



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

Film

Institution: Aristotle University of Thessaloniki

Date: 4 December 2021



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

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



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2014-2020
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Report of the Panel appointed by the HAHE to undertake the review of the
Undergraduate Study Programme (Integrated Master) of **Film** of the
Aristotle University of Thessaloniki for the purposes of granting
accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme (Integrated Master) of **Film** of the **Aristotle University of Thessaloniki** comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr Yannis Tzioumakis** (Chair),
University of Liverpool, United Kingdom
2. **Dr Vasilis Kallis**,
University of Nicosia, Cyprus
3. **Dr Evangelos Kyriakidis**,
Heritage Management Organisation, United States of America

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) consisted of Dr Tzioumakis (Chair), Dr Kallis (University of Nicosia) and Dr Evangelos Kyriakides (Heritage Management Organisation, United States of America). Members received the relevant documentation through a link that enabled them to access all necessary documents. In lieu of an orientation meeting, the members of the EEAP received a copy of a very comprehensive PowerPoint presentation by Dr Christina Besta, Director General of HAHE, under the title 'Accreditation of Undergraduate Programmes'. They also received a number of other documents providing additional guidelines and context for the process.

The documents provided by HAHE for the procedural aspect of the evaluation were the following:

1. PowerPoint Presentation of Accreditation of Undergraduate Programmes
2. ACRONYMS
3. AUTH_Cinema_Ext Eval Report
4. European Qualifications Framework
5. Accreditation Guidelines
6. P12a_Guidelines for the EEAP
7. P13_MAPPING GRID
8. P14_INTEG_Template for the Accreditation Report
9. QUALITY INDICATORS_DEPT_FILM_AUTH_2015-16
10. QUALITY INDICATORS_DEPT_FILM_AUTH_2016-17
11. QUALITY INDICATORS_DEPT_FILM_AUTH_2017-18
12. QUALITY INDICATORS_DEPT_FILM_AUTH_2018-19
13. QUALITY INDICATORS_DEPT_FILM_AUTH_2019-20
14. QUALITY INDICATORS_UGP_FILM_AUTH_2015-16
15. QUALITY INDICATORS_UGP_FILM_AUTH_2016-17
16. QUALITY INDICATORS_UGP_FILM_AUTH_2017-18
17. QUALITY INDICATORS_UGP_FILM_AUTH_2018-19
18. QUALITY INDICATORS_UGP_FILM_AUTH_2019-20
19. Standards for Quality Assurance of Undergraduate Programmes EN

Furthermore, HAHE provided the following documents pertaining specifically to the programme under review:

- B0. Folder Contents
- B1. Proposal for the Accreditation of Undergraduate Studies Programme (Film)
- B2. Quality Assurance Policy for Undergraduate Studies Programme
- B3. Programme Guide 2019-20.
- B4.1. Regulations for Undergraduate Studies Programme (Film)
- B4.2. Regulations for Placements
- B4.3. Erasmus+ Good Practice
- B4. Regulations for Undergraduate Studies Programme and Other Regulations
- B5. Module Proformas
- B6. Quality Targets Undergraduate Studies Programme
- B7. Module Evaluations
- B8. Internal Evaluation (Film)
- B9. Data NISQA

B10. Other Material for Validation

B10.1. Placement Exams

B10.2. Publications List Institutional Repository of Scientific Publications

B10.3. Publications List SCOPUS

B10.4. Student and Staff Achievements

B10.5. Research Projects

B10.6. Artistic Projects

B10.7. International Ranking

B10.8. Digital Services

B10.9. Press Releases

B10.10. Information on Undergraduate Studies Programme from Appendix Accompanying the Degree Certificate

B11. Additional Terms

The EEAP considered all these files and a number of other documents available via links embedded in these files as well as the Department's official website.

The members of the Panel exchanged some e-mails in preparation of the first meeting on the 29th which would act as the first formal meeting of the EEAP.

All the meetings took place through a Zoom connection provided by HAHE and there were no technical issues involved.

Following a planning meeting of the EEAP members on Monday, November 29, 2021, the members held two additional scheduled meetings on that date:

- a) Teleconference with the Vice-Rector/President of MODIP, Professor Dimitrios Koveos, and the Head of the Department of Film, Professor Eleftheria Thanouli. The subject of the meeting was for the Panel to be provided with a short overview of the undergraduate programme, the Department's history and academic profile, its current status, strengths, and possible areas of concern. The Vice-Rector gave a short presentation about the Aristotle University of Thessaloniki, while the Head of the Department presented a detailed PowerPoint regarding the department of Film.
- b) Teleconference with OMEA and MODIP representatives to discuss the degree of compliance of the undergraduate programme under review to the Quality Standards for Accreditation as well as review student assignments, theses, exam papers and examination material. Besides the member of the EEAP, the other attendees included: Representing OMEA - Eleftheria Thanouli (Professor and Head of the Department), Dr Betty Kaklamanidou (Head of OMEA), Professor Kostas Kafetsios, Dr Antonis Daglidis and Dr Ioannis Kolaxizis; Representing MODIP – Professor Vasilios Gounaris (MODIP member), Alexandra Tzaneraki (MODIP staff). Dr Kaklamanidou, as the Head of OMEA, gave a long and very comprehensive presentation of the programme, providing information on all issues pertaining to the evaluation criteria.

On Tuesday, November 30, 2021, EEAP members held the following meetings:

- a) Teleconference with teaching staff members to discuss professional development opportunities, mobility, workload and student evaluations; to inquire around issues relating to the competence and adequacy of the teaching staff to ensure learning

outcomes; to examine links between teaching and research; to ascertain teaching staff's involvement in applied research, projects and research activities directly related to the programme; and to identify possible areas of weakness. In attendance were: Professor Dimitris Theodoropoulos, Dr Christina Adamou, Dr Apostolos Karakasis, Kostas Kefalas, Yannis Maroudas, Dr Nefeli Dimitriadi and Dr Niki Drouga (representing Special Teaching Staff).

- b) Teleconference with current students to discuss students' satisfaction with their study experience and the Department's facilities, understand their input in quality assurance and identify any pressing issues concerning student life and welfare. 6 students attended that meeting, all from years 3 and 4 (their names have not been included to ensure adherence to GDPR).
- c) Teleconference with technical and teaching staff to evaluate facilities and learning resources in order to ascertain that the learning materials, equipment and facilities are adequate for a successful provision of the programme. In attendance were: Representing DEP - Dimitris Koutsiabasakos, Christos Goussios, Panayiotis Salapatas; Representing EDIP - Dimitris Goulis and Tassos Tyrimos; Foteini Kenterelidiou (Head of the Secretariat), Dora Plakotari, (Librarian) and Drakos Polychroniadis (Technician). Members of the EEAP had already watched videos of the Department's facilities and the University's facilities sent to them in advance of the meeting.
- d) Teleconference with Programme graduates to discuss their experience of studying at the Department and their career paths. In attendance were: Dr Andreas Anestis, director; Alex Kapidakis, cinematographer; Triantafyllia Dimopoulou, director and educator; Chrysa Serdari, set designer; Marita Papadaki, editor/film producer. The EEAP noted that all graduates were among the first cohort to graduate from the programme in 2010-11.
- e) Teleconference with employers and social partners to discuss relations of the Department with external stakeholders from the private and the public sector. In attendance were: Dimitris Savvaidis, ADDART (design and animation studio), Panos Bisdas, Authorwave (post-production), Stelios Kymionis, EKOME (National Centre of Audiovisual Media and Communication) and Maria Papasotiri (Thessaloniki Film Museum).

