



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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**Accreditation Report**  
**for the Postgraduate Study Programme of:**  
Applied - Clinical Sociology and Art

Department: Sociology

Institution: University of the Aegean

Date: 07/01/2025



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of  
the Postgraduate Study Programme of **Applied - Clinical Sociology and  
Art** of the **University of the Aegean** for the purposes of granting  
accreditation

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

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

The Panel responsible for the Accreditation Review of the postgraduate study programme of Applied - Clinical Sociology and Art of the **University of the Aegean** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Papakostas Apostolis (Chair)  
(Södertörn University)
  
2. Karakasidou Anastasia  
Wellesley College
  
3. Moennig Ulrich  
Institut für Griechische und Lateinische Philologie, Fachbereich Sprache, Literatur,  
Medien II, Fakultät für Geisteswissenschaften, Universität Hamburg
  
4. Scafuro Adele  
Brown University
  
5. Rapsomatiotis Aristeidis  
University of the Peloponnese

## II. Review Procedure and Documentation

In reviewing the inter-university Postgraduate Study Programme of “Applied - Clinical Sociology and Art” of the School of Social Sciences of the University of the Aegean and the University of Western Macedonia the External Evaluation and Accreditation Panel comprised of five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020.

The content of the Panel, as described in the Guidelines for the Members of EEAP, is:

- to establish whether the data provided from the various resources is consistent among one another and reflect the actual situation.
- identify strengths and areas of weakness.
- engage in a constructive dialogue with the Institution, leading to reflection and continuous enhancement of the study programme.

Following a well-prepared schedule provided by HAHE, the Panel held several separate interactive virtual (by electronic means, ZOOM) meetings and visits for two days as follows:

On Monday, 09/12/2024, the following virtual meetings took place:

- with the Head of the School
- the Head of the hosting Department
- with the Director of the Programme
- with MODIP members and staff, and Steering Committees/OMEA members
- an online tour of virtual classrooms, online platforms, and other facilities related to the Programme. The online tour was followed by a discussion about the facilities in which teaching and administrative staff participated.

On Thursday, 12/12/2024, the following virtual meetings took place:

- with teaching staff of the Programme from both Universities
- with students and alumni of the Programme
- with employers and social partners of the private and public sector
- meeting with the President of MODIP, the Head of the School, the Director of the Programme, members and staff of MODIP, and members of Steering Committees/OMEA members.

During the virtual meetings mentioned above, the Panel had the opportunity to meet, talk, and interact with all the participants of all meetings. All the participants were encouraged to express their views and talk freely about their overall learning experience. They welcomed

the opportunity to talk to the Panel and to voice their views. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. All the meetings included presentations, discussions, and question-and-answer sessions. During the last meeting the Panel made an informal presentation of some initial key findings.

The internal evaluation report and other extensive material were made available to the Panel electronically in advance through HAHE. More information and materials were made available during the meetings.

The Department worked diligently in preparing the internal evaluation report and other relevant materials and organizing and hosting the virtual meetings. It is the feeling of the Panel that the Department has performed an excellent job throughout the internal evaluation process and that the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. The Panel wishes to express its thanks and appreciation to the Department and the University administration for their co- operation and professionalism.

This Accreditation Report is based on information collected and views expressed during the virtual meetings and on information contained in the internal evaluation report and other documents submitted before and during the virtual meetings.

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

The inter-university Postgraduate Study Programme “Applied - Clinical Sociology and Art” started in 2017. The Postgraduate Studies Program lasts 3 semesters.

Specifically, the Postgraduate Programme aims to:

- teach students in conducting social research using Art as a methodological device.
- explore intervention methods based in Sociology and Arts
- explore knowledge in managing social conflicts.
- encourage students to become involved in original action research to empower precarious and invisible social groups.
- make social problems visible by exploring Arts as a method of intervention.

During the two first semesters the Programme is structured in eight courses, compulsory for all students. A mandatory thesis (20 ECTS) will be authored and defended during the third semester. A research field practice is included (10 ECTS).

