



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



**Εθνική Αρχή  
Ανώτατης Εκπαίδευσης**  
Hellenic Authority  
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece  
**T.** +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • [www.ethaae.gr](http://www.ethaae.gr)

# Accreditation Report for the Postgraduate Study Programme of:

## Digital Arts and Cinema

**Institution: National and Kapodistrian University of Athens**

**Date: 8 July 2023**



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



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Digital Arts and Cinema** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

## TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I.    The External Evaluation & Accreditation Panel	4
II.   Review Procedure and Documentation	5
III.  New Undergraduate Study Programme in operation Profile	6
Part B: Compliance with the Principles	8
Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit	8
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit	15
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes	20
Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students	23
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes	25
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes	28
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes	31
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes	34
Principle 9: Public Information Concerning the New Undergraduate Programmes	37
Principle 10: Periodic Internal Review of the New Study Programmes	40
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes	43
Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones	45
Part C: Conclusions	47
I.    Features of Good Practice	47
II.   Areas of Weakness	48
III.  Recommendations for Follow-up Actions	48
IV.   Summary & Overall Assessment	50

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

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of the Department of **Digital Arts and Cinema** of the **National Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Dr. George Tzanetakis (Chair)**  
University of Victoria, Canada
  
- 2. Dr. Anna Tahinci**  
The Glassell School of Art, Houston, USA
  
- 3. Prof Paschalis Paschalis**  
University of Nicosia, Cyprus
  
- 4. Prof Giasemi Vavoula**  
University of Leicester, UK
  
- 5. Miss Ioanna Kerefiadou**  
Student of the Department of Visual Arts, Athens School of Fine Arts

## II. Review Procedure and Documentation

The accreditation review remote visit took place over two days: July 4 and July 5, 2023. During these two days the panel members met over videoconferencing with various stakeholders involved with the Department of Digital Arts and Cinema. The first meeting was with the Vice-Rector/President of Quality Assurance for the University and the Head of the Department. After a short presentation of the history, goals, and composition of the department, the strategic goals and current status of the academic unit was discussed. This was followed by a meeting with the faculty and administration responsible for quality assurance at the department and institutional level discussing the process of internal quality assurances and collection of information for accreditation. The first day ended with meeting faculty members and teaching staff and discussing their views regarding the department. The second day started with a discussion with students representing different years of study and topic interests regarding their experience, what they appreciate about their studies, and what possible challenges they face. This was followed by a virtual presentation of the facilities, labs, classrooms, and equipment. The presentation part of the visit concluded with a discussion with various external organisations that collaborate with the academic unit in various ways and provide employment opportunities for the students both during their studies and after. The accreditation visit concluded with a meeting between the accreditation panel and the faculty responsible for quality assurance at the department and university level to discuss the preliminary findings and impressions from the visit as well as answer questions and provide clarifications as needed to the accreditation panel.

The accreditation panel was also provided with a set of videos showing different aspects of the department including examples of student work. Some of these were viewed during the virtual visit but the panel also had the chance to look at them and the presentation slides after the visit. In terms of documents, a variety of sources of information assembled by the department were consulted both prior to the virtual visit and after it was completed while working on the accreditation report. These documents include: the department's accreditation report, the quality assurance guide, the list of faculty members, the program study guide, the course providing digital skills, the regulation for appeals, examples of student questionnaires, summary of the faculty accomplishments, strategic analysis, senior thesis regulations, diploma supplement, responses to the internal quality assurances process, student mobility regulations, and many others. This plethora of well-written and organised documents and information was very helpful for the accreditation panel during the preparation of this report. Overall, both the virtual accreditation visit and our interactions with the various stakeholders went very well and we felt that the department put a significant amount of effort preparing for this review especially considering that it is relatively new.

### **III. New Undergraduate Study Programme in operation Profile**

The Department of Digital Arts and Cinema is a relatively new department that was established in 2019. The first wave of students that have completed this 4-year study program are scheduled to graduate during the summer of 2023. It admits approximately 100 students each year. The campus is situated at the Evripos complex of the National Kapodistrian University of Athens in the town of Psachna on the island of Evia. It takes about one to one and half hours to get from the Evripos campus to the main campus of the University in Athens. The buildings on the Evripos campus were originally developed to house Technical Colleges (TEI) that subsequently were either closed or converted to new departments. The Department of Digital Arts and Cinema was established in response to the general global trend toward the development of digital economy and the national need for more activity in digital approaches to audio and visual arts as well as the connection of society to the digital economy. It also addresses the need for highly qualified personnel that are needed to support the Greek film industry and audio/visual arts more generally.

The National Kapodistrian University of Athens was the first academic institution of Greece, as well as the more general Eastern Mediterranean. It was established in 1837 with the current name given in 1932. It consists of 41 departments and corresponding undergraduate programmes, 205 graduate programs, and serves more than 45000 undergraduate students, 15000 graduate students, and 8000 PhD candidates.

The department is fundamentally interdisciplinary. It bridges art and technology as well as connects the more traditional analog practice of cinema to more modern technological trends such as virtual and extended reality, animation, and game development. This is accomplished while providing a grounding in the theory and history of art and creation. The undergraduate study program was developed by examining many academic departments from around the world teaching digital arts. It is particularly inspired by the School of Cinematic Arts of the University of Southern California. Fundamentally it is guided by the vision that cinematic and audio/visual artistic creation in the 21st century requires significant digital technology skills.

The interdisciplinary nature of the department places it into two wide fields as defined by the international classification of research areas in education (International Standard Classification of Education 2013) of UNESCO:

- Arts and Humanities (02)
  - 0211 - Audio and visual arts and media creation
  - 0213 - Fine Arts
- Information Science and Communication Technologies (06)
  - 0613 Software and applications development and analysis

It is also relevant to two interdisciplinary categories:

- 0288 Inter-disciplinary programmes and qualifications involving arts and humanities.

- 068 Inter-disciplinary programmes and qualifications involving information and communication technologies.

