification. All meetings were well organized and provided valuable information to the members of the Panel generating open and rewarding discussions.

The Panel was provided in advance with the internal evaluation report created by the School and extensive additional information and electronic copies of the presentations delivered to the Panel. In addition, the Panel requested and received further material including admissions statistics and student portfolios. Overall, the Panel is pleased with the welcoming and openly cooperative attitude of the programme, School and University, who made every effort to ensure that the Panel had ample and open access to all related materials.

III. Study Programme Profile

The Undergraduate Programme is a five year - 10 semester (300 ECTS) programme and awards its graduates with a post-graduate (intergraded master) level-7 degree. The UP consists of four concentrations; the painting concentration operating 5 workshops and the sculpture, engraving and new media in visual arts concentrations operating 1 workshop each. The UP's curriculum is largely successful in achieving a balance between the theoretical and practical components of the curriculum. The theoretical component makes up the 15% of the curriculum, the practical component the 65%, and the diploma thesis which takes place on the fifth year of studies the rest 20% of the curriculum.

In addition to the required courses of each concentration, the curriculum includes a number of elective courses offering a student centric, interdisciplinary approach to art education, blending disciplines such as scenography, industrial design, digital imagery and museology and other art history and theoretical subjects with the more traditional mediums. It has approximated 900 students, admitting around 150 new students per year following classifying examinations, and 44 full time teaching staff including teaching research faculty, special teaching faculty and special technical and laboratory teaching staff. The School of Visual and Applied Arts has been operating since 1984 and it is housed in four separated locations around the city of Thessaloniki.

The School of Visual and Applied Arts offers opportunities for students to gain work experience through the elective course practical training. Moreover, the School has established significant partnerships with relevant regional organisations and museums where students can apply to gain work experience. Through the meeting with some of these organizations in was obvious that the School has established itself as an important stakeholder in the Arts of the City of Thessaloniki.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme Compliance

The School of Visual and Applied Arts offers a 5-year (300 ECTS) undergraduate programme (intergraded master) in Fine Arts which comprises four concentrations; the painting concentration operating 5 workshops and the sculpture, engraving and new media concentrations operating 1 workshop each. The programme's curriculum also includes elective studio and lecture courses offering students the opportunity to learn, combine and inform their main area of focus with complimentary areas such as scenography, industrial design, digital imagery, and museology.

The addition of the new concentration in new media in visual arts to the curriculum, which is a subsequent change following the recommendations of the 2014 accreditation of the

programme, clearly demonstrates the student centric, interdisciplinary approach to art education that the School has adopted as well as their flexibility, ability, and willingness to make efficient changes to promote the quality and effectiveness of teaching.

The Panel's meetings with students and graduates of the programme clearly demonstrated an overall satisfaction from their studies and professors which is also evident from the appropriateness of the qualifications of the academic staff who are either commended academics or acclaimed practitioners.

Students confirmed that the Faculty is easily approachable and always available to assist them even in cases where they do not belong to their studios. From the discussions with both students and graduates it was evident that there is a mutual respect between students and faculty with the latter going to great extents to help their students achieve their goals even if that means working longer hours than their weekly contractual agreements.

Adequate administrative services are offered to the students although the physical distance between the four separated locations that the programme is housed make it difficult to commute with students reporting that some of their educational subject choices are made with regards to the distance that they would need to travel to get to the desired destination.

With regards to the qualifications of the graduates, the programme's social partners confirmed that the programme's students and graduates are of high educational level and for this reason they were very pleased with their ongoing collaborations.

In conclusion it is important to mention that the School has established a well-defined Quality Assurance policy that is appropriate for the programme's mission and activities. The implementation of the policy is carried out successfully by two committees, OMEA and MODIP, who confirmed that they meet and discuss matters on a regular basis.

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme Compliance

The Undergraduate Programme, of the School of Visual and Applied Arts, is part of the Faculty of Fine Arts at the University of Aristotle, Thessaloniki, (AUTH). According to the School strategy as it is written in the School's mission handbook, the "School has a syllabus which explores various forms of contemporary practice. The central aim of the study of fine arts is to develop a critical understanding of visual culture through an exploration of specific sites in practice." Its role is to equip the new generation of contemporary artists with the relevant skill sets, to promote the understanding of the role of art for the wider public and to enhance the overall cultural landscape.

This is realised through the subjects and courses offered, where students can specialise in either painting, sculpture, engraving and a new course that has been introduced since the External Evaluation report of 2014, the new media in visual arts. At the moment, there are five studios-courses dedicated to painting, one dedicated to sculpture, one to printmaking and the new one dedicated to multimedia and digital arts.