The fee for the whole Programme is 2 300 Euros. About 20 students are enrolled annually. This innovative Programme is path-breaking in the Greek academic field, and it is supported by academic staff from the cooperating Departments. All teaching staff are Ph.D. holders who are active scholars and researchers in diverse areas of Sociology and Arts.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

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

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

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

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

#### **Documentation**

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

#### **Study Programme Compliance**

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

The Department of Sociology, as the leading of the two departments involved, cooperates with MODIP (QAU) to align the Quality Policy of the PSP in Applied - Clinical Sociology and Art with the Quality Policy of the University of the Aegean. The Quality Assurance Policy involves the participation of teaching, administrative, and research staff, supporting the academic, scientific, artistic, and research orientation of the program while ensuring high-quality educational outcomes at a specialized level. Relevant committees include the Internal Evaluation Group

(OMEA) consisting of faculty members and the Steering Committee (SE). The implementation of the quality policy entails the following processes: 1) continuous staffing with qualified teaching personnel according to the needs of the PSP; 2) regular evaluation processes for the teaching staff; 3) promotion of research quality and artistic work; 4) engagement with relevant networks; 5) ongoing review of the curriculum to assess its structural suitability, along with the continuous collection of student feedback and the implementation of results; 6) monitoring changing conditions and adapting the curriculum accordingly; 7) aiming for societal impact through cooperation with social sector entities; 8) monitoring job market demands and adapting the PSP to meet relevant needs; 9) leveraging recommendations from external evaluations; 10) ongoing enhancement of electronic services and support measures for teaching staff and students; 11) careful management of financial resources derived from tuition fees. The achievement of strategic goals will be assessed based on specific indicators, including student satisfaction, graduation rates, and research output, among others.

**II. Analysis**

The pursuit of learning outcomes and qualifications was found to be in accordance with the European and National Qualifications Framework for Higher Education at level 7. The teaching staff was deemed appropriately qualified and actively engaged in both research and artistic activities, respectively, and the delivered curriculum reflects current developments in the field. The Quality Assurance Policy (QAP) is evaluated internally and by students who complete relevant questionnaires. The results of these questionnaires are properly analyzed, and the findings are taken into consideration.

**III. Conclusions**

The Quality Assurance Policy is highly effective, featuring appropriate quality goals that align with the institution's Quality Assurance Policy (QAP). The teaching team of the PSP demonstrates full compliance and fosters a well-established system of evaluation that supports the achievement of the program's objectives. The connections with the local community and relevant institutions are substantial. Financial resources appear to be allocated effectively. All teaching staff are well-qualified, actively engaged in research and artistic production, and effectively incorporate research into their teaching practices.

**Panel Judgement**

**Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit**

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

**Panel Recommendations**

None

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

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

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

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

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

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

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

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

### **Documentation**

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

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

## **Study Programme Compliance**

### **I. Findings**

This can be described as a pioneer program in Greece, whose fundamental aspiration is to blend sociological inquiry with art in order to empower vulnerable social groups. Courses introduce students to the special methodology of clinical sociology that aims at social intervention and empowerment. The Program approaches art as a representation of society, and the two are well integrated in teaching and fieldwork, since students are required to do fieldwork among the people who experience mental and physical vulnerabilities. They come from a variety of backgrounds ranging from dramatologists, to doctors, to nurses, political scientists, lawyers, policemen, painters, and musicians. Making art understandable to the non-artists and sociological inquiry to artists, is indeed a pioneer approach. At the same time, the Program links two border regions of Greece: Mytilene/Molyvos in Lesbos and the NW province of Florina. Although teaching is remote, students meet in person four times in person every year. They also participate in visits to Cultural Centers in the two regions (Molyvos in Mytilini and Prespes Lakes in Florina). Since the Program offers knowledge and training in social diagnosis, agency, and structure, it has made valuable connections with the island society and they are reaching out to social partners in the Florina region as well. At the same time, they attempt to reach out to European and international Programs on the same topic, as well as Museums and Galleries. They are they are planning to collaborate with an Irish program on “Art and Community” and they have connections with Tate Gallery in London, Louvre Museum in Paris, Houston Museum and Milano. And since students can do their MA thesis research in any part of Greece, the Program slowly becomes well-known in the country-at-large. Mental health and social stigma, drug addiction, violence against women, and disability, are indeed phenomena that need to be dealt with, not only through personalized therapy as the competing field of psychology would recommend, but also through the intervention of clinical sociologists and artists. Students with an art background told the committee that they were ‘shocked’ with the sociological methods and theories. They had never learned how society functions and what are the structures of power and hegemony? The therapeutic application of art in sociology and sociology in art is what they told us was unique about the program.