The department currently consists of 11 research faculty members with one member expected to join soon. There is 1 teaching faculty member with two more moving soon and one specialised technician. It is supported by 5 staff members, two of whom have specialised knowledge related to informatics and audio-visual arts.

In addition to being active in artistic creation the graduates of the department can work in the following sectors:

- Cinema and audio-visual production
- Design and production of digital applications and content
- Web design and online environments
- Computer game creation
- Cultural institutions
- Advertisement
- Virtual and Augmented reality content creation
- Video art
- Animation

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

*By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.*

*The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.*

*More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.*

*During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:*

***a. The academic profile and the mission of the academic unit***

*The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).*

***b. The strategy of the Institution for its academic development***

*The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.*

***c. The documentation of the feasibility of the operation of the department and the study programme***

*The feasibility of the operation of the new department should be justified based on:*

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*



- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

**d. The documentation of the sustainability of the new department**

*Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:*

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

**e. The structure of studies**

*The structure of the studies should be briefly presented, namely:*

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

**f. The number of admitted students**

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

**g. Postgraduate studies and research**

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

**Relevant documentation**

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

## Study Programme Compliance

### Findings

In assessing compliance with this principle, the panel has examined:

- the Department's Academic Accreditation Proposal (B1)
- the List of modules for digital skills (B13)
- the Institutional Revised Strategic Plan (B3a)
- the Appendix A - NKUA Academic Structure Development (B3b)
- the Studies of Purpose and Sustainability (B4)
- the 4-year Operational Plan (B5)
- the Module Outlines (B12) and Study Guide (B11)
- the discussions with various stakeholders during the review period

Overall, we found the strategic plans of both the Institution (NKUA) and the Department of Digital Arts and Cinema to be comprehensive, ambitious, and grounded in solid analysis of opportunities and challenges. The programme of undergraduate studies of the Department directly addresses core strategic priorities of NKUA and its ambition to develop the Evripos satellite campus into a R&D hub for new and emerging technologies and environmental sustainability. The Department itself fills a significant gap in Greek Higher Education, being the first in the country to focus on the intersection of digital arts and cinema, and to address the skills gap in emerging digital practices in the creative industries.

### Analysis of judgement

The panel's judgement in relation to the sub-criteria for Principle 1 is as follows:

#### a. The academic profile and the mission of the academic unit

The Department of Digital Arts and Cinema is genuinely interdisciplinary, with its curriculum spanning areas as diverse as art history, informatics and computer science, digital design, etc. This is reflected in its ISCE 2013 categorisation under both the Arts and Humanities (0211 and 0213) and Information and Communication Technologies (0613), as well as the corresponding interdisciplinary programmes (0288, 0688).

#### b. The strategy of the Institution for its academic development

As mentioned above, the Department of Digital Arts and Cinema is at the core of NKUA's strategic objective to develop the satellite Evripos campus into an R&D hub for new and emerging technologies and sustainable development. The Department is aimed at the emerging convergence of art, technology and communication in the digital age and aspires to deliver critical skills in the creative industries that are currently missing from the sector. Central to the academic development of the department are its staffing policy, which is currently under implementation; sector partnerships, focusing in the first instance on student placements and internships; and the development of appropriate facilities, which has been supported by the availability of suitable spaces on the satellite campus and start-up funding from NKUA resources.

One notable weakness that the Department has already identified is the distance of the satellite campus from the main NKUA campus, which impedes teaching collaborations with

other departments and student access to main NKUA facilities like the central libraries. The lack of specialist material in the Evripos campus library and the lack of a specialist film archive is also a significant weakness, which the department is aware of and aims to address as priority.

Opportunities and threats are comprehensively explored in the SWOT analysis and underlie the department's strategic planning.

c. The documentation of the feasibility of the operation of the department and the study programme

The departmental strategy and the development plans present detailed analysis of the socioeconomic landscape and establish the need for the programme of study based on national and institutional needs and targets. Specifically, the rapid development of the digital economy, the emergence and anticipated expansion of the creative industry sector in Greece, and the particular needs of this and cognate sectors for digital and AV production skills, convincingly justify the need for the programme.

At the same time, the programme is adequately differentiated from the few existing programmes that may be considered as competitors.

d. The documentation of the sustainability of the new department

Educational and research facilities are currently state-of-the-art, following an initial investment of c. €0.5m from NKUA. However, the sustainability of the teaching facilities, especially laboratories and maker spaces, needs to remain a planning priority. The department has already identified potential funding sources, both public (e.g., NKUA/state, external research grants, etc.) and non-public (e.g., private facilities hire, consultancy, etc.).

The staffing strategy is very much dependent on state funding. While existing staff adequately cover the core curriculum, teaching loads are exceptionally high (average 6-9 hours/week per staff member), which is unsustainable without compromising other activity (research, outreach, partnerships) and impede the development of postgraduate programmes. It is therefore important that additional academic and technical staff posts be granted.

e. The structure of studies

The programme of studies is organised into credit-bearing modules (courses). Credit bearings comply with the ECTS system. Completion requires 240 credits through successfully completing 28 core, 9/12 optional core, and 6/19 optional modules (210 ECTS credits total) plus a final year project (30 ECTS credits). Core, optional core, and optional modules are balanced across semesters and an adequate number of options is available each semester. Modules with a strong practical element are classed as lab-based and require minimum attendance.

The pedagogical approaches employed in the delivery of the curriculum are student-centred, emphasising project-based and hands-on learning closely supervised by academic staff. Although the curriculum does not implement specialisation pathways, students are encouraged to explore their own interests and develop a particular skill set through participation in numerous group projects throughout the programme. Several modules are group project-based, mirroring modes of work in the relevant sectors and enabling students

to develop relevant skills. Students have access to academic advisors who can support and advise them on academic matters. In addition, the department operates an 'open door' policy, enabling students to seek mentoring and advice from members of academic and laboratory staff with expertise in areas they are interested in.

Learning outcomes focus on theoretical and applied knowledge and skills, including theoretical underpinnings of art, film and communication and media studies, critical thinking, media production workflows, and sustainability. The development of practical skills in digital AV production, digital art practice, digital content, and interface design, as well as soft skills in collaborative work, interpersonal and public communication, are also emphasised and built into the curriculum and the pedagogical approaches.