The Undergraduate programme is offered a fully integrated Masters, that offers the European equivalent of 300 ECTS, and runs over 10 academic semesters. At the end of their five-year studies, students are expected to present their Final Major Project (Ptychiaki) in a public exhibition context.

The School organises its Final Year Degree show presentations for all graduating students and invites members of the public.

From discussions with academic staff members, students as well as representatives of OMEA and MODIP, the curriculum is informed by regular feedback obtained from students, during annual evaluation questionnaires. The School offers students the opportunity to participate in the Erasmus exchange programme, which is part of the wider Erasmus scheme operating through the AUTH. The opportunity for work experience is also provided, in relevant museums like MOMus, and in the cultural and educational sector. Compulsory educational courses, like Psychology in Education, Sociology of Education & Teaching Approach in Art allow graduates the knowledge and foundations to be able to work within the education in primary schools.

From discussions with institutional stakeholders as well as graduate students, it is evident that the School plays a vital role in the shaping of contemporary art practices in the city of Thessaloniki and beyond. Presentations from the Director of MOMus, as well as from the Director of the regional arts festival Kodra, that hosted the graduate section Kodra Fresh, as well as the Co-ordinator of internships in the Fine Arts at the Kaftantzogleio sport stadium, the private gallery Lola Nikolaou, and representatives of AICA Hellas give a positive account of the involvement of the School of Visual and Applied Arts with public and private institutions.

The research and links with contemporary artists and arts initiatives is evident in the distinguished guests invited as well as Honorary Fellows, including most recently, the contemporary Greek artist, Dimitris Alitheinos. The links between research have been strengthened with the addition of a new Masters, titled Art in the Public Sphere. There is the provision also for students to follow on to PhD studies, and a practice-based model is being proposed for this type of post-graduate study, which would be a good addition to the practice-based emphasis of the School overall.

Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES	NO*
	X	

Panel Recommendations

- Enhance collaboration between courses and studios offered. Allow for students a wider range of exploration across specialist studios, by introducing modules that are experimental rather than subject focused.
- Introduce analogue experimental photographic practices alongside the more contemporary, digital multimedia and photography.
- Update curriculum content in theory courses to expand on themes of contemporary Greek art, as well contemporary art post 1945.

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

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

Study Programme Compliance

The Programme offers thorough training in the Visual and Applied Arts, based on a combination of both practical and theoretical student-centred education. The Programme respects each student's individual educational needs, based on a principle of creative polyphony and enabling flexibility in the students' learning paths. Students choose between Painting, Sculpture, Printmaking and New Media and there is flexibility to change studios up to 3 times until the 8th semester of studies. The Programme is built on a combination of mandatory courses and electives (including electives from other departments), which allows each student to build an individualized educational path and artistic identity, based on a thorough and step by step acquisition of both artistic and theoretical skills. This allows students to become proficient in a

competitive global environment that requires from artists both visual and verbal competencies. Studios are led by Professors but there is also some rotation of faculty members, transforming the studios into a dynamic platform of dialogue and exchange. Students are guided by faculty to produce work both individually and in small groups, which allows for each student to nurture their own aesthetic, stylistic and conceptual preferences and to develop their artistic vision and voice.

The theoretical component of the Programme offers thorough instruction in a variety of areas: Art History and Theory, Philosophical Aesthetics, Theory of Space-History of Architecture, and Art Education. Courses are content based, but they also offer artistic inspiration to students. Writing assignments, oral presentations and participation in critical discussion groups further contributes to the development of each student's artistic language and active participation in the learning process. Field trips to selected monuments and exhibitions in Thessaloniki, Athens and abroad enhance student-based learning and are memorable educational experiences. A highlight is every two years the organized visit to the Venice Biennale (faculty and students pay for their own expenses to participate).

The Programme uses a variety of teaching, self-assessment and assessment methods which are published and made known to students at the beginning of each course. Faculty members are available to students during their office hours and via email and there seems to be great communication amongst faculty members and students, with faculty and staff being available and accessible. Faculty actively listens to students' needs to adjust the offerings of the Programme on an annual basis. This process builds mutual respect and trust between faculty and students. Furthermore, two faculty members serve each academic year as academic advisors (one for studio courses and one for theoretical courses). Academic advisors guide students on academic matters and facilitate problem resolutions.