### **II. Analysis**

The Florina School of Fine Arts wanted to expand and minimize their isolation, and in 2016 reached out to sociologists. They recognized that art is not only an individual's artistic (re)presentation of the world, but is also a tool to be used for social inclusion and empowerment, a political prescription of sorts. Blending the two fields has been a successful endeavor. The Program started in 2017 with great zeal as the professors appear eager to serve and constantly monitor the needs of the students and how they relate to the heavy and serious work load. Most students were enthusiastic with their professors, but they were also impressed with the potentiality of the knowledge and practical training they receive. The MA degree indeed helps a few of the graduates to continue on for a doctorate in the field. But it also helps them find jobs, or gain promotions. Above all, however, the Program gives them a unique chance to learn how to think differently about societal problems and remedy them through art.

### **III. Conclusions**

The degree of compliance to the standards of Quality Accreditation is very good as it pertains to the design and approval of the program. The current status of the Program is also very good, despite a few problems that they are aware of and eager to solve. To begin with, the Program has a high number of student withdrawals, apparently due to personal and work reasons that the students face, especially those who work full-time. Providing tuition-free scholarships to students might partially solve the problem, or have more strict acceptance rules. Second, the program does not seem to be as integrated in the Florina society as is for Mytilini. Bringing Florina out of its academic isolation is indeed very pioneering. The town has a reputation for Fine Arts, since it established the first Museum of Modern Art in Greece, and produced a number of famous Greek painters and sculptors. Maybe the Program should make special efforts to be more integrated in this diverse and vulnerable border region, especially through advertising the program to students from the area. Drug addiction, and alcoholism in Florina, for example, is not a minor problem among youngsters, and the Program can help tremendously once they reach out to the society. Third, more female professors should be hired to teach in the Program, and more male students could be admitted. Aiming for a gender balance in both the teaching and the student body can be corrected. And, fourth, try to be more international and reach out to students from abroad. All of the above, do not indicate any grand problem, and the committee is certain that they are trying to find solutions.

### **Panel Judgement**

**Principle 2: Design and approval of postgraduate study**

<b>programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

**Panel Recommendations**

None

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

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

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

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

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

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

#### **Study Programme Compliance**

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

The PSP demonstrates a structured effort to ensure that students are at the heart of its learning and teaching processes. A key indicator of this commitment is the first meeting/class, during which new students are introduced to the PSP philosophy and its practical aspects. This event also offers insight into logistical concerns such as travel between the two universities, establishing an environment of inclusivity and shared purpose from the outset.

Another significant feature of the PSP is its blended teaching model, which combines face-to-face sessions at the beginning and end of each semester with remote learning via Zoom and the Open eClass platform. This hybrid approach accommodates students who live far from campus or juggle professional obligations. At the same time, four annual in-person gatherings allow for intensive group collaboration, fostering peer engagement and immediate interaction with faculty.

The student body itself is strikingly diverse, with enrollees hailing from fields as varied as theatre, art, sociology, medicine, and architecture. While these differences can create initial challenges, especially for those less familiar with certain subject areas, the PSP attempts to mitigate such difficulties by providing foundational content. Faculty members introduce essential concepts and methodologies at the outset of each course, ensuring that all students— regardless of prior academic background—are equipped to participate effectively.

Access to resources, including extensive library services and online materials, further underpins this student-centred philosophy. Students may use interlibrary loan services in their city of residence, and the online platform (eClass) serves as a repository for recorded lectures, additional readings, and discussion forums. Particularly notable is the logistical support for face-to-face sessions: accommodations and meal options are coordinated to ease financial burdens, thereby promoting equitable participation.

Finally, the PSP's assessment structure is both transparent and flexible. Assessment criteria are made available early, and instructors invite student feedback and inquiries throughout the process. Feedback loops are reinforced through multiple grading perspectives, whenever possible, and a formal procedure for appeals underscores the PSP's emphasis on fairness and due process.