On Wednesday, December 1, 2021, EEAP members held two final meetings:

- a) Teleconference with OMEA and MODIP representatives to seek clarification on any issues that were not covered adequately in the meetings of the previous days. In attendance were OMEA members, including: Eleftheria Thanouli, Betty Kaklamanidou, Kostas Kafetsios, Antonis Daglidis and Ioannis Kolaxizis. Professor Alkiviadis Bais represented MODIP and Alexandra Tzaneraki attended in her role as MODIP Secretary.
- b) Teleconference with the Vice-Rector/President of MODIP, the Head of the Department, OMEA and MODIP members to present initial findings and close the formal part of the process. The attendees were the same as in the previous meeting with Vice-Rector Professor Dimitrios Kovaïos also joining the meeting. The members of the Panel presented some initial findings and thanked the participants. The Vice-Rector provided a response and thanked the EEAP.

The first two days' meetings were followed by a debriefing immediately after the end of the last meeting (between 4:45pm and 5:15pm). EEAP worked on its report on Wednesday, Thursday, Friday, and Saturday (1-4 December 2021) from 10:00 a.m. to 4:00 p.m. (UK time)/12:00-6:00pm (Greece/Cyprus time). The report was compiled collectively through the use of a 'googledoc' which members of the Panel worked on simultaneously. Being able to see the document's development in real time, members of the Panel were in contact via email for questions or issues identified in their responses, while meetings via Zoom on Thursday 2 December at 12pm (UK time) Friday 3 December, at 12pm (UK time) and Saturday 4 December at 4pm (UK time) to debate particular issues and discuss report recommendations in real time also took place.

Additional materials were emailed to EEAP on Monday 29 November 2021 from MODIP following a request from its members. These included:

- A copy of the Aristotle University of Thessaloniki and Its Internal System of Quality Assurance PowerPoint presentation given by Vice-Rector Dimitris Kovaivos during the opening meeting on 29 November
- A copy of the Internal System of Quality Assurance for Aristotle University of Thessaloniki by MODIP member Professor Vasileios Gounaris, which provided further details about the system following the Vice-Rector's presentation
- A copy of the PowerPoint presentation on the Department's profile given by its Head, Professor Eleftheria Thanouli, also during the first meeting on 29 November
- A copy of the PowerPoint presentation on the programme under review given by Dr Kaklamanidou on the second meeting on Monday 29 November
- A copy of the Department's annual review for 2019-20 that was requested by members of the EEAP
- A copy of the updated version of the Department's regulations governing undergraduate studies (approved 3 March 2020 and updated 7 September 2021)
- A copy of the updated Programme Guide for 2021-22
- A copy of a PowerPoint presentation on Career prospects for the Department's graduates
- A copy of FEK2177 5/6/2020 that confirms that the Ministry of Education has approved that the Department's programme on Film leads to an integrated master

The report was submitted to HAHE by the Chair on 4 December 2021. The other members of the EEAP were copied to that email.

III. Study Programme Profile

The programme under review was Film (integrated master), offered by the Department of Film, one of the four, and the most recent, departments in the School of Fine Arts at the Aristotle University of Thessaloniki. The University is the largest Higher Education institution in Greece, consisting of 11 Schools, which number 41 Departments in total. The School of Fine Arts had three Departments (Visual and Applied Arts, Music and Theatre Studies) until 2004 when Film was established (3255/2004) under its administrative aegis. Its undergraduate programme in 2019-20 had 578 (N 412; N+2 578) enrolled students and 297 inactive students. The total number of undergraduate students was 875.

The targets of the five-year programme are: 1) the high level and quality of studies with international criteria; 2) the combination of theoretical and historical knowledge with the artistic/applied direction; 3) the right combination of depth and breadth of knowledge; 4) specialization in cutting-edge sectors and the conduct of international level research. They are accomplished within five departmental strategic goals that include: a) the establishment of an international, modern and creative academic environment; b) the creation of an attractive training centre for young scientists and young artists; c) the improvement of facilities, equipment infrastructure and human resources; d) the improvement of the performance of undergraduate students; and e) the development of high-level research and artistic work, which can connect with the undergraduate programme (<https://www.film.auth.gr/en/quality-policy/>).

The Department and programme are unique in Greece. Although other departments also offer some classes in film and television, this is the only university department in Greece that offers a comprehensive undergraduate programme and combines theory and practice. It offers 9 key areas of orientation: a) screenwriting, b) film directing, c) production management, d) sound and music of cinema, e) set and costume design, f) cinematography, g) editing, h) theory and history of film (and more recently of television) and i) augmented-virtual-mixed reality, which became the most recent formal addition to the programme. Department graduates seem to have good employment prospects, with the Department's own graduates confirming the abundance of opportunities available, especially in recent years when Greece has become a hub for international film production and with local screen industries also providing new opportunities after a period of retrenchment that followed the post 2008 financial crisis.

Following the extensive discussions that took place in the meetings described under Section II and the after carefully considering the documentation made available (and also outlined under Section II), the EEAP is delighted to confirm that the programme under assessment is not only excellent but comparable to similar programmes in Universities outside Greece (especially the UK and the US). The members of staff involved in its running are doing an excellent job and are able to find creative solutions to some of the problems and limitations inherent in the Higher Education environment in Greece and internationally. The Department, despite being less than two decades old, has made giant strides in all directions (including in the quality of research and artistic work produced) to be considered a significant 'player' internationally in its respective field. Finally, there are robust systems of quality assurance in place that secure the programme's quality and ensure that students have a greatly rewarding experience when studying this programme. In this respect, the EEAP's responses below have been compiled with a view to help improve existing strengths further and ensure that the mechanisms that support the Department are even more clear and visible rather than identify a programme that has

problems. The EEAP would like to thank everyone who participated in the proceedings of this evaluation and accreditation event.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme Compliance

The EEAP is very happy to confirm that the programme complies fully with this principle. Rather than following the suggested structure for the response, the EEAP has decided to provide a response as to how the programme complies with all nine of the points covered by that principle as it has taken into consideration all documents submitted and information provided through the meetings

- a) The EEAP confirms that the structure and organisation of the curriculum is suitable for the programme in Film (integrated master). The EEAP had initially some concerns about the sheer number of modules students had to take per year and the implications in terms of workload for students as well as staff. The members of the Panel were very pleased to find out during the meetings that in 2020 the programme went through a curriculum review, which, among other changes, implemented a decrease in the number of modules that brought the programme more in line with equivalent programmes outside Greece.

The EEAP also saw strong evidence of recommendations from the previous external evaluation report being taken on board (for instance, through the introduction of acting and performance classes), while the addition of Virtual-Augmented Reality as a 9th focal point in the programme (alongside Screenwriting, Direction, Production, Photography, Sound and Music, Editing, Set and Costume Design, History and Theory of Film [and more recently Television]) and the introduction of specialised modules demonstrates the programme's adaptability to developments in the field and the staff's awareness of these developments. One recommendation that emerged through conversations with social stakeholders and employers was for the programme to pay further attention to industry issues, the structure of the market and the business side of film and television. The EEAP was very happy to hear from members of staff that the Department is aware of this issue and has already taken steps to address it through the creation of the Film Office, an initiative that is geared towards preparing students for the industry. At the time of writing this report the webpage for the Film Office was under construction and therefore the EEAP was not able to see more details. Its members, however, are happy to see that the issue is being addressed, while they also suggest that the Department may consider the introduction of a non-credit bearing resource consisting of information about the current film and television market and industry opportunities that students can consult from year one (talks from industry professional, presentations, a list of production and distribution companies, examples of successful productions, links to other online resources, etc.).

