Accreditation Report
for the New Undergraduate Study Programme of:

Digital Applications in Arts and Culture

Department: Hunanities

Institution: Democritus University of Thrace

Date: 13/04/2025

NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme of Digital Applications in Arts and Culture of the Democritus University of Thrace 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 new undergraduate study programme of Digital Applications in Arts and Culture of the Democritus University of Thrace comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. TSOULAS GEORGE (Chair)
   (Title, Name, Surname)
   University of York
   (Institution of origin)

2. CHIKOVANI ANA
   (Title, Name, Surname)
   Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University
   (Institution of origin)

3. ECONOMIDOU STAVROU NATASSA
   (Title, Name, Surname)
   Department of Music and Dance, School of Education, University of Nicosia, Head of the Department (2016-2018)
   (Institution of origin)

4. KORDONI EVANGELIA
   (Title, Name, Surname)
   Institut für Anglistik und Amerikanistik, Sprach- und literaturwissenschaftliche Fakultät, Humboldt-Universität zu Berlin
   (Institution of origin)

5. Δραγατσίκα Μαγδαληνή
   (Title, Name, Surname)
   University of Western Macedonia
   (Institution of origin)

II.   REVIEW PROCEDURE AND DOCUMENTATION

Please refer briefly to the Panel preparation for the new undergraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The review took place in the week of 24 - 30 of March 2025. The panel was given access to the documentation prepared for the accreditation process.
On Wednesday (24/03/2025) the panel met with Rector: Prof. Fotios Maris and
Vice Rector: Prof. Marirena Grigoriou and subsequently with the following:
Head of the Department: Prof. Ioannis Deligiannis
MODIP President: Prof. Marirena Grigoriou
OMEA Members
 Prof. Georgios Tsomis
o Prof. Maria Dimasi
o Assistant Prof. Eleni Fassa
o Associate Prof. Efthymios Lampridis
MODIP Staff: Mrs. Styliani Gkavaki
This concluded the meetings with respect to this programme.

III.   NEW UNDERGRADUATE STUDY PROGRAMME PROFILE

Please provide a brief overview of the new undergraduate study programme with reference to the following: academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Undergraduate Study Programme "Digital Applications in Arts and Culture" at the Democritus University of Thrace is an interdisciplinary initiative within the Department of Humanities. Its academic remit is to fuse the study of arts and culture with digital technologies. The core aim is to educate future professionals who can effectively apply digital tools and methodologies to the preservation, management, promotion, and analysis of cultural heritage and artistic expressions. This involves equipping students with a blend of theoretical knowledge in the humanities and practical skills in digital applications. The program seeks to bridge traditional humanities scholarship with the demands of the evolving digital landscape.

Students will gain knowledge and skills relevant to both the humanities and digital technologies. They will learn to apply digital tools and methodologies in the preservation, management, and promotion of cultural heritage. Crucially, they will also develop skills in project management, communication, and teamwork, preparing them for the professional world.

The program is structured around a semester-based system, with a combination of core and elective courses spanning areas such as humanities, digital technologies, and cultural management. The curriculum is designed in accordance with the European Credit Transfer System (ECTS).

Upon successful completion of the program, graduates will be awarded a bachelor's degree. This qualification will enable them to pursue a variety of employment opportunities within the cultural and creative industries. Potential career paths include roles in museums, archives, libraries, galleries, and tourism, where professionals with digital skills are increasingly in demand. Graduates may find positions related to digital collection management, virtual exhibition creation, digital marketing, and the use of digital technologies for cultural preservation. The program also provides a foundation for further studies at the postgraduate level.

The program's development aligns with the Democritus University of Thrace's strategic plan, acknowledging the growing importance of digital technologies across all sectors, including arts and culture. Factors such as the digital transformation of society, the need for professionals who can manage digital tools in the cultural sector and the importance of preserving and promoting cultural heritage in the digital age have influenced its creation.

The program addresses the needs of the cultural and creative industries and aims to provide graduates with skills that are in demand in the job market, contributing to regional

development by enhancing cultural offerings and promoting heritage through digital means.

Democritus University of Thrace is committed to providing the resources and support necessary for the program's success. The Department of Humanities has access to facilities, including classrooms, computer labs, and research laboratories, with plans for future improvements. The program will be staffed by existing and new faculty members with expertise in digital technologies, and the university is committed to recruiting qualified staff. A range of student support services, including academic advising, career services, and IT support, will be available. The university also has a defined quality assurance policy, including mechanisms for evaluation and continuous improvement. Approximately 150 students are expected to be admitted.

While the documents don't explicitly detail "orientation challenges," any new interdisciplinary program might face the challenge of integrating students with diverse academic backgrounds. The program's success will depend on how effectively it bridges the gap between the humanities and technology for incoming students.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1.1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT

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

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

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

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

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

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

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

b. The Institutional strategy for its academic development

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

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

> *The feasibility of the operation of the new department should be justified based on:*
> - *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
> - *comparison with other national and international study programmes of the same scientific field*
> - *the state-of-the-art developments*
> - *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field*

d. Sustainability of the new department

> *Mention must be made to the infrastructure, human resources, funding perspective,*

services and available resources in terms of:

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

e. The structure of studies

The structure of studies should be briefly presented, namely:

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

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*

- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Research

- *It is necessary to indicate research priorities in the scientific field, opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*

h. Quality assurance

- *The quality assurance policy and quality assurance target-setting should be stated, as they have arisen from the gained experience of internal and external evaluation(s) of the Institution to date.*

Relevant documentation

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

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Findings

a. The Academic Profile and the Mission of the Academic Unit

The new Undergraduate Study Programme (USP) "Digital Applications in Arts and Culture" is hosted within the Department of Humanities at the Democritus University of Thrace.