## **II. Analysis**

Collectively, these findings underscore how the PSP operationalizes the principles of student-centred learning. By prioritizing flexible delivery modes (both physical and virtual), the programme respects the diverse needs of individuals who may have substantial personal or professional commitments. The early introduction of course objectives and assessment criteria exemplifies a proactive approach to student empowerment, ensuring that learners understand expectations and can

plan their studies accordingly.

The diverse composition of the student cohort—though initially posing integration challenges—ultimately enriches the programme’s academic dialogue. The practice of starting each module with foundational sessions helps prevent any single disciplinary perspective from dominating, thereby fostering an inclusive climate where all students can learn from one another. This environment is bolstered by strong faculty engagement, manifested in personalized feedback, open office hours (virtually and in person), and thorough mentorship for assignments and thesis projects.

From an assessment standpoint, clear grading rubrics and faculty availability encourage ongoing student participation and self-reflection. Multiple examiners, where applicable, and a formal appeals process reflect robust quality assurance measures. Furthermore, logistical support—such as subsidized accommodations—enables more frequent face-to-face interaction than might otherwise be feasible. Although some students express a preference for even more in-person sessions, the current blended approach remains practical for a wide range of participants and ensures that distance is not an insurmountable barrier.

### III. Conclusions

In weighing the PSP’s features against the criteria for student-centred learning, teaching, and assessment, it becomes evident that the programme aligns well with the core tenets of this principle. The inaugural event, blended format, support mechanisms, and transparent assessment policies collectively indicate a genuine commitment to placing students at the centre of the educational process.

While there are practical constraints—such as financial and geographic limitations—that cap the frequency of face-to-face sessions, these do not substantially undermine the programme’s overarching philosophy. Instead, they highlight areas where targeted enhancements, such as increased funding or expanded bridging opportunities for diverse fields, could further elevate the student experience. Overall, the PSP demonstrates a commendable degree of compliance with Principle 3, effectively supporting learners from varied backgrounds to participate actively, take ownership of their learning, and engage in a vibrant, multidisciplinary community.

#### Panel Judgement

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

### **Panel Recommendations**

- Explore additional funding sources or partnerships to support more frequent in-person meetings, considering the demonstrable benefits of embodied and collaborative experiences for both art- and sociology-focused activities.
- Develop further orientation modules or short bridging courses, especially for students who are new to either the sociological or the artistic dimension of the programme. This will smooth the transition for those who might initially feel overwhelmed.
- Identify ways to provide additional support (scholarships, dormitory spaces, travel subsidies) to students who face geographical and economic constraints, maximizing inclusivity and ensuring equitable access to the on-site components.

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

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

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

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

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

#### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department of Sociology at the University of the Aegean has developed and published regulations that cover all aspects and phases of study. Documentation presented to the EEAP includes: 1) the regulations of the PSP, which encompass the rules concerning admission and the monitoring of students' progress; 2) the Research Ethics Regulation; 3) the regulations regarding internship issues; 4) the regulations concerning student mobility (including recognition); 5) the regulations pertaining to the drafting of assignments and theses; 6) regulations concerning field research; 7) the regulations concerning remote teaching; and 8) a specimen of the diploma and diploma supplement. All these regulations are published on the institution's website, making them accessible to students.

The Department offers the program in cooperation with the Department of Fine and Applied Arts at the University of Western Macedonia. The cooperating Department provides a link on its own website leading to the Department of Sociology at the University of the Aegean.

Students have confirmed that all aspects of their studies, from admission to the awarding of diplomas, are communicated to them in a very transparent manner. The EEAP noticed a very high degree of student satisfaction.

#### **II. Analysis**

The institution has set forth clearly articulated regulations that are thoroughly documented and effectively communicated to all stakeholders. Students receive sufficient support from the time they are admitted to the program until they are awarded their degree. A welcome event is organized by the director and the

teaching staff for the new incoming students. The EEAP asserts that all elements related to student admission, progression, recognition of postgraduate studies, and certification are completely transparent and suitable.

**III. Conclusions**

All matters related to the students' academic circle of studies are governed by the internal regulations of the Department. All relevant regulations are made public through the Student Guide and various supplementary documents, which all are published on the Department's website.

**Panel Judgement**

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

**Panel Recommendations**

None

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

Teaching staff at both Universities are adequate, and the teaching staff-student ration is satisfactory. Staff are appropriately trained, and their research specialisations match the programme of study. The recruitment process appears to be fair, objective and transparent, in accordance with national standards and following national regulations.