#### f. The number of admitted students

The department has set an annual recruitment target of 100, which has been consistently met. The programme of study is high in student preference rankings, and the recruitment outlook looks healthy. Attention needs to be paid to keeping completion rates high; at the moment this appears to be c. 30% for the first student cohort, however, this is a covid cohort and may not be representative of longer-term completion rates. Furthermore, annual recruitment targets should be kept under review, informed by employability and student destinations data.

#### g. Postgraduate studies and research

The Department is actively working towards launching postgraduate taught Master's programmes imminently. These can potentially play an important role in income generation and are therefore a priority. It is advisable that the department engages in consultations with sector partners to identify specific areas for development of such programmes and appoint new staff strategically to service these areas.

### **Conclusions**

Based on the above analysis, the panel finds that the Department of Digital Arts and Cinema fully complies with Principle 1 and all sub-principles.

## Panel Judgement

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit</b>	
<b>a. The academic profile and the mission of the academic unit</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>b. The strategy of the Institution for its academic development</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>c. The documentation of the feasibility of the operation of the department and the study programme</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>d. The documentation of the sustainability of the new department</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>e. The structure of studies</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>f. The number of admitted students</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>g. Postgraduate studies</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

- We would advise that the development of income-generating Master’s programmes be prioritised to contribute to future maintenance and upgrade costs of laboratory and other teaching space. The Department might want to consider how to maximise the success prospects of such programmes through:
  - sector consultations and partnerships
  - strategic academic and laboratory staff appointments
- The expansion of the Evripos library collections (books and film/AV material) should continue to be prioritised, as it is central to the student experience and the learning process. Perhaps the Department could explore developing media archives spaces within the campus and explore depositing/loan partnerships with public and private media organisations.
- The establishment of transportation links with the main and other satellite NKUA campuses could be explored as a way to connect both teaching staff and students with other NKUA departments.

## Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

*The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.*

*The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.*

### Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

## Study Programme Compliance

### Findings

The Panel has examined documentation and reports regarding the quality assurance policy and practices of NKUA and the Department of Digital Arts and Cinema including:

- the Department's Academic Accreditation Proposal (B1)
- the NKUA Quality Assurance Unit's Report (B2)
- the Institutional Revised Quality Assurance Policy (B6)
- the Departments Quality Assurance Policy (B7)
- the Institutional Quality Targets (B8)
- the Department's Quality Targets (B9)
- the Brief Report of Teaching Staff Research and Teaching Activity (B23)

- the Module Outlines (B12) and Study Guide (B11)

Additionally, the Panel considered the information obtained through meetings with various stakeholders.

NKUA's Quality Assurance Policy has been formulated in consultation with relevant internal stakeholders (university governance, academic, research and professional services staff, students and others). According to state regulations overseeing higher education, the coordination and monitoring of its implementation are overseen by the University's Quality Assurance Unit (QAU/ΜΟΔΙΠ). The QAU operates as an independent unit and oversees the implementation of the institutional Quality Assurance Policy across academic departments and units, including the department of Digital Arts and Cinema.

The NKUA Revised Institutional Policy is clearly laid out in document B6 (Αναθεωρημένη Πολιτική Ποιότητας του Ιδρύματος) and adheres to established and decreed standards and principles set out by relevant state authority (ΑΔΙΠ). Processes for reviewing the policy and monitoring its implementation and effectiveness are well established within the institution through its Internal Quality Assurance System (IQAS/ΕΣΔΠ). The policy, related IQAS processes, and evaluation findings/outcomes are shared on the MODIP website (<https://modip.uoa.gr/>). Annual internal evaluations of the Department of Digital Arts and Cinema (and all other NKUA departments) are stipulated in the policy and supported by IQAS.

The Department of Digital Arts and Cinema adheres to the Institutional Quality Assurance Policy through the development, implementation and monitoring of the Departmental Quality Assurance Policy, the implementation of which is overseen by the Department's quality assurance committee (OMEA) in coordination with MODIP. Feeding into the departmental policy are the department's management team, academic, laboratory and professional services staff, and the students. The departmental policy has a comprehensive list of 5 strategic objectives, each further elaborated with specific (SMART) objectives and action plans with clearly identified 'owners'. The strategic objectives are:

1. Upgrade and continuous improvement of teaching and learning
2. Enhancement and promotion of research and innovation
3. Enhancement of the departments outreach
4. Improvement of services, infrastructure and governance systems
5. Development and management of human resources

The Quality Assurance Policy of the Department is published on the department's website, along with the department's Aims, Management structure, Staff list, Internal Assessment Reports, Internal Regulations, Policy and Code of Academic Practice, and Complaints Procedures.

Also published on the department's website and submitted to the panel are a set of guidance and regulations related to the undergraduate programme (Undergraduate Studies regulation, Diploma Thesis Regulation, Student Mobility, etc.)



## Analysis of judgement

Having examined the documentation made available to the panel, other resources available on the departmental and the institutional websites, and through our discussions with various stakeholders, we find that:

- The adequacy of the structure and organisation of the programme of studies is ensured through the implementation of recommendations emerging from findings of the internal annual review; monitoring of equivalent programmes at universities abroad as well as of scientific and artistic developments in the areas of expertise of academic staff; feedback from external partners; and informal student feedback. The internal evaluation committee (OMEA) is tasked with the coordination of these actions, although the exact processes are not currently detailed in the documentations (e.g., what forums/mechanisms it uses to collect feedback from staff and students, how frequently it meets, etc.).
- The learning outcomes of the programme are in full accordance with the European and National Qualifications Framework for Higher Education and remain subject to continuous review and improvement through the programme reviews.
- Student feedback on the quality of teaching is collected both in formal module evaluations and informal conversations with students. This feedback is acted upon by the teaching staff on a continuous basis.
- Members of academic staff, academic scholars and teaching fellows (EDIP) are research-active in their respective areas, undertaking one or both of academic and arts practice-based research. The areas they cover span the breadth of specialisms relevant to the programme of studies, contributing to a rich curriculum. The presentation of this rich collection of research activity and outputs could be better presented on the department's website, which currently emphasises externally funded research projects.
- Work is underway to formalise, strengthen and expand collaborations with sector partners to support student placements and internships. The first student intake is now reaching the end of the degree, and many have already opted for this opportunity. These sector connections will be critical to the future success of the department, and we were pleased to see strong evidence of progress. We would encourage the department to consider other ways of utilising these connections, such as through an advisory board that feeds into curriculum and programme reviews, and research collaborations. This will ensure that skills gaps are identified and addressed promptly.
- Critical to the expansion of the network of sector partners will be the department's alumni, something the department is aware of and is already planning for the development and nurture of its alumni network, the first members of which will graduate in the coming months.
- Support services are generally adequate; however, specific issues were identified in some of our discussions:

- The inadequacy of public transportation to the campus was mentioned by student representatives (the bus that services the campus is operated by a private company, meaning that student fares are not affordable and the bus timetables not suitable). A dedicated university bus service may resolve this.
- The campus library does not cover the required topic range of books and audiovisual resources. This was already identified by the department through its internal evaluation, and work is underway to find solutions.
- A final issue is the sustainability of the department’s computer and AV labs. While the department enjoyed satisfactory levels of institutional funding in its first year of operation which enabled the furnishing of labs and art spaces with state-of-the-art equipment, funding in subsequent years has been substantially lower. Given the rapid rate of development in relevant tech sectors, it is crucial that the department identifies ways to raise funds for regular upgrade and maintenance of the labs. This is something the department is already thinking about, considering options of sponsorship, commercial use of some facilities, and income generation through taught postgraduate programmes (Master’s).

### Conclusions

Based on the above, the Panel’s conclusion is that the Department of Digital Arts and Cinema demonstrates full compliance with this principle.

### Panel Judgement

<b>Principle 2: Quality assurance policy of the Institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **Panel Recommendations**

- Better presentation of research activity and art practice of staff on the departmental website (currently one has to visit individual staff webpages to discover the full range of work that is going on in the department).
- Consider further strategic use of sector partners through e.g., an Advisory Board, to formalise how the sector feeds into and helps to shape the curriculum and programme of study.
- Plan for making best use of the department's alumni, as they will soon be your champions in the relevant sectors.

### **Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes**

Institutions should design the new 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.

*The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity 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 European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).*

#### **Relevant documentation**

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

## **Study Programme Compliance**

After reviewing the information provided, attending the presentation of the Quality Assurance Unit, and the discussion sessions with the faculty, students, and societal partners, it is the Panel's opinion that the Programme has been designed based on international academic standards and it has taken into consideration the current needs of the market in the region. The structure and curriculum of the program is rational and in line with its aims and objectives, and largely successful in achieving a balance between its theoretical, technological, and practical components.

Although it is difficult to assess if the program has successfully met the expected output as the first final year projects, and therefore the first graduates are only expected to be completed at the end of the current academic year, from the discussions with faculty and students it has become apparent that students are leaning more towards live-action film direction and production than projects related to digital arts. This outcome can be justified in that the department has only recently acquired appropriate facilities and computer labs as well as in that fact that the current graduates have spent almost two of their years of study at home due to the pandemic and therefore away from the high-tech facilities needed to produce digital artefacts. Another reason for the lack of preference towards the digital arts direction could be the curriculum's deficiency in fundamental practical art education. For example, figure drawing and illustration are essential prerequisites for anyone pursuing studies in animation. On the other hand, the Panel understands that in such multidisciplinary degrees it is virtually impossible to cover to the fullest all possible career outcomes but only equip students with the necessary knowledge and skills to pursue them by putting extra time and effort on their own.

Another way that the curriculum allows students to specialise on their preferred discipline is through the final year project which is 30 ECTS and it is a requirement. In fact, students reported that even though they have chosen to concentrate through their final project in just one of the many disciplines covered in their degree, they were pleased that they got to experience it all as that made them more certain about their final choice, while they also felt that their broad knowledge is giving them more career options.

From the presentations and discussion with the members of the staff, it is evident that there is a lot of thought and effort going into the first programme updates, with the members of the Quality Assurance Units already identifying some of the possible weaknesses and taking the necessary actions to remedy them. The feedback taken from the student evaluations has been genuinely considered and has also facilitated the identification of the possible areas that need improvement.

The links between the Department and public engagement is evident in the presentations we had with external stakeholders. Opportunities for internships through the elective course "practical training", as well as for permanent employment, are provided through connections with the various agencies that the Department is affiliated with.

Considering that this is a new program and this only the fourth year of its operation out of which approximately half of the time was operating online and under the restrictions of the pandemic, it is the Panel's opinion that the program and its faculty have done a great job to set it up and offer its students the best possible education. This is also supported by the great satisfaction that the students expressed, both for the curriculum and the brand new and suitable facilities, but also for their relationship with their professors.

### Panel Judgement

<b>Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The program could offer figure drawing and more general art and design courses as electives for students who choose to specialise in one of the digital arts disciplines that are on offer.

## Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new 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.

*In the implementation of student-centered learning and teaching, the academic unit:*

- ✓ *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 application of 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*

### **Relevant documentation**

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

### **Study Programme Compliance**

The Undergraduate Program of Digital Arts and Cinema offers an interdisciplinary approach to education, blending disciplines of digital arts with film theory and production, script writing and computer science. The creation of this new program, which has taken into consideration the current needs of the market in the region, offers the possibility for students to experience a range of associated disciplines, giving students the opportunity to concentrate their studies in a variety of interrelated domains.

The program uses a variety of teaching and assessment methods which are published and made known to students at the beginning of each course through course outlines. The lecturers are available to students during their office hours and there seems to be excellent communication amongst them. Furthermore, students reported satisfaction in the fact that they can get adequate guidance from all faculty depending on the nature of the matter.