Profile: The program's profile is interdisciplinary, merging the fields of humanities (arts and culture) with digital technologies. It aims to educate students to become professionals capable of applying digital tools and methodologies in the preservation, management, promotion, and study of cultural heritage and artistic expressions. This involves a blend of theoretical knowledge in the humanities with practical skills in digital applications. The program aims to bridge the gap between traditional humanities studies and the evolving digital landscape.

Mission: The program's mission is to provide high-quality education that equips students with the necessary knowledge and skills to navigate and contribute to the digital transformation of the arts and culture sector. It seeks to foster innovation, creativity, and critical thinking in the use of digital technologies for cultural purposes. The program also intends to promote the preservation and accessibility of cultural heritage through digital means, enhancing its reach and impact.

Scientific Field (UNESCO ISCED 2013): The program falls under the broader UNESCO ISCED 2013 categories of "Arts and Humanities" (02) and "Information and Communication Technologies (ICTs)" (06). More specifically, it intersects with fields like "History and Archaeology" (0222), "Visual and Performing Arts" (021), and "Software and Applications Development and Analysis" (061).

b. The Institutional Strategy for its Academic Development

The development strategy for the "Digital Applications in Arts and Culture" program is aligned with the Democritus University of Thrace's broader strategic plan. This strategy acknowledges the increasing importance of digital technologies across all sectors, including arts and culture.

Factors Influencing Development:

The digital transformation of society and the economy.

The growing need for professionals who can manage and utilize digital tools in the cultural sector.

The importance of preserving and promoting cultural heritage in the digital age.

The opportunity to enhance the accessibility and reach of arts and culture through digital technologies.

Institutional, Economic, Developmental, and Social Parameters:

Institutional: DUTH's strategic plan emphasizes modernization, innovation in teaching and research, and connection with society. The new program supports these goals by introducing a contemporary field of study.

Economic: The program addresses the needs of the cultural and creative industries, which are significant contributors to the regional and national economy. It aims to provide graduates with skills that are in demand in the job

market.

Developmental: The program contributes to the development of the region by enhancing its cultural offerings and promoting its heritage through digital means.

Social: It fosters social inclusion and access to culture by making cultural content more accessible through digital platforms.

SWOT Analysis (Inferred):

Strengths:

Interdisciplinary approach.

Alignment with current digital trends.

Support from the university's strategic plan.

Weaknesses:

Potential need for specialized faculty and resources.

Challenges in keeping the curriculum up-to-date with rapid technological advancements.

Opportunities:

Growing demand for digital skills in the cultural sector.

Potential for research and innovation in digital heritage.

Collaboration opportunities with cultural institutions and the creative industries.

Threats:

Competition from other programs.

Rapid changes in technology that may require continuous curriculum adjustments.

Reason for Selecting the Scientific Field: The selection of this field is justified by the increasing digitization of arts and culture. There's a clear need for professionals who can effectively use digital tools to preserve, manage, and promote cultural heritage. This program addresses this need by providing specialized education and training.

c. Documentation of the Feasibility of the Department and the Study Programme

Needs of the National and Regional Economy:

The program addresses the needs of the cultural and creative industries, including museums, archives, libraries, galleries, and tourism.

There is a growing demand for professionals with digital skills in these sectors to manage digital collections, create virtual exhibitions, develop digital marketing strategies, and utilize digital technologies for cultural preservation.

The program aims to provide graduates with the necessary academic and professional qualifications to meet these demands, enhancing their employability.

Comparison with Other National and International Study Programmes:

The documents include a comparative analysis of similar programs in Greece and internationally, demonstrating that while there are related programs, the "Digital Applications in Arts and Culture" program at DUTH has a unique focus and combination of skills.

This program differentiates itself by providing a strong grounding in humanities disciplines combined with specialized training in digital technologies, addressing a specific gap in the educational landscape.

State-of-the-Art Developments:

The program incorporates state-of-the-art developments in digital technologies, such as virtual reality (VR), augmented reality (AR), 3D modeling, digital archiving, and digital marketing.

It aims to equip students with the latest tools and techniques used in the field, ensuring that they are well-prepared for the demands of the digital age.

Existing Academic Map and Differentiation:

The program differentiates itself from existing humanities programs by integrating digital technologies into the curriculum.

It also differs from computer science programs by focusing on the specific applications of digital tools in the arts and culture sector.

This differentiation is important because it addresses the unique needs of the cultural sector, which requires professionals with both a strong understanding of cultural content and expertise in digital technologies.

d. Sustainability of the new department

Educational and Research Facilities:

The Department of Humanities has access to various facilities, including classrooms, computer labs, and research laboratories.

There are plans to move to a new building in the future, which will provide improved facilities for the program.

The university also provides access to central facilities such as the library and IT services.

Staff:

The program will be staffed by existing faculty members from the Department of Humanities, as well as new faculty members with expertise in digital technologies and related fields.