Several new staff have been hired in recent years at the hosting Department. This is important for the dynamic of the PSP and the department as a whole, as new staff usually bring cutting edge research in academic units and this PSP is no exception. All staff are research active and (despite the lack of funds) strive to

remain mobile, attend conferences and link with other departments in Europe. There are stable research leave (sabbatical) arrangements and generally we were given the impression that career development is not hindered in any way by structural factors, or implicit academic hierarchies.

Still, research relevant to the field of the Programme needs to be more developed.

**II. Analysis**

All staff are highly specialised and produce significant research. Scholarly activity is encouraged at staff level and research outputs are significant and closely linked to what is taught at programme level. There are no irregularities in how staff are hired or develop career-wise.

The hosting department lacks a stable and structured seminar series that would bring together academics, postgraduate research and taught students as well as external speakers (either from other universities in the country, or from abroad). As a result, the research culture of the department is not as developed as one would expect and there is the need to create spaces for dialogue, presentation of research and critical debate. Such spaces have also a ‘mentoring’ character and they can become contexts for productive peer-review and advancement of knowledge in the field.

The hosting department, as a whole, has a positive reputation. It can and it does attract highly qualified academic staff who are familiar with new technologies in research and teaching. Funded and unfunded research is published in international publishing houses and staff maintain productive research links with colleagues at national and international levels.

**III. Conclusions**

Hiring and development processes at both Universities follow national regulations. Staff are aware of how to develop their career; they are appropriately trained and conduct research that closely matches the subjects taught on the PSP. Nevertheless, the departmental research culture can be strengthened with the introduction of research spaces, peer-review and mentoring practices. The department does not seem to hinder professional development, but we are not sure that it facilitates adequately the production of scholarly activity and the exchange of research knowledge between all strata of the academic community (including research and taught postgraduate students).

**Panel Judgement**

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

Substantially compliant	
Partially compliant	

Non-compliant	
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### **Panel Recommendations**

Strengthen the research profile of the Programme

The development of a stable seminar series (weekly or fortnightly) with the participation of academic staff, research and taught postgraduate students.

The development of a 'local' annual conference where staff, research students and postgraduate taught students will be able present their work, discuss and offer peer-review comments in a constructive manner. This will familiarise both PSP and research students with the format of presenting original research in appropriate fora.

The development of mentorship structures that could facilitate professional development, sharing resources and networking, the exchange of ideas and good practice.

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

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

*Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP, jointly conducted by the University of the Aegean and the School of Fine Arts at the University of Western Macedonia, benefits from a range of physical and digital resources. On-site teaching takes place at facilities in Psarades Prespes—including the art station—and the workshops located at the School of Fine Arts in Florina. Meanwhile, the University of the Aegean contributes classrooms, amphitheatres, laboratories, and library spaces. These combined infrastructures adequately support the face-to-face components of the

programme.

Given that the PSP also employs distance-learning methods, digital platforms feature prominently in delivering instruction and communicating course information. Lectures are conducted via Zoom, while the openclass eClass platform serves as the central location for disseminating materials, posting announcements, and facilitating interactive discussions among participants. Access to both physical and digital library collections is equally comprehensive: the University's VPN allows students to consult academic databases and digital libraries remotely, and interlibrary loan services further expand the scope of available resources.

Financial support for the PSP appears sufficient to maintain the necessary learning platforms and broader administrative functions. The departmental secretariat—comprising three staff members—includes one individual dedicated exclusively to postgraduate programmes. This arrangement ensures efficient handling of enrollment processes, student queries, and daily operational matters related to the PSP. As for in-person sessions, while food is already provided through the University's restaurant, housing arrangements for about 50% of students currently rely on the good will of faculty members who assist students in finding local accommodation.

## **II. Analysis**

In evaluating the provision of resources under Principle 6, it is evident that the PSP's dual approach to learning—both in-person and online—is bolstered by robust institutional support. Students who attend classes on-site benefit from well-equipped facilities, including specialized art workshops, thus enhancing practical learning experiences. Meanwhile, those participating remotely benefit from stable digital infrastructure and are assured access to essential content and communications via Zoom and openclass eClass.