- b) The EEAP confirms that the programme is organised around clear learning outcomes at the appropriate level of undergraduate studies as these are determined by the European Education Area and adopted by the National Qualifications Framework for Higher Education. Every module has a clear value in terms of ECTS and has its own learning outcomes that determine the knowledge, skills and abilities that the students will develop upon completion of the module. Furthermore, as Film is an integrated master's programme it also has a compulsory big project in the fifth year (Final Project/Διπλωματική Εργασία) while the total number of credits obtained by students before graduation is 300.
- c) The EEAP confirms that the promotion of quality and effectiveness of teaching is at the core of the programme, with staff using an array of methods to teach the subject at theoretical and practical levels and adopting a student-centred approach in their teaching. The Programme Committee (Επιτροπή Σπουδών) reviews the curriculum regularly, which includes information from module evaluation forms and other formal and informal suggestions by students, and makes decisions about all kinds of curriculum development issues to ensure quality and effectiveness of teaching.
- d) The EEAP confirms that the teaching staff are appropriate for the course and have the relevant qualifications required, whether these are postgraduate research titles and/or professional experience obtained at the highest possible level of film and television production in Greece and internationally. The Department recruits its staff from around the world, which means that staff often come to the programme having had experience in a variety of Higher Educational contexts and understandings of the workings of various film industries. There is also a clear sense of progression with over half of DEP staff being at professor and associate professor rank.

- e) The EEAP confirms that the enhancement of the quality and quantity of the research output (and artistic work) among faculty members is at the core of the department's philosophy. For a relatively new and small department, its members of staff have had successes and distinctions that are often eye-catching and include publications with globally leading publishers and/or in key journals in the field as well as distinctions in major film festivals and other film showcases. They also participate in funded research projects and are greatly adept at creating opportunities within the often limiting environment (in terms of available resources) of the arts and humanities. They are also highly 'extroverted,' with a host of collaborations, partnerships and collective work with scholars and artists from around the world.
- f) The EEAP confirms that teaching and research are linked in increasingly strong ways in the programme, which marks a clear development from the last time the programme was assessed. The strong publication record of the academic staff in the fields of film theory and history as well as television criticism, in tandem with the introduction of new modules that enable an even clearer application of both research practice and findings, shows that the students are increasingly able to experience the benefits of research-informed teaching in the programme. Equally, staff who teach practice modules are also making an effort to highlight experimental approaches in order to showcase research practices, while also increasingly apply research findings to their teaching as the reading lists in such modules testify
- g) The EEAP observed from meetings with social stakeholders and employers that this appears to be a good time in the Greek market as well as the international market, and there is ample demand for highly skilled graduates that are ready to participate in the relevant creative industries. The work of the Department is well in-tune to the demands of the industry. The EEAP also notes that the graduates of this department with the transferable skills they acquire during their studies would be very well qualified to teach art classes in primary and high schools as the competent authority of the ministry has, apparently, confirmed. However, this is not possible currently.
- h) Although the facilities of the Department of Film could be improved, the EEAP has found that within the relatively limited context of a small and new department, the quality of the administrative services, the library and its services as well as the student welfare office are ample. A contributing factor to this is the efficient system of electronic access to information and operations that the university has in place. The quality of the aforementioned services is confirmed not only by way of the evidence provided during the faculty presentations and our meetings with them, but also - perhaps more importantly - by the students themselves.
- i) The EEAP can confirm that, at its request, it received a very comprehensive annual review document that demonstrates the taking place of a thorough annual audit of the quality assurance system of the undergraduate programme, as well as the collaboration of the departmental assembly with the QAU (ΜΟΔΙΠ). In general the impression of the Panel was extremely positive as to the attention paid by the department for its internal evaluation of its curriculum and its internal processes.

As it is clear, the EEAP is very happy to assert that the programme is governed by a very robust approach to issues of quality assurance.

The EEAP would like to end its comments on this principle by encouraging the Ministry of Education to take the appropriate steps in order to accept the graduates of this department into the pool of candidates for art class teachers, as this would be appropriate.

Panel Judgement

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

Panel Recommendations

The EEAP is happy to see the establishment of Film Office as a way of training students on business and industry issues. It also suggests that the Department considers developing a new non-credit bearing resource/repository of information about the industry.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme Compliance

Findings

The EEAP was fully satisfied with the programme's compliance to this principle. The high level of compliance was based on evidence that includes the Quality Indicators sent by HAHE, the Accreditation Proposal prepared by the Department, presentations by the Department Head and other faculty members as well as MODIP administrators, and meetings with the faculty, students (both current and graduates) and external stakeholders.

The EEAP's key findings include:

The observation that the Department of Film is fully in line with the institutional strategy and its aims.

Despite the fact that formally (institutionally), the students do not engage in this process as there is a legal barrier which does not allow the Student Representatives to be a part of the Departmental Council (Γενική Συνέλευση), the Department renders the students' feedback important and is requesting suggestions informally. This was understood during the EEAP's separate meetings with the Faculty and students. Additionally, students are able to provide evaluations of courses, instructors, and Departmental actions electronically via a provided platform (Σύστημα Διαχείρισης Ποιότητας ΜΟ.ΔΙ.Π: <https://qa.auth.gr/student>).

Representatives of external stakeholders informed us that the Department has ‘open ears’ and is welcoming their feedback. There have been occasions where the Department adjusted parts of the curriculum to make the students more competent in the professional market.

The members of the EEAP wish to note the remarkable efforts of the faculty, beyond the compliance with regulations, to provide an effective, meaningful, and smooth educational experience to the students. As an example, we may comment on the notion of student work experience. Because of budget constraints, the Department cannot include it as a normal course in the curriculum with an ECTS allocation that counts towards the completion of the degree; thus, it is offered as an option to students. However, the Department’s faculty members are being rather inventive to implicate external stakeholders (film industry institutions, companies, and individuals) in the process, often relying on good personal/professional relationships with them.

Because of the nature of the undergraduate programme, a substantial part of the teaching faculty does not engage in conventional (scholarly) research that leads to peer-reviewed publications. Rather, this faculty focuses on creative/artistic activities, a fact that has a positive effect on the linkage between teaching and research especially with regards to more specialized courses and electives.

Analysis of judgement

The educational quality and efficiency of curriculums is often measured by the extent to which they fulfil their purpose. The members of the EEAP view very positively the fact that the graduates of the undergraduate programme are considered good professionals in the local film industry and its broader field. This has been stressed during the meetings with the external stakeholders as well as graduates who have entered the professional arena.

The Panel wishes to emphasize the collective approach to the design, amendment, and approval of the undergraduate programme. Surely, the route to doing so is adequately outlined in the institutional regulations and guidelines that are in place. But there is a difference between the mere implementation of regulations and the meaningful and collective approach which is flexible and considers the input of every stakeholder, especially the students. This is what the Department faculty has been doing as is evidenced by the meetings with the various university and Department bodies. The EEAP was pleased to find out that the recent change of the curriculum (2020) involved the reduction of courses from 60 to 46, which also resulted in the more logical and balanced allocation of ECTS. Furthermore, this was done without impeding the nature and unique qualitative aspects of the subject area.