Students have the opportunity to participate in internships and build transferrable skills that prepare them for their professional lives. Students' participation in the study abroad programmes offered through ERASMUS further contributes to enhance students' experiences and exposure to different pedagogical methods, museums, and art collections and to the global nature of artistic production. There is an Erasmus-ECTS-Coordinator for study abroad and internships (https://eurep.auth.gr).

The Programme has efficiently incorporated a variety of tools in online teaching and electronic communication through the use of the asynchronous learning platform E-learning (https://elearning.auth.gr). The presence of an important number of "non-traditional students" (older students who come from other paths of life) is an asset to the School and contributes to the diversity of the student body. There is a special committee for students with special needs and differently abled students, including dyslexic students (who can take oral exams instead of written ones).

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Collaborative teaching and cross-disciplinary collaborations (including with other departments at the AUTH) can further contribute to students' exposure to diverse teaching styles and pedagogical methodologies. Student IDs should mention the School's name in English so that students can obtain free tickets to museums and exhibitions when they travel abroad.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

Admission to the School of Visual and Applied Arts is governed by a special process – distinct from the usual admissions procedures at Greek universities – as decreed by the Minister of Education and Lifelong Learning: Number Φ.151/116946B6 (Government Gazette GG2438/2-11-2011 issue 2) Admission of students in the 1st year of studies in the School of Visual and Applied Arts, of the Faculty of Fine Arts, AUTH. Given the special nature of the subject matter of the School, this mandates that under normal circumstance examinations take place in person over a number of days in September following the public dissemination of the Rector's proclamation via appropriate channels. Candidates submit the relevant documentation to the Rector's office during a defined period in August. The admissions process along with the relevant legislation is clearly published in Greek and English on the School's website (but see section 8 below for further information). Social distancing measures were adopted in 2020/21 in order to deal with the pandemic.

Incoming students enrol in one of the studios. There are five painting studios and one studio each for sculpture, printmaking, and new media for visual arts (the existence of the latter, a recent introduction, needs more clearly communicating in the public documentation). There are officially several fixed points on the degree when students have the opportunity to move workshop: at the beginning of the third, the fifth and the seventh semesters. It was clear from student feedback that this mobility is valued and that more informal opportunities for interactions between studios were particularly important. Staff also encourage porosity between the different studios. However, in part, this mobility is counteracted by the strong attachment that students form with members of teaching staff in their studios. This in itself is

not a problem and, in fact, the bond between staff and students was a very strong positive feature of the review. However, a more serious issue in terms of general mobility and choice on the degree as a whole clearly arises in relation to the scattered nature of the School buildings. Students reported that they were selecting courses based on proximity in order to avoid journeys of several hours across the city.

A clear pathway of studies is mapped out for each studio discipline with required and optional units that build from an introductory level to the diploma work in the final semesters. This is set out in the Study Guide along with the extent to which individual modules contribute to the total required for an Integrated Masters within the European Credit Transfer and Accumulation System (ECTS). The School runs several modules that involve (non-credit bearing) practical/vocational elements with external partners that seem both popular and successful. There would appear to further opportunities within Thessaloniki for developing partnerships for vocational experience of this sort, particularly in ways that connect with the contemporary art world. Although the Study Guide provides information on all aspects of the programme, and there are clear regulations governing the different elements (modules, practical work, diploma) there does not appear to be a separate guide or handbook for students that supports the diploma work itself (in other words, something more substantial than the short document B4.4 that covers the diploma regulations). This may reflect the practical nature of this assessment and the close supervision provided within the studios, although a guide might be useful for students in light of the new 'catalogue' element introduced since the last review.

Mobility through ERASMUS is clearly encouraged by the School and student experience indicates how positive this can be in encouraging students to reflect on their own learning and the way this is supported within different national frameworks. The University as a whole has an active ERASMUS programme and approximately fifteen students in the School each year take advantage of Erasmus, matched by a slightly smaller number of incoming students. Obviously there has been almost total disruption in this exchange of students over past academic year as a result of COVID-19. A smaller number of students also make use of the ERASMUS programme that allows students to study in non-university contexts such as galleries and cultural providers. Only basic information (links) for prospective ERASMUS students is published on the English version of the School website. However, this essential information could be more clearly linked to some of the material on the Greek version of the site in order to provide a richer sense of the School community, its activities, and its connections to other relevant institutions within the city. This would give prospective students a better sense of the unique features of this programme.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- While working towards a permanent solution to deal with the way in which the current geographical distribution of sites interferes with student optionality on the programme, the School should consider whatever temporary measures it can make available to make sure that this factor is not a deterrent to student choice.
- The School should consider introducing a handbook that contains guidance for students on all aspects of the final diploma work.