The university is committed to recruiting and hiring qualified faculty to ensure the program's success.

A five-year plan for faculty recruitment is included in the documentation, demonstrating the university's commitment to staffing the program adequately.

Funding:

Funding for the program will come from public sources, as well as potential external funding through research grants and partnerships with cultural institutions.

The university is committed to providing the necessary financial resources to support the program's operation and development.

Services:

The university provides a range of support services for students, including academic advising, career services, and IT support.

The Department of Humanities also offers departmental support services to students in the program.

e. The structure of studies

Organization of Studies:

The program is organized into semesters, with a combination of core courses and elective courses.

Courses are categorized by subject area, such as humanities, digital technologies,

and cultural management.

The program follows the European Credit Transfer System (ECTS) to ensure compatibility with other European higher education institutions.

Learning Process:

The program emphasizes a student-centered approach to learning, with a variety of teaching and evaluation methods.

In addition to traditional lectures and exams, the program includes project-based learning, group work, and practical assignments.

Students are encouraged to actively participate in the learning process and develop their critical thinking and problem-solving skills.

Learning Outcomes:

Graduates of the program will acquire knowledge and skills in both humanities disciplines and digital technologies.

They will be able to apply digital tools and methodologies to the study, preservation, and promotion of cultural heritage.

They will also develop skills in project management, communication, and teamwork.

The program aims to provide graduates with the necessary qualifications to pursue careers in the cultural sector, as well as further studies at the postgraduate level.

f. The number of admitted students

The programme will be expected to recruit roughly 150 students (taking into account transfers and dropouts the number will probably be somewhat less).

g. Research

The program encourages research in the field of digital applications in arts and culture.

Research priorities include the use of digital technologies for cultural heritage preservation, the development of digital tools for cultural analysis, and the study of the impact of digital media on cultural expression.

The program promotes interdisciplinary research and collaboration with other departments and institutions.

h. Quality assurance

The Democritus University of Thrace has a well-defined quality assurance policy, which is applied to all its academic programs, including the "Digital Applications in Arts and Culture" program.

This policy includes mechanisms for internal and external evaluation, as well as processes for continuous improvement.

The program will undergo regular evaluation to ensure that it meets the highest standards of quality and that it is aligned with the needs of students and society.

II. Analysis

The findings detailed above with respect to the general planning and strategic direction of the programme show that given the constraints of the Institution and the constraints of the newly created Department the programme meets the criteria and requirements of the principle narrowly construed. It is noted that

staffing will increase especially in the area covered by the term "digital applications" and that this is necessary for the sustainability of the overall programme. It is also noted that further and more formally defined cross-departmental collaboration, built into the design of the programme, would also increase sustainability as well as diversity of offerings across the programme..

III.   Conclusions
The EEAP finds the programme fully compliant.

Panel Judgement

Please tick one of the following:

Principle 1.1: Strategic Planning, feasibility and sustainability of the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The sustainability of the programme must be kept under review.
The design of the programme must ensure that greater use is made of the existing staff aiming at creating richer experiences for the students by promoting unexpected interdisciplinary connections.

PRINCIPLE 2.1 QUALITY ASSURANCE POLICY

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

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

Relevant documentation
▪ *Quality Assurance Policy*
▪ *Quality Targeting (utilising the S.M.A.R.T. methodology)*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

The Department of Humanities of the School of Classical and Humanities Studies at Democritus University of Thrace was established in 2024. The department was established through the dissolution and consolidation of three existing departments within the school: Department of History and Ethnology, Department of Greek Philology and Department of Language, Philology, and Culture of Black Sea Countries. The New USP on Digital Applications in Arts and Culture aspires to be interdisciplinary while also acknowledging the distinct approaches of the disciplines it encompasses.

The University's Quality Policy is in line with the recommendations and guidelines of HAHE and is regularly monitored and updated to comply with the European Standards for Higher Education.

For the implementation of the quality policy, the Institution has decided on the organization of the Internal Quality Assurance System (Government Gazette No. 2341/19-04-2024, B' Series), through which all actions and measures included in the quality policy will be carried out.

At both the Institutional and Departmental levels, the quality policies concentrate

on key areas, including: Education, Research, connection with society, Internationalization, University Environment and quality assurance. Planned learning outcomes are aligned with European and National Higher Education Qualification Frameworks, as well as the evolving demands of the job market.

The University is committed to providing optimal study and work conditions for its students and staff through planned and continuous infrastructure projects, which include the renovation and construction of new buildings and student service facilities.

Additionally, the University collaborates with other university units in Komotini and other cities where it operates. This cooperation enhances administrative services, student welfare, and library services, ensuring a well-supported academic environment thus committing to continuous improvement.

The University is committed to fostering national and international partnerships while actively encouraging student and staff mobility to strengthen academic collaboration and global involvement.

The Quality Assurance Policy of the Democritus University of Thrace has been revised to align with the institution's strategy. It has been sent via protocol to the involved parties and is published both on the institution's website (https://duth.gr/Portals/0/--_2024_final.pdf) and on the website of the Quality Assurance Unit (https://modip.duth.gr/wp-content/uploads/2024/03/Πολιτική-Ποιότητας-ΔΠΘ_2024_final.pdf).