The learning process is enhanced by the facilities of the department with new and adequate specialised studios and labs and additional equipment that is available for students to borrow. The department seems to have an effective online system in place allowing students to prebook the equipment they need for the creation of their projects. Students also have access to specific labs after class hours for the completion of their projects and assignments.

The department has established an evaluation system in the form of an electronic questionnaire taking place towards the end of each semester. Approximately 20% of the students complete and submit the questionnaires which the Panel finds satisfactory but urges the department to find ways to increase the percentage. The panel found that the procedure for student appeals and complaints could be more clearly articulated.

In conclusion, the Panel is convinced that there is a good student-centred learning system in place and finds the program fully compliant in this principle.

### Panel Judgement

<b>Principle 4: Student-centred approach in learning, teaching and assessment of students</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Although approximately 20% of the students complete the evaluation questionnaires at the end of each term, the Panel urges the department to find ways to increase the response rate.
- The Panel recommends that the procedure for student appeals is more formalised and is made known to students upon entry to the undergraduate program of study.
- Although students reported satisfaction in the fact that they can get adequate guidance from all faculty on academic matters, the Panel recommends that each student is assigned a dedicated academic advisor upon entry to the undergraduate program of study.



## **Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes**

**Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).**

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

*as well as*

- ✓ *the terms and conditions for enhancing student mobility*

*Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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).*

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

### **Relevant documentation**

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

*Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies*

### **Study Programme Compliance**

#### **Findings**

Students are admitted via the traditional Panhellenic Exams (Πανελλήνιες), with a score point entry system. Incoming students are supported in their smooth transition into University life by participating in an orientation day ceremony (“Εκδήλωση Υποδοχής Πρωτοετών”).

Students' progression is individually monitored through the evaluation of their progress each semester and year of studies.

Students' mobility is encouraged in two distinct ways: through the ERASMUS+ mobility scheme and through University's Internships. The programme participates in "ERASMUS XR Experience and immersive technologies – from creative practice to educational theory" and has started a new ERASMUS+ titled "GEM - Green Education in Media" (<https://gem-project.eu/wp/>). In 2022-2023, as part of ERASMUS+, three students studied at the University of Malta (Dept. of Digital Art) and as part of ERASMUS XR, seven students studied at the Jagellonian University in Krakow, Poland. In 2023-2024, eight students will participate in the Filmuniversität Babelsberg KONRAD WOLF, the Jagellonian University, the Panstwowa Wyzsza Szkola Filmowa, Telewizyjna I Teatralna im. Leona Schillera w Lodzi, and the Tampere University of Applied Sciences. In 2023-2024, as part of the CIVIS (A European City University) program (ERASMUS+), seven students will study at the Aix - Marseille Université in France, the Stockholms Universitet in Sweden, the Eberhard-Karls-Universität Tübingen in Germany, and the University of Glasgow in the United Kingdom.

Internships (placements for practical training) are not mandatory and there were eight participants for the academic year 2022-2023. Students who have completed two years of study (6<sup>th</sup> or 7<sup>th</sup> semester students) and have successfully completed 20 courses (compulsory or elective) have the right to apply for an internship and there are also socio-economic criteria in place for internship placement. The programme has developed a meaningful network of partners to support this component. Existing partners include the Greek Film Archive Foundation, the Athens Epidaurus Festival, and the Michael Cacoyannis Foundation.

The ECTS is applied across the curriculum, with clear and distinct credits ( $\Delta M$ ) attached to each individual course (module) offered. Those are fully compliant and aligned with ECTS. During their last year of studies (8th semester) students work towards their mandatory final Thesis ("Ptychiaki"), which is a hybrid of theory and practice, and counts for 30 ECTS. The Ptychiaki can be done either individually or in a group of a maximum of 3 students. The Programme has defined a set of quality requirements for the implementation of the thesis and there is a Thesis Handbook available. The Diploma Supplement is issued for all graduates in Greek and in English.

### **Analysis of judgement**

100 students are admitted each year, of which 80-90 are pursuing their studies. Students' theoretical and practical progression is monitored, and their mobility is encouraged both through the ERASMUS+ mobility scheme and through University's Internships (placements for practical training). Students' progression refers both to academic achievements, but also the development of creative, social and communication skills, taking responsibilities and initiatives, and undertaking collaborations. Weaker students are offered individual advice and support. The hybridity and interdisciplinary nature of this unique Programme offer both theoretical and practical skills in Art and Technology.

## Conclusions

The Programme has successfully developed and constantly applies published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition, and degree award). The students seem very happy with the quality of both theoretical and practical instruction and their acquired skills.

## Panel Judgement

<b>Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

Practical training could be offered to a larger number of students and could further contribute to a larger network of social, cultural, artistic, and professional partners. With the upcoming graduation of the first students of the Programme in 2023 the panel recommends the creation of a group of Alumni that can be very helpful for future networking and professional opportunities.

## **Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes**

**Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

### **Relevant documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

### **Study Programme Compliance**

#### **Findings**

Teaching staff are employed following the Greek legislative framework, which requires that posts are advertised and sets out a process. The Department currently numbers 11 faculty members (including its President) with one member expected to join soon: 1 Professor, 2 Associate Professors, 7 Assistant Professors, and 1 Lecturer. There are also 6 Academic Fellows, and 3 Adjunct Faculty Members. The conditions of employment recognize the importance of both teaching and research. The workload of teaching and research staff is defined by legislation; however, it is also dependent on the specificities of context – in this case, the small number of faculty, combined with the practice-based nature of many of the modules, results in heavier than average teaching workloads for academic staff. Faculty are offered some opportunities for professional development. There are also opportunities for teaching mobility through ERASMUS agreements. Faculty are evaluated by students using Module Evaluation Questionnaires (MEQs) but have a relatively low take-up by students.

## Analysis of judgement

The panel studied the profiles of the faculty which are available online (<https://en.dcarts.uoa.gr/index.php?id=30096>) and concluded that their credentials are excellent. Faculty members have wide-ranging interdisciplinary expertise as is appropriate to cover the theoretical and practical (both analogue and digital) needs of this broad Programme. According to the internal evaluation report, faculty teach on average 6-9 hours per week, and have a weekly presence of 12 hours, as recommended. Some faculty members are artists with established practice, which is appropriate to the applied nature of the School.