Conclusion

The EEAP was very impressed with the approach of the Department’s stakeholders to the aspects related to this principle. We would like to commend the staff for managing to have in place an ample, flexible, and democratic process of designing, reviewing, and approving programmes.

We would like to complete our comments in this section by proposing to the Ministry that, given the nature of the field of studies that the Department focuses on, which includes a heavy element of ‘hands-on’ courses, there should be a scheme/provision that includes internships (work experience) as a mandatory aspect. We are fully aware that the Programme’s faculty is doing its best (and is being resourceful in doing so) to assure opportunities for work experience. Nevertheless, at the moment this remains an option constrained by a limited budget. The

problem should be amended at the level of the state by securing adequate funding for student internships or amend the law that does not allow voluntary work which is essential for the field.

Panel Judgement

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

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

Panel Recommendations

None

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

In addition :

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

Study Programme Compliance

Findings

The EEAP found the programme substantially compliant to this principle. It reached its verdict by considering all the documents prepared by the Department and sent by HAHE, all the additional material requested and sent to the EEAP and all the meetings that took place on 29 and 30 November 2021.

The EEAP ascertained that the programme is fully compliant on a number of issues relating to student-centred learning, teaching and assessment, including respect for diversity, flexible and efficient modes of course delivery, the use of an array of pedagogical methods, the use of student evaluations to improve teaching quality, the reinforcement of student autonomy (and working within group situations). It is clear that the Department staff put the student first in the learning process and a number of elements in the programme have been organised in such a way to ensure that this is the case.

On the other hand, the EEAP found that assessment can be organised in more student-centred ways and be more consistent across the programme. The EEAP understands the academic and practice modules have different assessment needs and methods but thinks it would be good for the department to audit its practices and develop a more holistic approach to this issue in order to ensure clear marking criteria, consistent use of the marking scale, feedback that can explain how the students can improve, etc.

Analysis of Findings

The Department adheres fully to a number of key elements related to student-centred teaching and learning as they are outlined in the Standards for Quality Accreditation of Undergraduate Programmes document (p. 4). Indeed, it is the EEAP's view that staff individually and the Department as a whole make huge efforts to provide a meaningfully student-centred teaching and learning. This may involve the extensive use of group work in practice-based modules, the Department's speedy and efficient switch to online teaching during the pandemic (that students praised in conversations with EEAP), the annual curriculum development meeting during which modules are updated on the basis of feedback from students (through evaluations and other direct and indirect feedback) and through respect for diversity that is a core aspect of all module design as it is noted in all module design proformas that became available to EEAP. Conversations with staff have revealed to EEAP that they spend much more time with students than what is designated by regulations, while students were very vocal about the support they get from staff, which often goes above and beyond the call of duty.

The Department also has a strong record of academic and other student advising with Study Advisors offering support on issues relating to the shift from secondary to Higher Education, to issues around disability and hardship and more broadly to access to university services. Academic advisors focus more on professional and academic development. The EEAP also found commendable the flexibility the Department has when it comes to students with a learning disability and its ability to arrange different forms of assessment (such as oral examinations). Staff also advise students through the compulsory 'end of studies' module (final project), which is sometimes supervised by two staff and enable students to be exposed to more points of view pertaining to their development as scholars and/or as practitioners before they graduate.

Different modes of delivery and use of pedagogical methods are abound, which is justified by the fact that practice and theory modules tend to invite different approaches, while the EEAP found extremely important the opportunities for hands-on learning in a 'real' environment afforded by the Department's strong relationship with the Thessaloniki Film Festival, with students heavily involved in all aspects of this word-calibre event.

Student module evaluations tell a very good story, and time and again conversations with both students and staff confirmed that these evaluations are taken seriously and when changes are implemented they are after staff have considered recommendations, which can also be informal. Indeed the annual curriculum development programme that took place over 8 meetings and 30+ hours of discussions in March and April 2020 saw a number of very significant changes, including the decrease in the number of modules (with which the EEAP fully agrees) and the introduction of new modules that are more focused in particular areas and give more opportunities for research-informed teaching. As it is clear then the programme is fully compliant on all those issues.

On the other hand, the EEAP identified a number of areas for improvement. It recognises that 'cultural' aspects are quite important for the absence of some practices in the programme that are otherwise important in student-centred learning models in universities abroad, and therefore the EEAP identifies these and makes the relevant recommendations with this proviso in mind. However, as the Standards for Quality Accreditation for Undergraduate Programmes document advises that these issues need to be part of the programme's approach to student-centred teaching and learning, the EEAP recognised that it needs to record the programme as substantially compliant to this criterion.

More specifically, the EEAP identified that: marking criteria are not always explicit and it was not clear that are communicated to the students in advance of their assignments; feedback is not always given in a narrative form and/or with a view to highlight how the mark could have been improved and is not always geared towards showing how a student meets learning outcomes of a module (please note that this does not mean that students do not get detailed and very helpful feedback otherwise both in academic and practical modules); there does not seem to be a culture of moderation or double-marking (with the exception of the final year projects), though we are aware that moderation is not something that is common practice in Greek universities; there seems to be a policy relating to mitigating circumstances but it is not as clear if students understand what counts as mitigating circumstances; and there also seems to be a policy on how complaints (which can be both individual or collective) are dealt with but again the information as to how solutions can be reached and whether the student has options to appeals are not clearly communicated (perhaps these kinds of regulations are centrally available but it would be good to be easily accessible for students).

As noted above, the EEAP understands that certain aspects such as the lack of culture of moderation is endemic in the Greek education system more broadly, while we are fully aware that an extreme degree of homogenous and consistent practices might not be possible in a department that does both theory and practice. In this respect, the recommendation we make below is not for the Department to adopt all or some of the practices we identified but to audit its existing practices and develop a policy whereby particular aspects are clearly articulated to the students.

Conclusion

The programme is characterised by a highly student-centred approach to teaching and learning and an approach to assessment that would benefit from a more consistent practice that should also be more clearly communicated to the students so that they are aware of what they have to do in advance to meet the modules' learning outcomes and to have a clear understanding of how to deal with particular issues pertaining to assessment.

Assessment, including examination is clear for each module and published in advance. Module guides explain what is being assessed and how.

Panel Judgement

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

Panel Recommendations

The EEAP invites the Department to audit the range and nature of its assessment practices and develop as much as possible a consistent approach that could be characterised by some or all of the following:

- development of marking criteria that are mapped on the modules' learning outcomes;
- communication of such criteria at the beginning of each module before assessment starts;
- the development of a scoresheet which could include space for narrative feedback, depending of the nature of the assignment;
- moderation practices that could help with ensuring that work is always marked fairly and consistently;
- more visibility and better accessibility of guidelines in terms of what constitutes mitigating circumstances and how they are addressed;
- more visibility and better accessibility of the department's policy on how assignments from students with learning disabilities can be assessed;
- more visibility and better accessibility of a policy about complaints, with information about appeals procedures.

The EEAP also suggests that the Department considers the appointment of an Assessment Officer whose role would be to oversee any systematisation of practices/introduction of new mechanisms and therefore to be able to advise staff and students about issues relating to these.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme Compliance

Findings

The EEAP was fully satisfied with the programme's compliance to this principle. The high level of compliance was based on evidence that includes the Quality Indicators sent by HAHE, the Accreditation Proposal prepared by the Department, presentations by the Department Head and other faculty members as well as MODIP administrators, and meetings with the faculty, students (both current and graduates) and external stakeholders.