The University ensures quality through the implementation of annual quality targets and internal quality reviews, carried out in collaboration between the Internal Evaluation Team (OMEA) and the University's Quality Assurance Unit (MODIP).

II.   **Analysis**

The Quality Assurance Policy of the newly established department includes special and adequate reference to the delivery of new undergraduate programmeσ that includes a commitment to continuous improvement. The continuous improvement of the Institution's operations and the enhancement of its services to all members of the academic community, within the framework of sustainable development, is an ongoing process. It should be noted that several infrastructure improvement projects are currently underway and are expected to be completed within two years. Among these, the relocation of the newly established Department to the New Building of the Department of Humanities is anticipated by 2027.

To achieve the quality assurance objectives, the Department follows the University's Internal Quality Assurance System, academic integrity and adherence to scientific ethics, effective collective governance, ongoing enhancement of services and infrastructure.

Within the framework above, the new undergraduate programme on Digital Applications in Arts and Culture of the Democritus University of Thrace is in line

with both institutional and departmental guidelines on quality assurance and goal setting. The faculty members are responsive to students' needs, which was a crucial factor in the decision to introduce this new program. Its development has been a collaborative effort within the department and the broader university community.

III. Conclusions

The panel has determined that the Programme fully adheres to the requirements of the Principle.

Panel Judgement

Please tick one of the following:

Principle 2.1: Quality assurance policy	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Implement annual quality improvement goals according to a clear timeline, adhering to a step-by-step action plan for each quality assurance policy objective.

PRINCIPLE 2.2 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE PROGRAMMES

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

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

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

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum of the new UGP (courses for the acquisition of digital skills are included)*
- *Student Guide*
- *Course syllabi*
- *Teaching staff (name list including subject area, employment relationship, assignment of teaching in the UGP and other study programmes)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts.</u>

I. **Findings**

The documentation provided, the discussions held as well as supplementary information submitted to the EEAP indicate that DUTh has established a structured process for the design, approval, and monitoring of new undergraduate programmes, including the "Digital Applications in Arts and Culture" programme.

Defined Written Process: The university follows a defined written process for programme design, involving various participants and approval committees. This process is overseen by the Quality Assurance Unit (QAU).

programme Design Elements: The programme design includes:

Objectives: The programme has clearly defined objectives, focusing on providing students with the knowledge and skills to apply digital technologies in the arts and

culture sector.

Expected Learning Outcomes: The expected learning outcomes are specified, outlining the knowledge, skills, and competencies graduates will acquire.

Intended Professional Qualifications: The programme aims to provide graduates with qualifications relevant to the cultural and creative industries.

Ways to Achieve Outcomes: The curriculum and teaching methodologies are designed to facilitate the achievement of the learning outcomes.

programme Structure: The programme's structure, including subject areas, organization, and course distribution, is detailed.

Alignment with Frameworks: The programme aligns with the European and National Qualifications Frameworks for Higher Education.

Digital Skills: The programme incorporates courses for the acquisition of digital skills, recognizing their importance in the field, although more could be provided.

Considered Components: The programme design takes into account several important components:

Institution's Strategy: The programme aligns with the university's strategic goals, particularly those related to modernization, innovation, and societal engagement.

labour Market Data and Employment Prospects: The design is informed by labour market data and an analysis of employment prospects for graduates, demonstrating a concern for graduate employability.

Smooth Student Progression: The programme structure is designed to facilitate smooth student progression through its stages.

Anticipated Student Workload (ECTS): The programme uses the European Credit Transfer and Accumulation System (ECTS) to manage student workload.

Linking of Teaching and Research: The programme emphasizes the connection between teaching and research.

International Experience: The programme seeks to establish collaborations with international institutions.

Relevant Regulatory Framework: The programme complies with the relevant regulatory framework.

Official Approval Procedure: The programme undergoes an official approval procedure by the Institution.

Quality Assurance Unit (QAU) Verification: The Quality Assurance Unit (QAU) plays a significant role in verifying compliance with the basic requirements of the standards during the programme approval process.

Student Guide: Information on the programme's structure is intended to be published in a Student Guide.

II. **Analysis**

The evidence suggests that the "Digital Applications in Arts and Culture" programme at DUTh generally adheres to the principles outlined in the Principle narrowly construed.

The university has established a comprehensive process for designing, approving, and monitoring its programmes, and the programme design incorporates the key elements specified in the principle.

The programme demonstrates a commitment to aligning with institutional strategy, addressing labour market needs, and ensuring student success. The inclusion of digital skills training is a particularly strong point, given the increasing importance of these skills in the modern workforce. The use of ECTS and the emphasis on linking teaching and research further enhance the programme's quality. The involvement of the QAU in the approval process provides an additional layer of quality assurance.

It is noted here that while the current state of the programme is relatively robust it is also in flux because it will be further shaped by the staff to be recruited. These staff members will be instrumental to a future update of the programme.

However, there are some areas where further clarification or development could enhance compliance and strengthen the programme design process.

III. Conclusions

The EEAP found the programme compliant with the requirements of the principle

Panel Judgement

Please tick one of the following:

Principle 2.2: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Enhance the Description of Stakeholder Involvement: While the involvement of various participants is mentioned, the documents could provide more detail on how stakeholders, including students, alumni, and employers, are involved in the programme
 design process. Explicitly stating those will help discover novel ways to enhance them.