All members of the teaching staff appear enthusiastic team members and committed to their teaching, research, and practice. This is also evident through individual outputs, which include publications (40 articles in journals and 11 books) but also through the academic and artistic activities which academic staff organise or contribute to (49 participations in conferences, organisation of study days, masterclasses). Some of the activities (like the Evia Film Festival, specialising in Green documentaries) are in partnership with prestigious cultural institutions such as the film festival of Thessaloniki.

## Conclusions

Faculty members have excellent credentials, experience, and expertise, and are enthusiastic team members. Their recruitment is fair and transparent, and they should be given all the necessary resources for their training and further professional development.

## Panel Judgement

<b>Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **Panel Recommendations**

The panel recommends the hiring of 2-3 faculty members, especially with the prospect of developing future graduate studies. The panel feels that the Programme 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 geographic location of the Programme (proximity to nature, while only an hour and a half from Athens) is a great asset for the development of future offerings (such as summer programmes and/or workshops). The study of themes like climate change, the environment, sustainability, and ecofeminism are meaningful for the development of a strategy of research and creativity that can further contribute to assess the identity and future directions of the Programme for undergraduate and graduate studies. The development of life-long learning offerings can further enhance the links between the Programme as the cultural pole of the Evripos University Complex, and the heart of cultural life for the town of Psachna, the city of Chalkida, and the island of Evia. A YouTube channel of videos can further promote the achievements of faculty and students and enhance the visibility of the Programme locally, nationally, and internationally.

## Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their 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 resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.*

### Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

### Study Programme Compliance

#### Findings

The facilities of the Department of Digital Arts and Cinema of UOA are located in the Evripas Complex in Psachna, Evia Prefecture. Access to the department's facilities is by car or by local bus.

To support learning and academic activity, the Department has infrastructures such as a specialised library, which covers the needs and requirements of both the Department and its other departments by providing access to printed and electronic book titles as well as audiovisual content. The Library has a reading room and group study areas, while its collection is open to students (undergraduate and postgraduate), teaching and administrative staff. It also has studios, laboratory spaces, educational and scientific equipment, classrooms, as well as services such as a secretariat (international relations office, internship, academic advisor). The University has taken care of a number of issues, apart from the educational ones, that are related to the social role of the Foundation. Thus, students can take advantage of a series of

benefits and facilities according to their interests, while special care has been taken for sensitive social groups such as the disabled and those with special needs. Specifically, it has a psychosocial support counselling office and a liaison and career office that functions as a support mechanism for students and graduates to plan their educational and professional careers and as a channel of communication between the University Community and other training institutions. Counselling Psychosocial Support is available to all members of the Academic community, students, faculty members, and administrative staff. The Institution has not yet resolved the accommodation of the students, as it does not provide a student hall of residence. But in the meeting, we had with the Institution, they informed us that the procedures are being carried out to provide a building between Chalkida and the university to help out the students.

The following 5 (five) educational workshops operate in the Department of Digital Arts and Cinema:

1. Digital Technologies and Multimedia Laboratory
2. Digital Audiovisual Production Workshop
3. Editing and Sound Production Workshop
4. Film Directing and Production Workshop
5. Digital Environments, Installations and Virtual Reality Workshop

The department provides online Education Services. The website and the online services of the Department provide the necessary information with the aim of helping its new members in their educational path and in their student life at the university.

## Conclusions

It substantially complies with principle 7.

## Panel Judgement

<b>Principle 7: Learning resources and student support of the new undergraduate programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	



### **Panel Recommendations**

The library holdings and facilities need to be enhanced. The process of inter-library loans should be encouraged and introduced to students to take advantage of the excellent library facilities in the main Athens campus while being at the Evripus campus.

## **Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes**

**The Institutions and their academic units 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.**

*Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.*

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **Findings**

The department of Digital Arts and Cinema collects and manages information related to the students, faculty, courses, teaching, and student services. The information is collected following the key performance indicators as specified by the Hellenic Quality Assurance agency.

When students register for their studies, information related to their entrance mechanism, contact and communication as well as any special needs or medical conditions that require accommodations are recorded. The student records are updated with their grades and overall progression through the programme during the duration of their studies. The process is implemented using centralised software provided by the National Kapodistrian University that can also be used to analyse the collected information to provide statistical aggregates and visualisations in order to inform decision making as well as update the related numbers required by the Hellenic Quality Assurance Agency.

The department also collects and regularly updates information about the faculty, their CVs, publications, research outputs, participation in conferences, and other relevant information. In addition, it maintains records of the hiring processes, job advertisements, and other logistical information related to the running of the programme. There are also detailed records of all the facilities and equipment as well as the budget. This information is coordinated and shared with the appropriate services at the university level.

Information about the courses can be found on the programme study guide as well as the e-class learning management system. This information includes the description of each course, the number of ECTS, the contact information of the teaching faculty, and other resources related to the course. Students are asked to fill in questionnaires related to each course and the associated teaching. The information is collected and evaluated by the internal review team of the department. This information is used to adjust and inform the design of courses and the programme study guide through a consultation process with all members of the department.

Although the department is new and does not yet have graduates, there is a plan in place to record contact information for graduating students (with their consent) in order to keep in touch with them and involve them in different ways in the future.

The internal evaluation team (OMEA) of the department is responsible for collecting, evaluating, and acting upon this information and recording it in the yearly internal evaluation reports. These reports are posted on the department's website. The collected information is used by various committees, the faculty, and the department as a whole to improve their research, teaching, and administration.

### **Analysis of Judgement**

The academic unit is fully compliant with respect to the collection, analysis, and use of information for the organisation and operation of the new undergraduate programs. The data collected is thorough using the procedures outlined by the Hellenic Quality Assurance Agency as well as the National Kapodistrian University of Athens.