Principle 5: Teaching Staff

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

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

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

Study Programme Compliance

All academic staff, permanent and contractual, are esteemed visual artists and scholars with a national and international exhibition and research record. During the academic year 2020-21, there are: 22 permanent full-time academic members, 15 part-time academic teaching staff and 7 contractuals. The procedure of hiring academic staff is Government driven, with clear procedures for hiring highly qualified faculty and staff that recognize the importance of education, artistic creativity, and research.

The Curriculum Vitae of faculty shows that they have a significant record of exhibitions, research projects and publications, related to their areas of expertise. The teaching curriculum is presented on the School's webpage, which is available in Greek and English.

Despite significant budget cuts and challenges, faculty members have developed remarkable collaborations and initiatives (such as the "agro.design" collaboration) to promote art-based research and artist-community synergies that are shaping the cultural life of the city of Thessaloniki and of the entire region. The School systematically participates in major artistic events (such as the INSPIRE Festival organized by MOMus, the Greek Biennale of Fine Arts Students, "Action Field Kodra", Art Thessaloniki, Art Athina, and the Platforms Project). Workshops, study days, colloquia and symposia promote the professional development of the teaching staff and allow students to be actively involved and acquire experience and expertise. The attribution of honorary Doctorate degrees to major contemporary writers and artists (Lynda Benglis in 2015, Richard Noyce in 2019, Franz Erhard Walther in 2019 and Dimitris Alithinos in 2021) has contributed to the international aura of the School and all honourees have offered workshops for the students.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel is concerned by the important number of upcoming retirees (10 faculty members will be retiring in the next 4 years) and strongly recommends their replacement. The Panel feels that the School should be offered sufficient funding to support art-based research, conference attendance and other scholarly and artistic activities that enhance and accelerate artistic creativity, research, and scholarly development. The development of life-long learning offerings can further enhance the links between the School, and the cultural life of the city of Thessaloniki and the region. A further expansion of national and international research exposure of faculty is desirable and could be obtained through a more systematic exchange and collaboration with faculty of Greek descent who teaches abroad. The YouTube channel of videos can further promote the achievements of faculty and students.

Principle 6: Learning Resources and Student Support

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

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

The Panel was made aware of the facilities and infrastructure during the presentations as well as during discussions with academic and teaching staff. There was an introductory video that explained how the School is split between two different geographical locations in Thessaloniki, notably the historical one in the former tobacco warehouses in Stavroupoli, on the one hand and the new additions at the Thermi campus, the Lida Maria and Thomas buildings.

However, the Panel was not given an online virtual tour of the facilities, during the teleconference meetings.

The video presentation of the facilities and subsequent other facilities, such as libraries, studio spaces etc. is the main source of information that the Panel can draw some idea from, as well as from descriptions that staff went to length to give us during the teleconference meetings and supportive documentation provided in PDF and PowerPoint format. Whilst it provides some idea of the infrastructure, it is not adequate to form a clear picture of either the spaces inside, their suitability or potential accessibility for students with special needs or disabilities.

At Thermi Lida Maria are located three of the painting studios, the printmaking studio as well as the classrooms for theory courses. The Thomas building is where the rest of the painting, sculpture, theory as well as multimedia studios are housed and the library. The administrative and secretarial support of the School is housed in offices on the central AUTH campus, in the city centre of Thessaloniki.

The School benefits widely from being part of the AUTH large community. Students can access the central student library on the main campus, in the city centre as well as have access to social services, meals and all discounts offered to all students.

As was noted in the External Evaluation report of 2014, the fragmentation as well as distance between the Schools' facilities, remains. Students commented that the distances between the two locations are difficult to reach, on public transport, as they are in opposite geographical locations of the city (west and east). Further, the scheduling of a University bus has been discontinued as students would try to make use of the public transport buses. From discussions with Head of School, the Panel was made aware of a plan within the next five years for a purpose-built building that will bring all the teaching, studios, workspaces, and facilities together.

From discussions with both staff and students, it transpired that the per square metre allocation to each student is in principle, adequate. From the documentation provided it is not clear whether the computer facilities in the Multimedia lab are regularly updated in terms of software provided and whether they are accessible out of teaching hours etc.