Strengthen the Articulation of Learning Outcomes: While the documents mention learning outcomes, these could be further elaborated and made more specific and measurable. They should also be explicitly linked to the intended professional qualifications.

Detail the Process for Incorporating labour Market Data: While the programme considers labour market data, more detail should be provided on the specific sources of this data, the

methods used to analyse it, and how it informs the programme design.

Provide More Information on Work Experience Opportunities

Elaborate on the International Dimension with more specific plans.

PRINCIPLE 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

Institutions should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

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

Relevant documentation

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

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   Findings

The Undergraduate Programme in Digital Applications in Arts and Culture integrates a wide range of pedagogical approaches aligned with the principles of student-centred learning. The teaching strategies described in accreditation application, as well as in the course outlines and assessment modes all reflect an effort to encourage active student engagement, support learning autonomy, and promote interactive teaching methods. The curriculum is structured in two learning cycles, offering both core and elective courses. The programme includes a mandatory internship and an optional thesis, allowing students to tailor their academic paths to their personal and professional goals. Courses integrate hands-on projects, flipped classrooms, role-play, brainstorming, collaborative learning, debates, seminars, and field-based learning, with the support of digital tools such

as E-Class. Learning outcomes are clearly articulated, and assessment methods are diverse, including formative and summative evaluations, portfolios, peer assessment, and participation in external events. These are designed to align with the intended outcomes and provide constructive feedback to students.

Institutional support structures such as the academic advisor system offer students guidance, and opportunities for reflective learning. The evaluation of the courses, the teaching and curriculum is systematically conducted through student surveys and feedback cycles, contributing to ongoing programme improvement. There is also a formal student complaints process in place, to ensure concerns are handled fairly and transparently.

II. Analysis

The programme, according to the documents submitted, demonstrates a strong orientation toward student-centred learning. Students are encouraged to play an active role in shaping their educational journey through choice of electives. The inclusion of a variety of teaching modes and assessment strategies caters to different learning styles and encourages critical thinking, creativity, and practical application of knowledge.

However, while the philosophy and framework of the programme reflect a commitment to student-centredness, certain structural and practical gaps undermine the full realisation of this principle. There seems to be a misalignment between the programme curriculum and the students' background. The selection of the programme electives appears disconnected from students' academic and professional trajectories. Many elective courses are not clearly connected to prior coursework or to the knowledge acquired prior and within the programme. As such, continuity and progression in learning may be hindered, leaving students without a coherent academic development path in areas that are considered vital for their specialisation. For example, students accepted in the programme have a background in school in computer science and digital technologies. These students have never been taught too much of ancient Greek and Latin at school, and will never be asked to teach these courses as computer science teachers. Still, they are offered elective courses, among many others, in History didactics or Latin pedagogy, which are unlikely to support their development as future educators in Computer Science. The panel may understand that this is probably because there are faculty members who have this expertise. However, the programme does not seem to sufficiently tailor its pedagogical options to meet the actual teaching qualifications and educational goals and needs of students in PE86 Computer Science, something that limits their capacity to grow in meaningful and relevant directions. This weakens the student-centred learning claim, as students may struggle to find relevance and meaning in some parts of the curriculum.

Inadequate digital infrastructure and lab facilities for this specific programme is also an element that does not fully ensure the most effective implementation of the programme objectives, to and for the students. Despite the focus on digital applications in the programme, there is a notable lack of modern and specialised labs, faculty expertise, and advanced technological equipment dedicated to computer science and digital technology. The programme is hosted within a

humanities department, which raises questions about whether students will have access to the necessary technical environment and mentoring needed for high-quality education in digital disciplines.

III.   Conclusions

The Undergraduate Programme in Digital Applications in Arts and Culture exhibits many positive indicators of compliance with the principles of student-centred learning, teaching, and assessment. The design promotes autonomy, diverse learning experiences, reflective teaching, and the inclusion of student voice.

However, despite the appearance of a student-centred philosophy, actual implementation remains uneven. There is a need to ensure:

Curriculum alignment with student backgrounds, especially in computer science

Electives that are pedagogically meaningful and professionally relevant.

Investment in appropriate infrastructure (labs, equipment, faculty expertise)

New faculty members to support the digital dimension of the programme.

Review of elective offerings to ensure they are logically connected to prior learning and programme outcomes.

Unless these structural weaknesses are addressed (all of them are also related to other principles), the student-centred approach risks becoming more aspirational than functional. The programme is substantially compliant in regards to Principle 3, with clear intentions and promising structures in place, but requires significant curricular and infrastructural adjustments to realise its full student-centred potential.

Panel Judgement

Please tick one of the following:

Principle 2.3: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Align the curriculum more closely with students' academic backgrounds, especially those in Computer Science, to ensure electives are professionally relevant.

Review and restructure elective courses to create clear connections with prior learning and overall programme outcomes and ensure a coherent academic progression that supports

students' educational development and career goals.

PRINCIPLE 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES

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

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*

- ✓ *student rights and obligations, and monitoring of student progression*

- ✓ *internship issues, granting of scholarships*

- ✓ *the procedures and terms for writing the thesis (diploma or degree)*

- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

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

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- ▪ *Internal regulation for the operation of the new study programme (Senate decision)*
- ▪ *Regulation of studies, internship, mobility and student assignments*
- ▪ *Diploma Supplement*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

First of all, the program ensures a structured onboarding experience through electronic registration, student ID issuance, and access to academic platforms

(eClass, Universis). In addition, Academic Advisors are assigned to new students, and psychological support is available through university services. Also, student progress is monitored systematically via ECTS credit tracking, diversified assessment methods, and transparent grade recording. As it is expected, the curriculum adheres fully to the ECTS system (240 credits).