### **Conclusions**

The department has clear procedures in place for collecting data about all relevant aspects. They follow the guidelines and procedures provided by the institution and at the national level. These procedures are in line with the current best practices regarding data collection in academic institutions from around the world. The data indicates that students are satisfied with the quality of teaching and that their voices are heard when they have issues or feedback to the faculty.

## Panel Judgement

<b>Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

Overall, the accreditation panel found that the data collection regarding all aspects of operation of the new undergraduate programme is excellent. Once the first cohort of students has graduated there will be additional information to guide the evolution of the programme. In terms of recommendations, the panel encourages the academic unit to continue to engage with data collection and more importantly use the information analysed to continuously adapt and improve the programme.

## **Principle 9: Public Information Concerning the New Undergraduate Programmes**

**Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.**

*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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.*

### **Relevant documentation**

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

### **Study Programme Compliance**

#### **Findings**

The Department of Digital Arts and Cinema publishes information for all its activities using a variety of communication channels. The information provided includes: the courses offered, the programme study guide, the administrative and teaching processes, appeal process, opportunities for student mobility, information related to the internal and external quality assurance activities, facilities and labs, and many other pieces of information. The information is regularly updated and maintained. Given the nature of the department, communication and interaction with the students is central and open. The department is also active in making connections both at the surrounding local community as well as nationally and internationally.

The main channel of information is the clearly organised and well-maintained website of the Department which is mostly bi-lingual offering versions in English and Greek. In addition, other channels of information include e-class (a learning management system), and a Facebook group. The information provided on the website includes the regulations and mission of the department, a listing of the faculty and their CVs, the facilities such as labs, library, and classrooms, information about student mobility (Erasmus, Civis), the events organised by the department and job postings.

In order to address the needs of the students, prospective students, and faculty, the website is updated daily with recent information by the administrative staff of the Department. The documents provided are updated as necessary in order to provide current and relevant information. The process is coordinated centrally by the University to ensure the quality of the underlying information and coordinated formatting across the National Kapodistrian University of Athens.

Another channel of communication is through various email lists to different groups within the department. A private Facebook group is also used to provide regular updates, notification, announcing events, and other types of information to the students. Every year there is also a welcoming and orientation event for all incoming students that helps them learn about the programme and transition smoothly into university life. Several faculty members are designated as student advisors and the students can contact them to discuss any questions or issues they face. A common theme expressed by all students that participated in the accreditation process was the accessibility and openness to engage in dialog and solve problems of all the faculty members and this is something the department should be particularly proud of. The department also strives to communicate to the local community and other external organisations through both traditional and electronic means.

The department is represented by the chair or other faculty members in various events and university committees as needed. In terms of outreach, the department has interfaced with various organisations involved with arts and technology. Examples include the French Institute of Greece, the Onassis Foundation, the Greek film archive, the documentary festival of Thessaloniki. The accreditation panel met and discussed the department with representatives of some of these organisations and their feedback about their interactions was very positive. They have also hosted visiting artists and scientists and cultivate connections with various other universities and scholars from around the world.

### **Analysis of Judgement**

The department is fully compliant in providing public information concerning the new undergraduate programmes mostly through the comprehensive bilingual website but also through other means such as webmail, e-class, and Facebook group.

### **Conclusions**

Overall, the department has done a great job collecting all the necessary information, organising it, and providing it to the students and the public through various means.

### **Panel Judgement**

<b>Principle 9: Public information concerning the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **Panel Recommendations**

The public information concerning the new undergraduate programme is comprehensive and well organised. As is frequently the case with websites there is always room for improvement. Even though the accreditation panel found the department was fully compliant with respect to this principle there are some aspects that could be improved in the future. These are optional but could result in an even better public image for the department. Most of the documents and associated information are in the form of pdf files which are harder to navigate than web documents. We encourage the department to consider over time moving to a system in which the relevant information is maintained in a database that is used to generate a web/html version with hyperlinks as well as a pdf version of the same information. This would enable easier maintenance and better access for the students. For example, the course descriptions and learning outcomes could be linked to the course listings in the program study guide as well as the faculty bios and webpages. Such an approach would allow the frequent update of the information and make it more appealing and accessible to prospective students and members of the public. A separate site or section highlighting student works as well as helping them create and maintain portfolios could also be another interesting (and optional) improvement to the existing setup.

## Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 the new 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: 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.*

### **Relevant documentation**

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

### **Study Programme Compliance**

#### **Findings**

The Department has been engaged in internal review processes from the beginning of its operations in order to ensure the high quality of the research and teaching. This way the department is continuously adapting and improving their quality and impact to the advancement of the arts and technology. The department strives to teach courses that reflect the state-of-the-art practices in the corresponding inter-disciplinary art and research fields around the world. All members of the department take part in the internal review processes. The internal review takes into account best practices and the latest advances in research while maintaining ties to the broader society impact and employment opportunity. Information about the internal review is regularly collected and analysed.

The internal review committee (OMEA) is formally responsible for the review process and is tasked with writing yearly accreditation reports to the Hellenic Quality Assurance Agency according to the Greek laws and regulations. They review the content of the undergraduate study guide, evaluate the learning outcomes and goals for each course that is offered, and update it to reflect the current trends in the relevant topics internationally. It also takes into account the employment opportunities for the graduating students, the completion rates, the student support provided, and other topics related to the smooth and continuously evolving



mission of the department. They are also responsible for the collection of the course experience surveys conducted by the students and analysing the associated results to inform the continuous process of evaluation. This information is collected and provided to all faculty after the student grading is complete.

The OMEA team is also responsible for yearly collecting information about the research and teaching outputs of each department member, their participation in conferences, and any awards they have received.

The yearly internal evaluation report is first approved by all the Department and then forwarded to the quality assurance unit of the National Kapodistrian University of Athens, and then the Hellenic Quality Assurance agency. The report also contains recommendations for improvements that the department is then tasked to implement. This information is then aggregated at the University level.