Panel Judgement

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

Panel Recommendations

- Advocate for a purpose-built space, where all the relevant studio and workshops can be housed and can be accessible to students, through public transport.
- At the moment, it appears there are only 24 computers available at the Thomas building, across all years and for all students. Purchase of new computers suitable for handling of large video and animation files.
- Upgrade software and licenses, and if possible, purchase licensing agreements at University level with Adobe for their Creative suites.

Principle 7: Information Management

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

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

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

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

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

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

Study Programme Compliance

The School participates in all the digital platforms of the AUTH (such as quality control, e-learning, Wi-Fi, VPN, web conferencing, MyCloud, Heal-Link and Open Courses). The School is collecting data regarding student body, teaching methods, student progression, employability, and career paths of graduates. A database of the alumni of the School is in progress.

The Programme is following the university guidelines and is committed to use the appropriate mechanisms for the collection, management and analysis of the information. All relevant information is available through the bilingual website of Quality Assurance Unit-MODIP (https://qa.auth.gr). Based on the conclusions drawn, the Programme is reviewed and revised regularly. Students, faculty and staff seem to very satisfied with internal communications and the successful implementation of e-learning tools, especially during the COVID pandemic.

Panel Judgement

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

Panel Recommendations

A lot of the data presented to the Panel should also be on the website. The data collected should be properly presented in graphs, demonstrating trends, and allowing direct interpretations and comparisons. The impressive network of the School's alumni contributes to its national and international aura and could be further expanded via the Alumni Services of the AUTH (https://alumni-services.auth.gr) and on LinkedIn.

Principle 8: Public Information

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

> *Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.*
>
> *Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

Study Programme Compliance

The main webpage for the School of Visual and Applied Arts (https://www.vis.auth.gr/) publishes all relevant information about the programme: the programme structure; information on the unique admissions procedures; the study guide; the student resources available; and samples of the work produced (including links to the online repository of student diploma work and to individual staff sites where these exist). Relevant announcements about the academic programme and the activities of the School are also hosted through this site. The English-language version of the same site is inevitably less richly populated than its Greek counterpart. The essential information for members of the public who wish to access the site in English (such as admissions procedures, course structure, faculty members) is all available and clearly laid out (although some elements need updating such as the programme for the studio of New Media for the Visual Arts). However, without looking at the Greek site, a visitor would get little idea of the quality of the work produced in the School, its character as an institution, or its wider activities. Although it is impossible to make available everything in English, it would be helpful to link through to some elements of the Greek site in particular – such as the repository of diploma work – for the benefit of potential ERASMUS students or staff.

As far as could be ascertained, the School has little social media presence in an institutional sense on platforms such as YouTube, Twitter, or Instagram (or whatever comparable platforms are most relevant in Greece). The value of engaging with social media for many disciplines can perhaps be overstated but in the area of the visual arts, with students involved in exhibitions of their own work and in practical collaborations of various sorts with partners in the wider city and region, this would seem like a missed opportunity to promote some of the activities that the website currently communicates (not least because university websites are in general rarely visited by members of the public who do not already have a connection with the institution). Given the importance of social media to contemporary art practice this would also be an important way of providing students with a forum for projecting their developing practice in ways that might benefit their future careers (and perhaps connect them in a more dynamic fashion with some of the enthusiastic alumni who participated in the review and who effectively

provide an international network). The School does now have a YouTube account that hosts the informative video produced for the review. If English subtitles could be provided for this, it would make an excellent addition to the English version of the School's webpage.

There are some minor difficulties with the coherence of the current web presence of the School. Google, for example, will take a visitor first to the English or Greek versions of the following page: https://www.auth.gr/en/vis. This is not in fact the main page for the School, but the School site as hosted by the faculty. A link is provided through to the School site at https://www.vis.auth.gr/ . The link currently only works if followed from the Greek site and not the English site. Moreover, the link itself could be given more prominence as the gateway to the main School site or this intermediary page site removed entirely.

Panel Judgement

Principle 8: Public Information	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Clarify the relationship between https://www.auth.gr/en/vis and https://www.vis.auth.gr/ and fix any broken links between the English and Greek versions of these sites.
- Update the English site for the benefit of incoming ERASMUS students and staff (especially in relation to the recently introduced studio for New Media for the Visual Arts).
- Explore appropriate social media presence by soliciting the views of the student body on what would be the most effective way of reaching a wider public.

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

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

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

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

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

Study Programme Compliance

The School of Fine Arts has as its main goal to prepare and educate the younger generation of artists, to which it is successful as it was evident during the discussions with current students and former graduates. The School follows an internal review procedure, evidenced in the latest Internal Evaluation document of 22/04/2020 of MODIP. The addition of the new direction of new media in visual arts course has been in line with recommendations of the External Evaluation report of 2014 and also the changing needs of the current students.