The Panel's key findings include:

The Department has a scheme in place titled System of Management of Qualitative Data ('Σύστημα Διαχείρισης Ποιότητας'), which regularly collects information regarding student progression. This scheme operates under the auspices and guidance of the Quality Assurance Unit (MO.DI.P.) of Aristotle University of Thessaloniki. The gathered information for the period 2015-2019 has been published and was made available to the Panel for reviewing. The collected data may be divided in three broad sections that include:

Section I - General information, Structure & Organization (for the period under review)

- Structure and organization of studies
- E-class
- Internship
- Participation of students in the formation of the Design of Study Guide & Regulations ('ΠΠΣ')

Section II - Student Data (for the period under review)

- Admissions data
- Student population
- Student mobility
- Number of graduated students
- Graduated students - grade distribution and statistics

- Graduated students - the number of students employed in their field as well as the time between graduation and employment

Section III - Faculty data (*for the period under review*)

- Number of teaching personnel: i) Teaching and Research Faculty (TRF, μέλη ΔΕΠ) from within the Department, ii) TRF from other Departments, iii) part-time faculty (εξωτερικοί συνεργάτες)

Additionally, section 7 (Information Management) of the Proposal of Academic Accreditation of the Department's undergraduate programme (B1, 'Πρόταση Ακαδημαϊκής Πιστοποίησης Προγράμματος Προπτυχιακών Σπουδών') provides detailed information with regards to how the Department provides tools, and gathers/manages data relevant to the prompt operation of academic, scholarly, and student life activities.

Processes, as per the state laws and regulations governing all the aspects of students' experience from admission to graduation are in place and they are properly displayed on the Department's website. These include references to:

- Studies: Regulation of undergraduate study; Study Guide; courses (semester by semester breakdown that includes information about instructors, weekly hours and ECTS allocation); e-learning (providing a variety of electronic educational tools to enrich and enhance the teaching process and experience); comprehensive information about the Diploma Thesis; qualifying exams ; internship; integrated master
- Student Life: e-University Services; Department of Film website; Survival Kit AUTH which is comprehensive and provides important information about accommodation, general advising, psychological support, scholarships, the Department secretarial support; university gym; student life; learning foreign languages; transportation within/around the university campuses as well as around the city; e-university platforms that accommodate library services and allow students to manage course registration, request documents, and monitor their grades;
- Faculty
- News
- Useful links
- Contacts

Furthermore, the Proposal of Academic Accreditation of the Department's undergraduate programme (B1, 'Πρόταση Ακαδημαϊκής Πιστοποίησης Προγράμματος Προπτυχιακών Σπουδών') reveals, beyond the description of the relevant available mechanisms and tools, the Department's clear intention to provide a smooth and meaningful student experience from the moment of admission to the moment of graduation, and even beyond. The particular document states: the Department's Policy of Assuring Quality (section 1); the Design and Approval of the Programmes of Study (section 2); Student-centric Education, Teaching and Evaluation (section 3); Student Admission, Stages of Study, Degree Recognition and Diploma Completion (section 4); Teaching Personnel (section 5); Educational Resources and Student Support (section 6).

The members of the EEAP wish to direct attention to two parameters relating to students' progression that have a negative impact on the way the Department operates:

- The Department's students are accepted into the undergraduate programme by way of the annual 'flat' Pan-Hellenic general exams and not by specialised exams that reflect the unique nature of the subject area
- The relatively extensive number of stagnant students ('λιμνάζοντες φοιτητές'), a diachronic issue of the Greek tertiary education

The EEAP understand fully that the above two parameters are not a result of any shortcomings on the part of the Department of Film whatsoever. This is a result of state policy solely, and that is the reason we find the Department and its undergraduate programme fully compliant.

Analysis of judgement

The EEAP gladly confirms that the processes governing student admission, progression, recognition and certification are in place. The institution implements fully the state laws that refer to tertiary education and has formed internal study regulations (taking into consideration the unique nature of the offered programmes of study) that cover all aspects of the students' experience from admission to graduation. These are displayed fully and clearly on the Department's website.

Conclusion

The EEAP was very impressed with the responses of the Department of Film to the challenges governing the prompt implementation of the provisions of Principle 4. The particular endeavor is vast, and the academic and administrative staff of the Department and university are commendable.

Panel Judgement

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

Panel Recommendations

The students are accepted into the undergraduate programme by way of the annual Pan-Hellenic general exams. This rather 'flat' process does not take into account the specialised nature of the specific programme and the necessity for the entrance examination to adapt to this. It is a worldwide custom to test the students in subjects relevant to the nature of the offered programme. The Panel notes this inconsistency and believes strongly that it should be amended.

Principle 5: Teaching Staff

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

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

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that 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.*

Study Programme Compliance

Findings

The EEAP was fully satisfied with the programme's compliance to this criterion. It reached this decision by taking into consideration the Quality Indicators sent by HAHE, the Accreditation Proposal prepared by the Department, a presentation made by the chair of OMEA, a presentation with all staff members bio details provided as additional documentation by MODIP, conversations with staff, conversations with students and conversation with MODIP and OMEA members. Its key findings include: that the Departments follows clear guidelines for recruitment, progression and mobility; that staff have repeatedly achieved success in terms of research and artistic work internationally, despite a very disadvantageous staff-student ratio; that they take opportunities to collaborate internationally; that they use their research and aspects of their artistic work as part of their teaching practices and that they are aware of new technologies related to teaching and are able to adopt and utilise them efficiently.

Analysis of judgement

As a department in a state-funded university, the Department of Film adheres to clear guidelines and regulations as these are provided by the Ministry. This means that it recruits when the ministry approves a new position and then due process is followed. Conversations with staff demonstrated that recruitment is not only limited to the Greek market, with staff having moved to the Department from Australia, the US and France. All DEP members are suitably qualified for their posts. The students' evaluations confirm that they are excellent teachers while an impressive list of publications, awards and other distinctions shows without doubt that they are contributing fully to research and/or major artistic work.

Indicatively, Professor Thanouli's recent book *Film and History: A Tale of Two Disciplines* (2018), published by the globally leading academic publisher Bloomsbury Academic was an "outstanding academic title" for that year by *Choice*, the Association of College and Research Libraries' publication unit, while Kostas Kefalas who teaches Production has been involved as production manager in internationally released Greek films such as *Monday* (2020) and foreign

TV shows such as *The Little Drummer Girl* (2018). Furthermore, staff have been part of many international collaborations (for instance Dr Kaklamanidou has published three edited collections with State University of New York professor Margaret Tally) and participated in funded projects (Dr Nefeli Dimitriadi in a project involving University Paris 8 and partners from the Netherlands and Italy).

Behind these headlines there is a very substantial volume and quality of research output and artistic work. Indeed the EEAP was impressed by the amount of monographs, textbooks, edited collections (in collaboration with scholars internationally), journal articles, book chapters in collections (both in English and in Greek) by DEP, EEP and EDIP staff, while equally there is a whole host of international distinctions for single or collective works and participation in projects around the world for staff teaching practice modules. There is also awareness about increasing participation in and single running of funded research programmes. The EEAP is very aware that the opportunities in arts and humanities are very few in Greece and internationally.