Furthermore, student mobility is actively promoted through Erasmus+ and internal mobility programs, with at least 30 ECTS offered in English. Also, a bilingual (in Greek and English language) Diploma Supplement is available and given to all graduates automatically.

Finally, the thesis is optional and is governed by a formal regulation. The internship, also, is mandatory in the 7th semester (5 ECTS) and provides placements in a range of relevant institutions. A formal network of partners is under development.

II.   Analysis

The findings indicate that the Department has implemented robust procedures that align with European Higher Education standards. The use of digital platforms enhances transparency and student engagement. The strong mobility framework supports internationalization and academic diversity.

The academic structure supports both theoretical and applied learning through the thesis and internship options. However, the optional nature of the thesis and the developing state of internship agreements suggest opportunities for further enhancement.

III.   Conclusions

The new USP is fully compliant with the requirements of this Principle.

Panel Judgement

Please tick one of the following:

Principle 2.4: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	**X**

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Finalization and dissemination of the Internship Regulation should be prioritized.
 - Establishing a comprehensive digital internship portal would increase accessibility.
 - Consider making the thesis mandatory in later years to deepen academic inquiry.

PRINCIPLE 2.5 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

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

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

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

The Department is a very large academic unit with 75 members of staff including technical staff, 5 administrative staff and the possibility to draw on the expertise of a further 8 members of staff from different departments.

The staff is drawn from the department that have merged and therefore its quality and competence is demonstrably high.

Although the obligations for the teaching staff are not entirely clear at this stage, a number of teaching obligations will be fulfilled from colleagues in other departments. The EEAP has been assured that there are institution level commitments for the relevant courses and that there will be no last minute

surprises. The EEAP notes with satisfaction that there are further posts to be advertised in the computer science side of the uniti.   The projected staff-student ratio is 1:4 which is one of the lowest that we have encountered.

As a result not only the student experience will be enhanced but also the teaching - research balance will allow staff to devote appropriate time to research. Research activity is intensive and extensive with significant publications and grant income.

There are clear policies of evaluation of the teaching staff and the tools for remedial action, should it be necessary, are in place.

The Department is also advertising 2 new positions and 3 more are to be advertised in the future.

Staff recruitment follows the standard legal frameworks and systems of the relevant government department (APELLA).

The contractual conditions of employment and promotion again follow the current legal framework. The Department will soon move to new, refurbished, accommodation improving thus working conditions significantly.

II.   Analysis

The above findings indicate that the programme draws upon the expertise of a significant number of highly trained staff.   The EEAP has ascertained the commitment of the institution to the well being and development of staff and as a result, from a staffing perspective, the programme is well equipped and the necessary conditions are satisfied.   It is a matter of concern that the department is very large and yet cannot cover all of its own requirements internally. We recommend that the appropriateness and training available to staff be monitored regularly and that the Department ensures that the new posts will be filled in a timely manner.

III.   Conclusions

The panel has determined that the new USP is fully compliant with the principle.

Panel Judgement

Please tick one of the following:

Principle 2.5: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

We recommend that the appropriateness and training available to staff be monitored regularly and that the Department ensures that the new posts will be filled in a timely manner.

PRINCIPLE 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES

Academic units should have adequate funding to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources and means to support learning and academic activity in general, in order to offer to the students the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- *Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)*
- *Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**
Firstly, the Department provides appropriate infrastructure, including modern classrooms, computer labs, and access to online platforms (eClass, Turnitin). Facilities are accessible daily for many hours, from 08:00 to 21:00.
Also, room allocation is organized through a published semester timetable, ensuring efficient space utilization.
In addition, many support services for food, housing, psychological counseling, scholarships, and career guidance are available through institutional structures.
Furthermore, information is communicated through various ways, including the department's website, eClass, and direct contact with advisors.
Finally, administrative staff are qualified and provide essential support across

academic and operational areas.

II. Analysis

The program has established a supportive and resource-rich environment for students. The physical and digital infrastructure meets the needs of a modern undergraduate program. Student services are comprehensive and well-integrated with the university's central offerings.

Although, other activities, such as cultural and athletic activities are not forwarded and prominently documented within program-specific materials, representing a minor area for potential development.

III. Conclusions

The new USP is fully compliant with the requirements of this Principle.

Panel Judgement

Please tick one of the following:

Principle 2.6: Learning resources and student support of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- A central 'Student Info Pack' could improve awareness of available support services.
- Enhancing visibility of extracurricular activities could enrich the student experience.
- Infrastructure should be reviewed periodically to match program growth.

PRINCIPLE 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES

Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial or re-accreditation). The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme(s), availability of learning resources and student support, career paths of graduates. During the initial accreditation, the data concerning the profile of the academic unit and the structure of the study programme must be entered.