A key strength in this programme is the extensive library framework, which offers students multiple avenues for research and reference, irrespective of their location. The ability to borrow from external libraries reflects a strategic commitment to equitable learning opportunities. Administrative support likewise appears thorough; with a dedicated staff member managing postgraduate matters, students have a reliable point of contact for both academic and logistical concerns.

Although student lodging during on-site sessions is currently provided without cost for 50% of them, it is clear the institution places high value on ensuring that these periods of in-person instruction run smoothly by offering at least some form of practical support, such as assistance with securing hotel accommodations. Maintaining transparent communication about these arrangements and exploring opportunities for subsidized housing could further strengthen student satisfaction and retention.

### III. Conclusions

Overall, this PSP demonstrates a **fully compliant** alignment with Principle 6. By drawing on the complementary resources of two universities, it ensures that learners have access to a broad network of physical facilities, up-to-date digital platforms, and extensive library services. The stable funding structure, engaged administrative team, and commitment to resource sharing underscore a system that is well positioned to serve students' academic and logistical needs.

#### Panel Judgement

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

#### Panel Recommendations

- Explore possibilities for offering all students subsidized or complimentary lodging during on-site sessions to ease financial strain, building on existing support.
- Continue to update and evaluate Zoom and \*openclass eClass\* features, ensuring that the platforms remain easy to navigate and support a wide array of learning materials.
- Maintain clear and frequent communication regarding available resources—both physical and digital—so that all students, regardless of location, understand how to access library facilities, career counselling, and other forms of academic support.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department of Sociology collects, analyses, and utilizes information in an accessible and functional manner to effectively manage the PSP and its associated activities. The tools employed within the programme include: a) Universis: A student management system where grades, collective announcements as well as applications for certificates and transcripts are posted. b) Uni-teacher: A teaching support system that allows faculty to access registered student lists, communicate with students, and manage exam grades. Graduate students have full individual access with personal credentials. c) Open eClass: An e-learning platform where faculty members post course announcements, teaching materials (videos,

PowerPoint presentations, articles, links, etc.). d) Nautilus: An information system for posting applications related to graduate programs and entrance examinations. e) APELLA: A central information system from the Ministry of Education that organizes the election and promotion processes for faculty members. f) A management system for shared resources as class rooms. g) A PSP management board: An information system that posts information related to the payment of tuition fees for graduate students, sending personal updates regarding payment status. All these information and communication tools respect and protect the personal data of both students and faculty.

**II. Analysis**

The Academic Unit has established an efficient information management system through both internal structures (at the departmental and university levels) and in cooperation with external institutional partners. The safeguarding of personal data is guaranteed.

**III. Conclusions**

The PSP is fully compliant with the accreditation criteria.

**Panel Judgement**

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

**Panel Recommendations**

None



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

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The Department of Sociology publishes its educational and academic activities in a direct and easily accessible manner. Key information refers to and comprises: a) the offered curriculum; b) degrees offered; c) the regulations of the PSP; d) regulations concerning student admissions; e) the teaching and examination programs; f) details about teaching and administrative staff, including office hours; g) research activities of collaborating laboratories and the Jean Monnet Chair; h) additional learning opportunities; i) career prospects for graduates; j) student mobility opportunities; k) scholarship opportunities for students; l) participation opportunities in research programs; m) organization of conferences, seminars, graduation ceremonies, and other events; n) achievements of students, faculty members, and alumni in academic, professional, and social domains. The department's website contains essential information in Greek and English. This information includes: a) a Department overview (scientific profile, career prospects, department heads); b) staff (academic, administrative, and technical); c) research (laboratories, Jean Monnet Chair); d) the USP offered by the Department (programme structure, course descriptions, degree requirements); e) the PSPs offered by the Department; f) news and announcements; g) contact information.

### **II. Analysis**

The information provided is objective and clearly articulated. However, the structure of the departmental website is confusing; one can enter from the university's website, but from the departmental website, one cannot return to the university's homepage.

### III. Conclusions

The PSP is fully compliant with the accreditation criteria.

#### Panel Judgement

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

#### Panel Recommendations

The structure of the website needs to be fixed. A pathway should be established to allow navigation from the Department's website to the main site of the university.