Other positives are the number of on time graduating students, within the five-year length of study, is notably amongst the 10 highest across AUTH. The School conducts annual reviews and evaluations gathering evidence from student questionnaires. Whilst the number of completed questionnaires is relatively low, the feedback gathered is overall positive and students value their studies, with satisfaction rates between 70-90%. During discussions with academic staff, it was noted that staff utilise the information from the annual questionnaires to update and enhance the curriculum. The Final Major Project (Ptychiaki) is a vital component of the overall studies leading to the presentation of students' work at a public exhibition presentation.

Important factors are the School's ongoing collaborations and ongoing engagement with museums and cultural organisations, including MOMus and others. Areas that demonstrate socially engaged practices, whether as part of workshops – for example, the many workshops offered in partnerships with the sculpture studio and regional organisations, like the clay workshop organised in collaboration with the Institute of Blind of Thessaloniki (2019) as well as the internships in the Fine Arts at the Kaftantzogleio sport stadium, are areas of good practice.

They highlight the importance of ongoing involvement of the School with local community and society.

The research profile and visibility of the School, whilst at a good level, requires continuous effort and a strategy for the next five to six years, for changes to become implemented. The new postgraduate MA, Art in the Public Sphere, is a good starting point that can embrace socially engaged practices in arts and develop further links with the research interests of staff. By developing and nurturing a post-graduate community, the School can be in a position to supervise PhD candidates in practice- based arts.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

▪ The School is urged to find creative ways to increase the percentage of students who complete the evaluation questionnaires at the end of each semester and cultivate a culture of quality assurance that adds value to the Programme. A Quality Assurance Unit can assess academic units, address labour market needs, and the quality of academic personnel.

▪ Visibility of the School: An area that needs attention is the internationalization of the School and raising its profile, at national and international level. This can be done by keeping the website updated with information in English, enhancing bi-lateral agreements with other Schools of Fine Art abroad as well as attracting incoming students through the ERASMUS programme.

▪ Increase online presence and enhance the quality of E-courses: whilst most are offered online, not all courses have fully adapted to online teaching and making course materials available.

▪ Research: An urge to introduce contemporary areas of artistic experimentation and collaboration. Invite experts in the fields of contemporary art, whether through guest lectures, workshops, both from Greece and abroad. Increase the mobility of staff and students, as well as attract higher profile experts in the fields of contemporary art, whether through guest lectures, workshops.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

Study Programme Compliance

The current accreditation review is the second external review of the programme under the auspices of HAHE, following an inaugural review in 2014.

The 2014 review was largely positive but also presented a number of constructive recommendations which the School has subsequently acted on in various ways, albeit with one fundamental exception (see below). In response to the recommendations of the previous report, the School has: created a new Studio pathway for New Media of the Visual Arts; introduced a written catalogue element to the diploma work; clarified the programme structures and outcomes; introduced a number of optional units within the programme framework; introduced several new units for the purposes of updating its curriculum to take into account more contemporary artistic practice and theory; expanded the holdings of the library in key areas; begun to expand the PhD programme in new directions; and provided new opportunities to PhD students to gain teaching experience.

The School recognises that there are still areas that require further improvement. Fundamental amongst these are the problems associated with the dispersed campus and the movement of students between locations. This remains the most desirable strategic focus for the School. Given this ongoing problem with the facilities, it was unfortunate that the current review took place remotely as a result of the global pandemic. Members of the review Panel were not able to experience in person the difficulties of travelling from site to site or to get a clear idea of the state of the facilities available in some locations. Although a video was produced, and staff and

students provided verbal descriptions of the current state of buildings and contents, the lack of a real-time virtual tour made it harder for the Panel to obtain a full picture of the situation. We were however able to discuss these issues in the final session and received some helpful clarifications. Nevertheless, the recommendation of the previous review needs reiterating.

All stakeholders in the programme, including the current undergraduate students and alumni, were actively engaged in the current review. During the meetings, the staff members demonstrated that they are fully aware of the importance of external review and the positive effects that can result from it. Students and graduates confirmed that they are satisfied with their university experience and praised the efforts of the School, and its faculty members and staff. Indeed, both faculty and staff seem to be passionate about their work, displaying a great team spirit. The Panel were particularly impressed with the enthusiasm of the younger cohort of teaching staff. It is important that this energy is harnessed in the future vision of the School in the next few years as some senior members of staff retire.