Relevant documentation

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

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

Based on the documentation provide, the DUTH has procedures for collecting and analysing information related to the organization and operation of its new undergraduate programs. These procedures aim to feed data into the internal quality assurance system. The information collected is tailored to the accreditation stage, with a focus on data relevant to initial accreditation. The data of interest includes:

Key performance indicators for the student body profile: This likely encompasses data such as student demographics, entry qualifications, and enrolment statistics. Student progression, success, and drop-out rates: This involves tracking students' academic progress, including course completion rates, grade point averages, and the number of students who withdraw from the program. Student satisfaction with the program(s): This is assessed through mechanisms such as student surveys and feedback collection, gauging students' opinions on the program's content, teaching quality, and overall experience.

Availability of learning resources and student support: This includes data on the adequacy of facilities like libraries, computer labs, and online learning platforms, as well as the effectiveness of student support services such as academic advising and tutoring. Career paths of graduates: This involves tracking where graduates go after completing the program, including employment rates, types of jobs, and further education.Profile of the academic unit: Information concerning the department's faculty, research activities, and resources.The structure of the study program: Details about the curriculum, course content, learning outcomes, and assessment methods.The university collects and analyses this data, and uses it to inform decisions related to program development, implementation, and evaluation, contributing to the continuous improvement of the program's quality and effectiveness. The information is also used in the broader strategic planning of the University, and in the ongoing monitoring and evaluation of the program.

II.   **Analysis**

The above findings constitute what we have been able to ascertain from the documentation provided and meetings. Given that the programme has not started yet it is not possible to say which data has or will be collected. The processes and range of data (projected to be) collected are appropriate.

III.   **Conclusions**

The panel has found that the programme is compliant with the requirements of the principle.

Panel Judgement

Please tick one of the following:

Principle 2.7: Collection, analysis and use of information for the organisation and operation of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Ensure that relevant data is collected from day one.

PRINCIPLE 2.8 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE PROGRAMMES

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

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

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

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   Findings

The Department has demonstrated a comprehensive and multi-channel strategy for disseminating public information concerning its academic and educational activities, including the launch of the new undergraduate programme "Digital Applications in Arts and Culture." The primary means of communication include, and is planned to include, a dedicated bilingual departmental website (Greek and English) with specific information about the specific programme, social media platforms with synchronized announcements, the E-Class asynchronous e-learning platform, central university portals (e.g., Career Office, Innovation Unit), printed materials available in both physical and digital form as well as media engagement through local press and interviews.

The department's website offers a wide range of academic information such information on course outlines, learning outcomes, study guides, regulations, teaching staff profiles, administrative contact points and student services, information on programme-specific practical training as well as Erasmus+ opportunities and a mention of research activity.

There is also a plan for regular website updates by a designated departmental

committee to ensure objectivity, clarity, and timeliness of the published content.

II. Analysis

The approach adopted by the Department aligns closely with the requirements of the principle under evaluation. The commitment to providing clear, up-to-date information is evident through the structured and extensive description of the content categories available to various stakeholders and the communication channels.

The website's bilingual nature enhances accessibility, particularly for international students and academic partners. However, given that this is a new undergraduate programme currently under accreditation, the English version of the website does not yet appear to be as fully developed or detailed as the Greek version. This is an important point of consideration for compliance, especially concerning international transparency and outreach.

Moreover, the website could be enriched with more material unfolding the research conducted by the faculty members, as at the moment, there is only an introductory paragraph on the opening page of the department about research in general in the department.

III. Conclusions

The programme fully complies with the principle regarding public information for new undergraduate study programmes. The planning and infrastructure in place for public communication are appropriate and multifaceted and reflect a commitment to transparency, and academic integrity.

However, as the programme "Digital Applications in Arts and Culture" is newly introduced and currently under accreditation, it is expected that additional, more detailed information will be progressively made available.

Panel Judgement

Please tick one of the following:

Principle 2.8: Public information concerning the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Monitor the development of the English-language content and programme-specific documentation post-accreditation to ensure continued alignment with the principle of public transparency and accessibility.

Include more information about the research output of the faculty members on the website.

PRINCIPLE 2.9 PERIODIC INTERNAL REVIEW OF THE NEW STUDY PROGRAMMES

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

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

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

According to the documentation provided, the procedures for the regular monitoring and evaluation of the program include the following:

Post-Certification Actions: After the program is certified, the department will assess the actions taken, the progress made in implementing the Action Plan, and compile a "Results Monitoring" table. This table will include:
The achieved results
The degree of achievement of the results

The actions taken to comply with external evaluation and certification recommendations

Monitoring Report: Two years after the program's certification, a Monitoring Report will be prepared and submitted. This report is part of the institution's ongoing efforts to improve quality and allows for a general assessment of the impact of external evaluation and certification results at all levels, including certified study programs.

Content of the Monitoring Report: The Monitoring Report will provide a comprehensive overview, including:

A concise description of the quality assurance policy

The strategy, methods, and procedures for quality assurance of the program

The way(s) in which the quality assurance policy is implemented

The results of the program's evaluation

Findings and recommendations for the program's improvement

These procedures emphasize a commitment to continuous improvement and adherence to the university's quality assurance policy.

II.   **Analysis**

This is a new programme and as such there is no other report to consider. The findings above constitute reason to be confident that those responsible for the programme as well as the Department overall and the institution have procedures and processes in place to ensure both regular evaluation and the monitoring of any remedial actions deemed necessary.