These are impressive credentials for a small department, more so when one considers that they take place as part of a workload that involves a very disadvantageous staff-student ratio. According to the Quality Indicators for 2019-2020 (p. 9) provided by HAHE, the ratio between DEP staff and actively registered students ($n + 2$) was a remarkably high 1:40, 64, when research intensive institutions in the UK are aiming for a ratio of around 1:15. And even though two years later the EEAP was told that the ratio has been brought further down to approximately 1:30, 60, this remains very high for an institution that wants to compete internationally.

The Department staff make the most of opportunities they are given for professional development within the context of Higher Education in Greece. This includes applying for research leave every 3 years, seeking opportunities for collaboration with staff in other departments in the School of the Arts and beyond, participating in research and artistic programmes, participating in conferences, collaborating with universities abroad through the use of staff mobility; utilising the Department's increasingly strong links with the Thessaloniki Film Festival, and others. It is clear to the EEAP that staff make the most of what is available to them and regularly create opportunities themselves. Indeed, if further funding for research and especially a further reduced staff-student ratio through new appointments and a reduced annual intake of students were to be achieved, the Department's staff would have the potential to make an even stronger mark in research and artistic work internationally.

Although the majority of the modules taught are broadly conceived (Film Theory 1 - 7, Screenplay 1-8, etc.), there are important opportunities for research to inform teaching. These opportunities have been enhanced after the curriculum redevelopment in 2019-20, with new modules on affect, on the holocaust and memory, on children and cinema and on virtual reality (among others) becoming strong vehicles for research-informed teaching. But even the more established core modules, taught by film and television theorists and historians, provide opportunities for research-informed teaching, given that DEP members have published important work with reputable international publishers and draw upon them in particular sessions. Furthermore, conversations with staff revealed that even in practice modules staff seemed to be more aware of the need to link teaching to research questions or to experiment with techniques that often produce interesting new results, showing an improvement on that front from the previous time the Film programme was reviewed.

The use of new technologies for teaching is at the core of the programme, whether it is through new software and equipment for the practice courses (to the extent that budgets allow it), with staff following news about developments in technology, but also more broadly, especially as the pandemic brought new needs for a robust virtual environment. Conversations with students and staff revealed that everything moved online with great speed and success as the pandemic stopped face to face teaching and that no hours of teaching were lost, with students also acknowledging how creatively the virtual learning environment has often been utilised. Equally, innovation in teaching comes through staff awareness of new developments in the field and new ways to teach about them and incorporate them in the curriculum.

One suggestion that could take this further is the establishment of a teaching training officer who could organise in collaboration with other departments in the School of the Arts or AUTH more broadly seminars and classes about new developments in pedagogy. Staff often do this on their own accord but if it is formalised and institutionalised it will bring further advantages.

Finally, conversations with staff demonstrated that they are fully aware of quality assurance processes in all aspects of their work, with all the paperwork we have seen confirming this.

Conclusion

The EEAP was very impressed with most aspects related to this principle and would like to commend staff for managing to achieve the distinctions they have achieved within the limitations of a disadvantageous staff-student ratio and decreasing commitment of funds for arts and humanities projects.

The EEAP would like to recommend to the Ministry to make an effort to decrease the staff-student ratio by at least one third in order to enable staff to have more time to conduct research. DEP members need to increase from 18 to at least 21 or the numbers of enrolled students annually need to decrease substantially (the Department has asked for a cohort of 30 students but they tend to get around 80 plus students from placement examples).

This recommendation has been made with a view to make staff's workload more manageable in order to be able to continue their excellent work and achieve even higher distinctions.

Panel Judgement

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

Panel Recommendations

The EEAP recommends that centrally organised seminars relating to pedagogy and new teaching methods will help institutionalise and formalise developments in the Department about adopting new teaching methods and techniques.

Principle 6: Learning Resources and Student Support

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

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

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

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

Study Programme Compliance

Findings

The EEAP found the programme fully compliant with Principle 6. Based on documents provided by HAHE, especially the previous External Evaluation Report, documents provided by the Department through HAHE (Accreditation proposal, Programme Guide, Targets for Improving Quality), material provided through presentations by the Head of Department and the OMEA Chair, videos of the Department's facilities that were sent to the EEAP in advance of the event and conversations with teaching, administrative, technical and support staff, as well as students, graduates and the Department's partners, the EEAP was very happy to see that the programme is fully compliant. The EEAP's key findings were that the level of support and resources available are adequate, despite the lack of funding and other long-term problems such as the main building which is not located in the University campus. The EEAP saw strong evidence of resources being managed well and often creatively in order to ensure the smooth running of the programme, while administrative staff have been praised by students and staff for their commitment to this objective.

Analysis of Findings

Although the Department's budget remains small, the EEAP found commendable staff's efforts to manage it well and were impressed with certain initiatives to improve the Department's finances as well as to secure resources in kind. In terms of the latter, we would like to highlight the Department's agreement with Northwestern University in the USA for the creation of a prestigious research collection about film and Holocaust in the Department. The library continues to increase its holdings, both in terms of physical copies and in terms of digital ones. Issues raised in the previous external report about the library have been resolved (including the hiring of a full time Librarian and the extension of the opening hours of the library), while students also confirmed they were very happy with the availability and accessibility of resources, including the technical equipment.

But it is the Department's great-looking English language fee-paying master's programme in Film and Television that is proving a game changer as the Department can use part of the fees to enhance numerous areas covered by this report. The invitation of world renowned scholars as resident teachers and/or guest speakers has increased the Department's visibility outside Greece substantially, while also offering students opportunities to engage with global leaders in the field. The EEAP thinks that this initiative will have even greater impact in the future when the end of the pandemic should make such residencies easier.

Beyond that, the Panel was impressed by the ways in which staff have made the most of the venue in which the department is housed. The academic modules are taking place in adequately equipped rooms with projection facilities and places for students to work. The practice modules are also delivered in satisfactory facilities, with students again raising no dissatisfaction with their learning environment. The EEAP understands that steps are being taken for the Department to be moved to a different building, although it also notes that this has been a long-term issue, the resolution of which is not in the hands of the Department.

The EEAP was also very happy to see that the equipment available is of a very good standard. Although there is always space for improvement, especially as media making technology develops at a rapid speed, conversations with staff teaching production and technical support staff confirmed that the existing technology is satisfactory for the needs of the programme. Furthermore, conversation with students confirmed the availability and accessibility of technical equipment at all times, even during busy assessment periods, which is a really impressive feat as the EEAP's experience in universities abroad is that the technology is almost never sufficient to cover all students' needs. The Department should really be commended about this issue.

The budget for academic sources is small (1000 Euros per year) but again it seems to be administered well, with the number of books increasing since the last report and key databases like JSTOR being available for students. However, the majority of the resource budget goes to cover technical equipment and other infrastructure.

The Department benefits from an excellent administrative and technical support team, with staff praising both the long term Head of the Secretariat and the Department's technician and students also commending on how well they are supported by the technician.

This positive experience in terms of level of support was also conveyed through conversations with the Department's graduates who confirmed that they received great support during their studies and who are delighted to come back to the Department and connect with current cohorts, acting as links for the latter's efforts to secure graduate jobs. Although there does not seem to be a formalised alumni association at Department level, there is a sense that the Department's graduates remain connected to it.