Panel Judgement

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

Panel Recommendations

The School should continue to pursue the outstanding recommendations of the previous review, above all 'to be housed in appropriate and shared premises, covering needs at undergraduate and postgraduate level', which should be seen as a long-term strategic goal that will have positive impacts across all areas of the School's activities. In the meantime, any temporary measures that can be found to ameliorate the current fragmented situation should be pursued. Perhaps recent experience of remote learning can be harnessed in this context where appropriate.

PART C: CONCLUSIONS

I.   Features of Good Practice

- Students and graduates of the programme demonstrated an overall satisfaction from their studies and professors.
- Appropriateness of the qualifications of the academic staff.
- Faculty is easily approachable and always available to assist students.
- Adequate administrative services are offered to the students.
- Students and graduates are of high educational level.
- The School has established a well-defined Quality Assurance policy that is appropriate for the programme's mission and activities.
- The curriculum is informed by regular feedback obtained from students, during annual evaluation questionnaires.
- The School offers students the opportunity to participate in the ERASMUS exchange programme.
- The opportunity for work experience is provided in relevant museums like MOMus, and in the cultural and educational sector.
- The School plays a vital role in the shaping of contemporary art practices in the city of Thessaloniki and beyond.
- The research and links with contemporary artists and arts initiatives is evident in the distinguished guests invited.
- The Programme offers thorough training in the Visual and Applied Arts, based on a combination of both practical and theoretical student-centred education.
- The Programme respects each student's individual educational needs, based on a principle of creative polyphony and enabling flexibility in the students' learning paths.
- The theoretical component of the Programme offers thorough instruction in a variety of areas.
- Writing assignments, oral presentations and participation in critical discussion groups contributes to the development of each student's artistic language.
- Faculty members are available to students during their office hours and via email and there seems to be great communication amongst faculty members and students, with faculty and staff being available and accessible.
- Students have the opportunity to participate in internships and build transferrable skills that prepare them for their professional lives.
- It was clear from student feedback that the mobility from studio to studio is valued and that more informal opportunities for interactions between studios were particularly important. Staff also encourage porosity between the different studios.
- The University as a whole has an active ERASMUS programme and approximately fifteen students in the School each year take advantage of it.

- All academic staff, permanent and contractual, are esteemed visual artists and scholars with a national and international exhibition and research record.

- Despite significant budget cuts and challenges, faculty members have developed remarkable collaborations and initiatives (such as the "agro.design" collaboration) to promote art-based research and artist-community synergies that are shaping the cultural life of the city of Thessaloniki and of the entire region.

- The School systematically participates in major artistic events (such as the INSPIRE Festival organized by MOMus, the Greek Biennale of Fine Arts Students, "Action Field Kodra", Art Thessaloniki, Art Athina, and the Platforms Project).

- The School benefits widely from being part of the AUTH large community. Students can access the central student library on the main campus, in the city centre as well as have access to social services, meals and all discounts offered to all students.

- The School is collecting data regarding student body, teaching methods, student progression, employability, and career paths of graduates.

- The main webpage for the School of Visual and Applied Arts publishes all relevant information about the programme.

- The addition of the new direction of Multimedia-Digital Arts course has been in line with recommendations of the External Evaluation report of 2014 and also the changing needs of the current students.

- The number of on time graduating students, within the five-year length of study, is notably amongst the 10 highest across AUTH.

- The new postgraduate MA, Art in the Public Sphere, is a good starting point that can embrace socially engaged practices in arts and develop further links with the research interests of staff.

- All stakeholders in the programme, including the current undergraduate students and alumni, were actively engaged in the current review. During the meetings, the staff members demonstrated that they are fully aware of the importance of external review and the positive effects that can result from it.

II.   Areas of Weakness

- Insufficient collaboration between courses and studios offered.
- Lacking analogue experimental photographic practices.
- Lack of coverage on themes of contemporary Greek art and contemporary art post 1945.
- Lack of collaborative teaching and cross-disciplinary collaborations.
- The geographical distribution of sites interferes with student optionality.
- Lack of a detailed handbook to support the final diploma work.
- Insufficient funding to support art-based research.
- Lack of a purpose-built space housing all the relevant studio and workshops.
- Lack of adequate number of computers accessible to students.

- Lack of adequate software.
- Insufficiencies on the website.
- Not all courses have adapted to online teaching and making course materials available.
- Inadequate social media presence.