III.   **Conclusions**

The panel has found that the programme is compliant with the requirements of the principle.

Panel Judgement

Please tick one of the following:

Principle 2.9: Periodic internal review of the new study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

PRINCIPLE 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES

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

Relevant documentation

- *Utilisation of the recommendations of the external evaluation of the Institution for the establishment and successive improvement of the operation of the new UGP (incl. reference to the action plan)*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

   I.   **Findings**
        This external evaluation is the first conducted for the New Undergraduate Study Programme and was primarily based on the materials provided by HAHE, as well as interviews conducted by the Panel with members of the University Rector, teaching staff, OMEA, and MODIP.

        New Undergraduate Study Programme on Digital Applications in Arts and Culture of the Democritus University of Thrace follows all the procedures set by the Hellenic Authority for Higher Education (HAHE) for the regular external accreditation of academic programs.

   II. **Analysis**
        The University administration and the interviewed teaching staff demonstrated a positive and receptive attitude toward the Panel's comments and feedback, which is a strong indicator that the accreditation process will successfully achieve its mission and support the advancement of the New Undergraduate Study Programme. Additionally, MODIP will play a crucial role in coordinating efforts

that contribute to the continuous improvement of the programme.

### III.	Conclusions

The new USP is fully compliant with the requirements of this Principle.

Panel Judgement

Please tick one of the following:

Principle 2.10: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

PART C: CONCLUSIONS

### I.	FEATURES OF GOOD PRACTICE

Please state aspects of good practice identified, with regard to the new undergraduate study programme.

The programme as conceived is an innovative programme that combines traditional study of the Humanities and a strong component of digital technologies and skills. The fact that the digital side of the programme will be carried by a number of newly appointed staff is highly commendable. It is also a strong point that the whole programme will, in time, be operated from one department. Having said that it would be foolish not to cultivate communication channels with other Departments such as computer science etc and explore cross-departental extension to the programme.

### II.	AREAS OF WEAKNESS

Please state weak areas identified, with regard to the new undergraduate study programme.

At the moment the main area of weakness is the reliance on external collaborators for the delivery of the programme. As mentioned above this will be remedied in the immediate future.

There is currently no remedial provision for students who are not as proficient as appropriate in programming etc. This should be seriously taken into account.

III.   RECOMMENDATIONS FOR FOLLOW-UP ACTIONS

Please make any specific recommendations for development.

The following recommendations are relevant to varying degrees in several aspects of the programme. Some are more important than others. The EEAP trusts that the Department will evaluate seriously these recommendations and will take forward those that are most feasible and urgent.

The sustainability of the programme must be kept under review.

The design of the programme must ensure that greater use is made of the existing staff aiming at creating richer experiences for the students by promoting unexpected interdisciplinary connections.

Implement annual quality improvement goals according to a clear timeline, adhering to a step-by-step action plan for each quality assurance policy objective.

Enhance the Description of Stakeholder Involvement: While the involvement of various participants is mentioned, the documents could provide more detail on how stakeholders, including students, alumni, and employers, are involved in the programme design process. Explicitly stating those will help discover novel ways to enhance them.

Strengthen the Articulation of Learning Outcomes: While the documents mention learning outcomes, these could be further elaborated and made more specific and measurable. They should also be explicitly linked to the intended professional qualifications.

Detail the Process for Incorporating labour Market Data: While the programme considers labour market data, more detail should be provided on the specific sources of this data, the methods used to analyse it, and how it informs the programme design.

Provide More Information on Work Experience Opportunities

Elaborate on the International Dimension with more specific plans.

Align the curriculum more closely with students' academic backgrounds, especially those in Computer Science, to ensure electives are professionally relevant.

Review and restructure elective courses to create clear connections with prior learning and overall programme outcomes and ensure a coherent academic progression that supports students' educational development and career goals.

Finalization and dissemination of the Internship Regulation should be prioritized.

Establishing a comprehensive digital internship portal would increase accessibility.

Consider making the thesis mandatory in later years to deepen academic inquiry.

The appropriateness and training available to staff be monitored regularly and that the Department ensures that the new posts will be filled in a timely manner.

A central 'Student Info Pack' could improve awareness of available support services.

Enhancing visibility of extracurricular activities could enrich the student experience.

Infrastructure should be reviewed periodically to match program growth.

Monitor the development of the English-language content and programme-specific documentation post-accreditation to ensure continued alignment with the principle of public transparency and accessibility.

Include more information about the research output of the faculty members on the website of the programme.

IV.   SUMMARY & OVERALL ASSESSMENT

The Principles where full compliance has been achieved are:

1, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

The Principles where substantial compliance has been achieved are:

2.3

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

Please tick one of the following:

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
TSOULAS GEORGE	Signed by TSOULAS GEORGE - 13/04/2025 15:23:03 +03:00
CHIKOVANI ANA	Signed by CHIKOVANI ANA - 13/04/2025 15:23:03 +03:00
ECONOMIDOU STAVROU NATASSA	Signed by ECONOMIDOU STAVROU NATASSA - 13/04/2025 15:23:03 +03:00
KORDONI EVANGELIA	Signed by KORDONI EVANGELIA - 13/04/2025 15:23:03 +03:00
Δραγατσίκα Μαγδαληνή	Signed by Δραγατσίκα Μαγδαληνή - 13/04/2025 15:23:03 +03:00