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

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

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

*The above comprise the evaluation of:*

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

*Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

This Program showed that its assessment structure is both transparent and flexible, as well as clearly communicated. Assessment criteria are strict, and they encourage and take into consideration student feedback and critiques. The program worked diligently in presenting to the External Committee internal evaluation reports and other relevant material that included student voices and critiques. Through constant monitoring, the Program ensures that students receive high quality guidance in both teaching, independent research, and success in their studies

## II. Analysis

The Program has performed an excellent job throughout the internal evaluation process and that the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during our meetings were impressive. The Program's internal quality assurance mechanisms reinforce its commitment to student satisfaction and success. Every semester, they take student evaluations seriously and attend to every concern. Teaching methods, availability of resources and guidance during independent research are of great importance and constantly monitored.

## III. Conclusions

The External Committee found overall that the degree of compliance to the standards of Quality Accreditation is very good as it pertains to the on-going monitoring and internal evaluation of the Program. Its current status is very strong and there are no possible areas of concern.

### Panel Judgement

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

### Panel Recommendations

None

## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

This Programme has not been externally evaluated in the past. During the current external review, all stakeholders were actively engaged. The Department and the University worked diligently in preparing materials, and presentations and organising and hosting virtual meetings with the Panel. All the meetings included presentations, discussions, and question-and-answer sessions. The Panel had the opportunity to meet, talk, and interact with all the participants of all meetings. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

#### **II. Analysis**

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders, are aware of the importance of external review, its usefulness and the contribution it can make in improving the Programme. The current external evaluation process showed that the University and the Department are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they pointed out during the meetings, it will help them improve by

enabling them to identify problematic areas and find suitable solutions.

### III. Conclusions

The panel's impression is that the Department and the University are committed to external evaluation as a vital component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to impact the Programme and contribute to its continuous improvement positively. However, more tangible results and a more meaningful assessment regarding this Principle will be possible when a second external evaluation is carried out.

#### Panel Judgement

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

#### Panel Recommendations

Continue to improve the Programme.

### PART C: CONCLUSIONS

#### I. Features of Good Practice

This innovative and avantgarde inter-university and interdisciplinary PSP deals explicitly with issues of art and social intervention in sensitive areas of society. Connections with social partners are exemplary, specially at the hosting Department. It is stated that the Programme was designed based on the up-to-date international standards and combines academic knowledge and practical research experience. All teaching staff and the Director of the Programme should be praised for their firm commitment, concentrated effort, and enthusiasm to reach this point despite the obstacles and difficulties created by limited resources and other external factors. A

cooperative atmosphere, mutual respect and collegial spirit were demonstrated during the accreditation process. The teaching staff has the appropriate qualifications, which are continuously cultivated by development activities at the Department. The curriculum is organized according to the latest trends in the scientific field. The Programme was praised by the social partners, students and alumni, and it is supported by the leadership of the University.

The Programme delivers a student-centered education that cultivates diverse perspectives and independence and prepares students for important roles in social life. It prioritizes transparent student selection and a full-time attendance model. The Regulation of Studies document provides comprehensive guidance.

The Programme actively encourages and values regular student course evaluations to drive continuous improvement.

## **II. Areas of Weakness**

The research profile that is relevant for the Programme is rather in its elementary form and needs to be developed.

Relations to social partners were more developed at the Hosting Department.

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

- Strengthen the research profile of the Programme.

- Explore additional funding sources or partnerships to support more frequent in-person meetings, considering the demonstrable benefits of embodied and collaborative experiences for both art- and sociology-focused activities.

- Develop further orientation modules or short bridging courses, especially for students who are new to either the sociological or the artistic dimension of the programme. This will smooth the transition for those who might initially feel overwhelmed.

- Identify ways to provide additional support (scholarships, dormitory spaces, travel subsidies) to students who face geographical and economic constraints, maximizing inclusivity and ensuring equitable access to the on-site components.

- Strengthen relations to social partners at the University of West Macedonia

-The development of a stable seminar series (weekly or fortnightly) with the participation of academic staff, research and taught postgraduate students.

-The development of a 'local' annual conference where staff, research students and postgraduate taught students will be able present their work, discuss and offer peer-review comments in a constructive manner. This will familiarise both PSP and research students with the format of presenting original research in appropriate fora.

-The development of mentorship structures that could facilitate professional development, sharing resources and networking, the exchange of ideas and good practice.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

None

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