III. Recommendations for Follow-up Actions

- Enhance collaboration between courses and studios offered. Allow for students a wider range of exploration across specialist studios, by introducing modules that are experimental rather than subject focused.
- Introduce analogue experimental photographic practices alongside the more contemporary, digital multimedia and photography.
- Update curriculum content in theory courses to expand on themes of contemporary Greek art, as well contemporary art post 1945.
- Collaborative teaching and cross-disciplinary collaborations (including with other departments at the AUTH) can further contribute to students' exposure to diverse teaching styles and pedagogical methodologies. Student IDs should mention the School's name in English so that students can obtain free tickets to museums and exhibitions when they travel abroad.
- While working towards a permanent solution to deal with the way in which the current geographical distribution of sites interferes with student optionality on the programme, the School should consider whatever temporary measures it can make available to make sure that this factor is not a deterrent to student choice.
- The School should consider introducing a handbook to support the final diploma work.
- The Panel is concerned by the important number of upcoming retirees (10 faculty members will be retiring in the next 4 years) and strongly recommends their replacement. The Panel feels that the School should be offered sufficient funding to support art-based research, conference attendance and other scholarly and artistic activities that enhance and accelerate artistic creativity, research, and scholarly development. The development of life-long learning offerings can further enhance the links between the School, and the cultural life of the city of Thessaloniki and the region. A further expansion of national and international research exposure of faculty is desirable and could be obtained through a more systematic exchange and collaboration with faculty of Greek descent who teaches abroad. The YouTube channel of videos can further promote the achievements of faculty and students.
- Advocate for a purpose-built space, where all the relevant studio and workshops can be housed and can be accessible to students, through public transport.
- At the moment, it appears there are only 24 computers available at the Thomas building, across all years and for all students. Purchase of new computers suitable for handling of large video and animation files.
- Upgrade software and licenses, and if possible, purchase licensing agreements at University level with Adobe for their Creative suites.
- A lot of the data presented to the Panel should also be on the website. The data collected should be properly presented in graphs, demonstrating trends, and allowing direct

interpretations and comparisons. The impressive network of the School's alumni contributes to its national and international aura and could be further expanded via the Alumni Services of the AUTH (https://alumni-services.auth.gr) and on LinkedIn.

- Clarify the relationship between https://www.auth.gr/en/vis and https://www.vis.auth.gr/ and fix any broken links between the English and Greek versions of these sites.
- Update the English site for the benefit of incoming ERASMUS students and staff (especially in relation to the recently introduced studio for New Media for the Visual Arts).
- Explore appropriate social media presence by soliciting the views of the student body on what would be the most effective way of reaching a wider public.
- The School is urged to find creative ways to increase the percentage of students who complete the evaluation questionnaires at the end of each semester and cultivate a culture of quality assurance that adds value to the Programme. A Quality Assurance Unit can assess academic units, address labour market needs, and the quality of academic personnel.
- Visibility of the School: An area that needs attention is the internationalisation of the School and raising its profile, at national and international level. This can be done by keeping website updated with information in English, enhancing bi-lateral agreements with other Schools of Fine Art abroad as well as attracting incoming students through the ERASMUS programme.
- Increase online presence and enhance the quality of E-courses: whilst most are offered online, not all courses have adapted to online teaching and making course materials available.
- Research: An urge to introduce contemporary areas of artistic experimentation and collaboration. Invite experts in the fields of contemporary art, whether through guest lectures, workshops, both from Greece and abroad. Increase the mobility of staff and students, as well as attract higher profile experts in the fields of contemporary art, whether through guest lectures, workshops.
- The School should continue to pursue the outstanding recommendations of the previous review, above all 'to be housed in appropriate and shared premises, covering needs at undergraduate and postgraduate level', which should be seen as a long-term strategic goal that will have positive impacts across all areas of the School's activities. In the meantime, any temporary measures that can be found to ameliorate the current fragmented situation should be pursued. Perhaps recent experience of remote learning can be harnessed in this context where appropriate.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8, and 9.**

The Principles where substantial compliance has been achieved are: **6 and 10.**

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

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

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

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES	NO
	X	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. Assoc. Prof. Paschalis Paschalis (Chair)
   University of Nicosia, Nicosia, Cyprus

2. Dr. Stella Baraklianou,
   University of Huddersfield, Huddersfield, United Kingdom

3. Dr. Peter Dent,
   University of Bristol, United Kingdom

4. Prof. Anna Tahinci,
   The Glassell School of Art, Houston, USA