Finally, the Department's partners, which include production and post-production companies, the Thessaloniki Film Festival, the National Centre for Audiovisual Media (EKOME) and others provide an impressive array of opportunities for placements and practical experience as well as broader support through initiatives they organise with the Department. Recent agreements with the Thessaloniki Film Festival and EKOME for a series of student-centred initiatives will provide further opportunities for the students.

Finally, EEAP would like to commend the existence of standard benefits to students such as housing benefit, subsistence and book provision.

Conclusion

EEAP is very happy to conclude that, by and large, resources are appropriate, adequate and accessible, that students are informed about the services available to them, and that there is a great effort, often concerted but at times individualised, to improve services and opportunities through good management of resources, agreements with other organisations, use of the alumni and the department's partners. Some of this level of support extends to the few international/Erasmus students who come to the Department every year with mobility programmes.

Panel Judgement

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

Panel Recommendations

The EEAP understood that there are centrally developed alumni associations while the Department's website features an alumni page that is populated with announcements. It recommends that the Department gets involved more actively with this alumni association as well as with the University's service in order to track its alumni in more detail and therefore is able to utilise its graduates further in terms of providing opportunities for its current cohorts.

Principle 7: Information Management

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

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

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

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

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

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

Study Programme Compliance

Findings

The EEAP found the programme fully compliant with this principle. It reached this verdict through consulting a series of documents sent by HAHE (Quality Indicators 2015-16 to 2019-20; the previous external evaluation report), through documents sent by the Department via HAHE (Programme Guide, Accreditation Proposal, Student Evaluations, Digital Services), through documents requested by EEAP after the first day's meetings and provided by MODIP (Annual Review for 2019-20), through a presentation by OMEA chair during a meeting on Monday 29 November, through a presentation about career paths for graduates that was also sent by MODIP on Monday 29 November and also and through conversations with staff and administrative officers (Head of Secretariat). The EEAP was very happy with the overall picture it got about Information Management, both in terms of what was conveyed through the paperwork in advance of the accreditation event and during the meetings. As noted under Principle 6, the Department and programme benefits from the presence of the Head of Secretariat who has been assigned to the Department from the start and therefore has great historical knowledge of information pertaining to the Department as well as the relevant administrative knowledge needed to manage and process such information.

Analysis of findings

The Quality Indicators suggest an upwards trajectory in a number of key areas relating to the Department (promotion of women scholars, number of postgraduate programmes, volume of research etc.), despite the fact that the number of students continues to increase as a relatively small percentage of students graduates in the optimum 5-year duration of the programme.

Indeed, one of the key findings we would like to note is how the Department used information management in order to increase graduate numbers. Looking at existing data, it identified

student progression issues and, through a very successful campaign to address these issues that included the administering of questionnaires, it managed to double the number of students completing their studies from 2019-20 to 2020-21. According to data shown to EEAP during a presentation by the OMEA chair, this made Film the most successful programme at AUTH in terms of percentage of students reaching graduation in the given year.

The EEAP also reviewed detailed student evaluation questionnaires, which showcased without doubt that a percentage of about 80% of the students are very satisfied with the course more broadly and individual modules more specifically. As we also noted under Principle 6, conversation with students confirmed their satisfaction both with the programme and individual modules, while also praising the commitment of staff who often went beyond the call of duty to support the students.

The EEAP was also given very precise numbers in terms of the Department's student population year on year as part of the information included in the Quality Indicators documents that covers such diverse issues as gender statistics, graduation percentages, percentages of enrolled students at various stages in their studies, staff-student ratios, Erasmus statistics, etc. Once again, it is the impression of the EEAP that there is a robust Information Management system in place and that it is utilised well in order to supply the Department with reliable data, which can help the Department take well-founded decisions about the programme, the support of students, etc.

One area that we were not clear is whether graduates are being tracked in terms of their career paths. Conversations with staff revealed that there are some central services and offices that have been recently established for that reason so it would be good to know if these have been tracking graduates since 2010 (when the first cohort graduated) and the extent to which any such information is shared with the Department.

As noted already under Principle 6, the Department benefits from having the same person handling certain information management issues from the beginning of the Department's life, and more recently becoming the main secretary in that area. This kind of continuity is invaluable both because the relevant person is familiar with process, software, and understands broader university procedures but also because the Secretary understands the Department in a more qualitative manner, while also building relations with the teaching staff that help in the smooth functioning of the Department overall.

Finally, one aspect that we would like to recommend that is examined is the data available through Facebook groups which, the EEAP has seen, is used a lot for aspects of teaching and learning. The groups are closed and conversations with students revealed that they tend to be used informally rather than formally. However, the EEAP thinks that it is important in a GDPR sensitive world that such Facebook use is monitored both to ensure that sensitive data is not circulating outside the group and to see what kind of issues they may reveal for information management.

Conclusion

The EEAP was very impressed with the Information Management mechanisms in existence and would like to congratulate the Department for using data to target progression issues and achieve such a great result in terms of helping students graduate in 2020-21.

Panel Judgement

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

Panel Recommendations

1. The EEAP recommends to the Department to contact the University alumni services to ascertain the level of tracking of its graduates post 2010 and to seek an arrangement whereby any such data will be passed on to the Department to cultivate further relationships with its graduates.
2. The EEAP recommends to the Department to seek advice from the University' data management services about GDPR and the use of Facebook by students and determine the extent to which data from such use can be quantified and used alongside data from more formal university and department services.

Principle 8: Public Information

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

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

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

Study Programme Compliance

Findings

The EEAP finds that the Department is fully compliant in the way that public information is managed. It has reached this decision by consulting the website, the press releases sent by the Department via HAHE and various embedded links in the Accreditation Proposal and the Programme Guide.

Analysis of Findings

The EEAP has noted with great satisfaction that the quality and information included in the online presence, via the website, of the Department is not only adequate but also alluring for prospective students.

The informal Facebook group of the Department appears to be functioning and its role appears to be the rallying of the students for particular events.

There is a small number of press releases that the Panel has seen but noted that there is a lot more information about conferences and other events on the Department's website.

The EEAP notes with interest that a variety of E-learning resources (such as Dropbox, Zoom, e-learning and other) are adequately used and that during the pandemic students had access to education services, in some cases to a greater extent than before (especially students who are working or are resident of other cities). More than half the courses have a full e-learning presence and the curriculum was adequately delivered during the pandemic.

Unfortunately due to the ministerial guidelines no distance learning is encouraged currently, which cancels the efforts that have been made during the pandemic, with occasionally strong positive outcomes. Though there is a great benefit from live lessons, we should not 'throw out the baby with the bathwater' and avoid the opportunity for hybrid lessons that allows a greater flexibility and a greater attendance by students that would otherwise miss the lectures. Moreover, the hybrid model allows for the easier arrangement of international guest lecturers who can enhance the existing provision.

Conclusions

The EEAP finds that there has been a great improvement in the way public information is managed and encourages the department to continue its efforts in this field. This is a joint effort that needs participation from all stakeholders, including the University and the Ministry of Education.

The EEAP also recommends to the Ministry to consider a hybrid use of current resources and an overall upgrade of the online resources so as to support students who cannot attend, speed up the process of degree completion and encourage the internationalization of the curriculum.

Panel Judgement

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

Panel Recommendations

1. The EEAP feels that communications could perhaps be augmented with more online or traditional media press releases in order to engage with its stakeholders and the local community.
2. The EEAP encourages the Department to enrich the website with guidelines on reporting abuse, mitigating circumstances and other types of support for every student. Information on privacy and data management issues (GDPR) again should be included in the website.
3. The EEAP suggests that the University data protection officer should perhaps prepare some pages that should be linked and or integrated into the various departmental websites.