### **Analysis of Judgement**

Overall, the accreditation panel was well satisfied by the department’s performance and efforts in this principle. It is evident that the mechanisms in place work well and that all stakeholders are committed to actively participate. The system is dynamic and is reviewed regularly and methodically.

### **Conclusions**

The University is fully compliant in this Principle as well. The self-assessment procedure of the programme takes place annually with provisions for the outcomes of the self-assessment to be properly recorded and submitted to the QAU/MODIP of the Institution. The department clearly values the process and is planning to take concrete actions to address any of the issues raised by the internal evaluation process.

### **Panel Judgement**

<b>Principle 10: Periodic internal review of the new study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **Panel Recommendations**

The department is fully compliant for Principle 10. The institution fully embraces quality assurance mechanisms and reviews and revises these on a frequent and regular basis. We encourage the department to continue on this trajectory of self-reflection and development. In the future it will be important to keep track of how the internal review process leads to concrete actions and provide examples for future accreditation reviews.

## Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. 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 panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, 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 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.*

### Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

### Study Programme Compliance

#### Findings

The department follows all the procedures for the regular external accreditation of academic programs established by the Hellenic Accreditation Agency (HAHE). The department will take into account any recommendations provided by the external panel of experts through the accreditation process to improve and evolve the program over time. This process takes place in coordination with the institution (the National and Kapodistrian University of Athens). The changes take place through coordination of various committees in the academic unit and the institution.

### Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The Department is fully compliant for Principle No. 11, even taking steps beyond the expectations of this thematic cluster. The institution fully embraces internal and external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis. We encourage the Institution to continue on this path of professional self-reflection and development and we commend all actions taken to ensure that the institution is always up to date with the needs and expectations of its students, faculty and staff, but most importantly the professional market, so as to ensure successful professional work placements for its graduates.

## **Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones**

**Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.**

*Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.*

*Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.*

### **Relevant documentation**

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

### **Study Programme Compliance**

#### **Findings**

The Department of Digital Arts and Cinema is hosted in the buildings of a former Technological Educational institution (TEI), but it is a completely new program and does not implement previous undergraduate programmes.

#### **Analysis of Judgement and Conclusions**

The principle is not applicable in this case.

## Panel Judgement

<b>Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

No recommendations are needed as this principle is not applicable for this Department.

## **PART C: CONCLUSIONS**

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

- The Study Programme offers unique interdisciplinary training, providing students with both theoretical and practical (analogue and digital) skills in Art, Science, and Technology. This important addition to arts education in Greece responds to the need to support the Greek film industry and audio/visual arts more generally.
- The supportive and close-knit relationships of staff and students were highlighted during meetings and should continue.
- The Programme has successfully developed and constantly applies published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition, and degree award). The students seem very happy with the quality of both theoretical and practical instruction and their acquired skills.
- Faculty are passionate and committed to deliver quality education to students and are enthusiastic team members.
- Practical modules are taught to small groups of students, which enhances the quality of learning and teaching.
- Students and collaborating organisations praised the professionalism and excellence of the Department.
- The Final Project Thesis is well defined and supported.
- The Department has established partnerships with local, regional and national cultural organisations.
- The curriculum of the program is rational and in line with its objectives, and successful in achieving a balance between its theoretical, technological and practical components.
- The curriculum allows students to specialise in their preferred discipline through the final year project.
- Opportunities for internships and permanent employment are provided through connections with the various agencies that the Department is affiliated with.
- The lecturers are available to students during their office hours and there seems to be excellent communication amongst them.
- The learning process is enhanced by the facilities of the department and the additional equipment that is available for students to borrow.

- The department has established an evaluation system in the form of an electronic questionnaire taking place towards the end of each semester.

## **II. Areas of Weakness**

- The Library can be further enriched to cover students' and faculty's needs.
- Books and educational material should be made available to students earlier during each semester.
- Transportation of students and faculty currently relies on private buses (KTEL) and the itineraries of those buses do not cover current needs. A more permanent solution to transportation is desirable.
- There is relatively low take-up of Module Evaluation Questionnaires on the part of the students, and this can be improved.

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

- The geographic location of the Programme (proximity to nature, while only an hour and a half from Athens) is a great asset for the development of future offerings (such as summer programmes and/or workshops).
- The study of themes like climate change, the environment, sustainability, and ecofeminism are meaningful for the development of a strategy of research and creativity that can further contribute to assess the identity and future directions of the Programme for undergraduate and graduate studies.
- Practical training could be offered to a larger number of students and could further contribute to a larger network of social, cultural, artistic, and professional partners.
- With the upcoming graduation of the first students of the Programme in 2023 the panel recommends the creation of a group of Alumni that can be very helpful for future networking and professional opportunities.
- The panel recommends the hiring of 2-3 faculty members, especially with the prospect of developing future graduate studies. The panel feels that the Programme 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 Programme as the cultural pole of the Evripos University Complex, and the heart of cultural life for the town of Psachna, the city of Chalkida, and the island of Evia.
- Physical proximity to creative industries would further enhance the vitality and sustainability of the program, therefore the creation in the longer term of a Digital Creativity Park around the campus for start-ups could significantly boost the profile of the department, the campus and their connections with the local economy.
- A YouTube channel of videos can further promote the achievements of faculty and students and enhance the visibility of the Programme locally, nationally, and internationally.
- The program could offer figure drawing and more general art and design courses as electives for students who choose to specialise in the digital arts.
- The Panel urges the department to find ways to increase the percentage of students completing the evaluation questionnaires.
- The Panel recommends that the department formalises a procedure for student appeals and makes it known to students upon entry to the program.
- The Panel recommends that each student is assigned a dedicated academic advisor upon entry to the undergraduate program of study.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **7.**

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. Dr. George Tzanetakis (Chair)**

University of Victoria, Canada

**2. Dr. Anna Tahinci**

The Glassell School of Art, Houston, USA

**3. Prof Paschalis Paschalis**

University of Nicosia, Cyprus

**4. Prof Giasemi Vavoula**

University of Leicester, UK

**5. Miss Ioanna Kerefiadou**

Student of the Department of Visual Arts, Athens School of Fine Arts