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

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

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

The above comprise the evaluation of:

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

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

Study Programme Compliance

Findings

The EEAP finds the Department fully compliant as regards the ongoing monitoring and the periodic internal review of its programmes. It reached this decision by consulting the presentation by OMEA's chair, the Accreditation proposal, the Quality Indicators, the Annual monitoring document that was sent to EEAP by MODIP and conversations with members of MODIP and OMEA.

Analysis of Findings

The EEAP notes with satisfaction that there is an annual review of the academic programme in which some student representatives (although unofficial) participate. This is a good practice that the Panel wishes to encourage.

It has clearly transpired that the Department consults frequently with industry leaders but is also on an individual basis well connected to the market and has been regularly making adjustments to the curriculum but also created good opportunities for student experience and networking.

The EEAP continues to consider the staff/student workload quite heavy, given the number of modules taught and the way that the ECTS credits are apportioned. This is a symptom of the entire Greek university system and not something that the Department has the power to change on its own. The Department makes an annual review of the curriculum where these issues are discussed as is appropriate.

Students, as mentioned in other sections, have particularly laudatory remarks for the efforts of the department to educate them as well as the opportunities given to them. They are frequently consulted on all matters, even though the students' formal representation remains an issue.

Conclusions

The EEAP notes with great satisfaction that the important stakeholders in the success of the department's programmes are fully engaged regularly and that the department makes a serious effort to implement robust checks and reviewing procedures for the continuous improvement of its programmes.

Panel Judgement

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

Panel Recommendations

None

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme Compliance

Findings

The EEAP finds that the previous external evaluation of the programme was taken seriously and that most of its recommendations were taken on board by the time of this evaluation and despite the short time frame between the two. The EEAP reached its findings by consulting the previous review of the programme, the discussion with the members of the faculty, the Quality Assurance representatives as well as receiving (after a relevant request) the new programme of studies that has been put together as a reaction to the previous review process.

Analysis of Findings

The previous evaluation took place in 2016 and several of the issues raised by it have been addressed. The most important action taken was the full reform of the programme of studies after painstaking meetings with members of staff and stakeholders. A new programme of studies is ready and is going to be implemented next year. The Panel has been given the new programme of studies but reserves its own opinion as it has not yet been tested by the students, and it is impossible therefore to form a full opinion.

Conclusions

The EEAP is satisfied that the department is indeed seriously considering the external evaluation of its programmes and has set its own regular consultations with stakeholders to strengthen and improve its programmes.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

- The efforts of the faculty to go beyond institutional laws and regulations and/or to overcome budgetary constraints in order to enhance the quality of the learning process.
- The very good status of several faculty members in the local and international professional environment, which has resulted in close relationships between these faculty members and important external stakeholders. In turn, this connection enhances the student's educational experience and creates a professional opportunities for the Programme's graduates.
- The Department's ability to include students' feedback in curriculum review matters through both formal (module evaluation forms) and informal means (individual and collective recommendations) that demonstrates great flexibility and an ability to go past the issue of students not participating in the Department Council.
- The Department's 'open ears' to recommendations made by alumni and stakeholders about curriculum development.
- The Department's great awareness of issues relating to learning disabilities and assessment and its flexibility in terms of arranging alternative or mixed assessment methods.
- The increasingly strong relationship between the Thessaloniki Film Festival and the Department and the opportunities afforded by the former to the latter's students to participate every year and have opportunities for hands-on learning in an 'authentic' environment, with teaching during the weeks of the festival integrated to it.
- The 'extroverted' nature of the Department's staff and their ability to create opportunities for collaborations both in terms of research and artistic work, especially with international partners.
- As a very particular and impressive example of this 'extroversion' the EEAP cites the agreement with Northwestern, a leading US university, to create a research database relating to film and the Holocaust based in the Department.
- The great speed and efficiency with which they adopted e-learning, especially during the pandemic, with both staff and students highlighting this as a major achievement of the Department, something with which the EEAP concurs.
- The Department's use of a percentage of its master's fees to supplement its budget and its use to invite globally renowned scholars and filmmakers as speakers and resident professors.
- The extremely well-managed technical equipment that enables students to have instant access to it, even during busy assessment periods.

- Although seemingly not well formalised, the Department has strong relationships with its graduates who are happy to return to the Department for various events (including this accreditation event) and link with current cohorts.
- A long-serving Head of Secretariat who is able to oversee and enhance information management.
- The use of information management to increase the number of students reaching graduation during the pandemic.
- The use of free software (Dropbox, Zoom) and social media (Facebook) to enhance the virtual learning environment.
- The annual curriculum review which often takes several meetings and hours of discussion before reaching decisions about module and programme changes.

II. Areas of Weakness

- The student selection process: students who would like to pursue film studies at Aristotle University take the general Pan-Hellenic entrance examinations, and not specialised (adapted to the nature of the field) exams.
- The fact that, because of budget constraints, internship remains an option and is not mandatory for all students.
- The lack of visibility and easy accessibility for students of information and/or policies about mitigating circumstances, complaints and other procedural issues. These may be available through the “I need advice” links on the website but they could be more visible.
- The staff-student ratio which is more than double and close to triple (in 2019-20) compared to what is optimum in research intensive institutions.
- The absence of a comprehensive policy about marking and feedback.
- The Department’s housing away from the main campus and the relative lack of opportunities of its students to get into contact with other students.

III. Recommendations for Follow-up Actions

- Keep lobbying the Ministry to accept the graduates of this Department into the pool of candidates for art class teachers, as this would be appropriate.
- Consider the introduction of a resource on film business/industry to complement the Film Office initiative.

- Keep lobbying the Ministry to provide more funding for internships or to amend the law that does not allow for voluntary work.
- Audit the range of assessment practices and develop as much as possible a consistent approach (that does however take into consideration the needs of a programme that is both theory and practice driven) to marking and feedback.
- Ensure that existing policies and information on procedural aspects are clearly highlighted and easily accessible (mostly in the Department's website).
- Consider appointing an Assessment Officer whose role would be to oversee any systematisation of practices/introduction of new mechanisms and therefore to be able to advise staff and students about issues relating to these.
- Consider lobbying the Ministry about the inclusion of a specialist subject as part of the Pan-Hellenic exams for entry into the programme.
- Keep lobbying the Ministry to make more DEP jobs available and/or reduce the number of enrolled students annually.
- Explore the possibility of organising bespoke seminars about pedagogy with other colleagues at AUTH to ensure you are aware of new teaching methods.
- Get involved more with tracking your alumni with a view to have more opportunities of connecting your graduates to the current cohorts.
- Get advice from the University's data management office about GDPR training and ways through which you can quantify and utilise student related data from their use of social media.
- Engage more with your stakeholders and the local community through online or traditional media press releases.
- Follow developments about the extent to which online and hybrid teaching models that were introduced during the pandemic can be used further with a view to help currently inactive students finish their degrees through distance learning.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 7, 8, 9 and 10**

The Principles where substantial compliance has been achieved are: **3**

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

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

Overall Judgement	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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University of Liverpool, United Kingdom
2. **Dr Vasilis Kallis**,
University of Nicosia, Cyprus
3. **Dr Evangelos Kyriakidis**,
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