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HELLENIC REPUBLIC
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HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:
Theatre Studies
Institution: UNIVERSITY OF PATRAS
Date: 25th March 2019

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Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of Theatre Studies of the **University of Patras** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of the Higher Education Institution named: **Theatre Studies Department** comprised the following three (3) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Professor Caterina Carpinato (Chair)
   Dipartimento di Studi Umanistici, Universita Ca' Foscari Venezia, Italy
2. Associate Professor Maria Chatzichristodoulou, School of Arts and Creative Industries, London South Bank University, London, UK
3. Dr Marilena Zaroulia
   Department of Performing Arts, University of Winchester, UK

II.   Review Procedure and Documentation

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

Before travelling to Patras, the Accreditation Panel members (AP) attended a meeting in the HQA premises in Athens on 11th February 2019. The Accreditation process was explained by members of the HQA and useful information was provided on the guidelines/principles and template of the Quality Assurance, and the role and tasks of the AP members. The AP members met before the visit and went over the materials that were provided to us prior to the visit. The folders included, among other documents: the Department's proposal for Accreditation; Templates and results of student evaluations; statistical data; study guides and detailed outlines of modules; institutional and departmental policies, the Internal Periodic Review Report (2018) and the External Evaluation Report (2013). The AP focused on the most recent internal periodic review report and the Department's proposal for accreditation as key texts for the process, while also consulting relevant information from the folders of material provided to us by HQA before our visit and supplementary material that the Panel was given during the site visit.

The site visit to the Department of Theatre Studies at the University of Patras took place during an intense series of meetings in the afternoon of the 11th and from 10.30 until 17.30 on the 12th February. At the welcome meeting the AP met the Vice-Rector and President of MODIP, Prof. N. Karamanos, MODIP representatives, Prof. A. Karalis, Prof. I. Giannikos, and the Head of the Department Prof. S. Tsitsiridis. Prof. N. Karamanos presented the AP with information about the Quality Assurance Policies and Procedures of the University and stressed that the UP was the first university in Greece to be evaluated as fully compliant to the principles of accreditation. (Handouts of PowerPoints were given: University of Patras a leading HEI in Greece; The Internal Quality Assurance and Accreditation of the Institution; The Information System for Quality Assurance).

The Head of the Department gave us an overview of the history of the Department and its current state. Further, we met OMEA reps Associate Prof. A. Vasileiou and Associate Prof. K. Kyriakos who presented the Department's process of Quality Assurance (and gave us a relevant handout). The AP had the opportunity to discuss processes of evaluation and reflection on evaluation, as well as the process of developing action plans, key performance indicators (KPIs) and objectives. That meeting concluded the three-hour session on Monday.

On Tuesday, the Panel met academic staff (Assistant Prof. A. Rosi, As. Prof. I. Panousis, As. Prof. I. Papageorgiou, As. Prof. G. Sampatakakis, As. Prof. A. Marinis, A. Prof. A. Savrami, Lecturer E. Karabela, Special Teaching Staff I. Roilou, An. Kordelou, Lab Teach Staff G. Varelas) and heard about various issues including their areas of research interests and expertise, teaching practice, existing potential for mobility and professional development, appropriateness of workload, strategies of internationalization, the job opportunity/placement module, the ECTS catalogue and processes of evaluation/review

of the study guide, the role of the academic advisor and the Department's academic journal.

This was followed by a meeting with current undergraduate and postgraduate students. Issues discussed included the efficacy of teaching and support practices, the appropriateness of facilities and resources, student satisfaction with academic staff, institutional frameworks and support mechanisms, timetables, practices of assessment, the students' involvement in decision-making processes, and more. A visit to the Department's classrooms, staff offices, library and administrative offices gave the Panel a good insight of the facilities and resources available to students and staff. After lunch, the Panel had the opportunity to meet representatives of the Department's graduates and social partners, and employers of current students during their placement programme (from the Municipal Theatre of Patras, the Experimental Lyceum of Patras and the Regional Secondary Education Board). Our visit ended with a debrief with the Vice-Rector and representatives of MODIP, as well as the President of the Department and members of OMEA. The AP had the opportunity to clarify certain issues and to thank MODIP, OMEA and the Department staff for their hard work in preparation for the Panel's visit.

The site visit was intense, yet it took place in a friendly and collegiate atmosphere. The Panel followed the schedule as per the HQA's guidance and collected as much material as possible in such a short time.

III.   Study Programme Profile

Please provide a brief overview of the Study Programme with reference to the following: history, 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 Department of Theatre Studies at the University of Patras sits within the School of Humanities and Social Sciences, alongside the Departments of Early Childhood Education, Primary Education, Philosophy and Philology. Founded in 1989 it was the third Department to be established at the School, following the two Departments of Education. It welcomed its first cohort of undergraduates in 1992/1993, and its first group of postgraduates in 2004. The Department's mission is to train students as high-quality scholars with an emphasis on the study of ancient Greek theatre. The four-year Undergraduate qualification in Theatre Studies comprises of 48 modules (32 obligatory, 12 optional obligatory, 4 optional). The modules are delivered through 3 distinct modes, as Lectures, Seminars or Workshops.

The Department's teaching and research are of high quality as evidenced by the overall high levels of student satisfaction (evidenced via evaluation questionnaires and through interviews with current students and graduates), the CVs and output records of academic and specialist teaching staff, the robust and extensive annual internal monitoring reports which are available online through the University's website, the University's robust processes and procedures as evidenced via KPIs and which are available online via the site of MODIP, and the previous external assessment (2013), which commended the Department for its high quality of operation and outputs overall. The Department's focus on ancient Greek Theatre provides a distinct identity, which differentiates it from other similar institutions in the Greek HE system and makes it potentially attractive and distinct on an international level.

The Department employs 14 academic staff, 6 specialist teaching staff, and one specialist technical support staff. The Department has a good staff – student ratio and its relatively small student population in comparison to other Greek University Departments allows for meaningful, personalized and respectful relationships to develop between students and academic staff, which continue up to and beyond the students' graduation and professional employment. The Department has ambitions for internationalization which are currently met to an extent (2-3 Departmental Erasmus bilateral agreements, Erasmus Placement and other international partnerships) but which could be improved and enhanced both in numbers and in range.

The Department has developed some inter-Departmental and interdisciplinary collaborations with other Departments in the School of Humanities and Social Sciences and with the School of Architecture.

Students graduating from the Department of Theatre Studies primarily work in the primary education sector as theatre teachers in schools. Other students pursue Postgraduate studies at the Department or elsewhere in Greece and abroad, develop

creative /artistic practice or work in the theatre and entertainment industries as artists, producers, dramaturges or in other creative and support professions.

The Department follows robust teaching and research Quality Assurance mechanisms and procedures. The University of Patras has developed relevant mechanisms, as well as platforms for the collection, processing and publication of relevant data. The Department actively takes part in the institutional processes of piloting new procedures and frameworks.

The Department is outward-facing, and aims to contribute to the quality of cultural life in Patras and the wider region of Achaia through practices such as 'Civic Audience,' which opens up the classroom and resources to civic society, and partnerships with the Municipal Theatre of Patras, the Specialist Lyceum of Patras and other employers and civic society. Furthermore, it organizes events and activities that enrich the cultural and creative life of the region.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realize the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.
In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

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

Study Programme compliance

During the site visit and through appropriate documentation, the Panel was presented with a clear outline of the Academic Unit's Quality Assurance Policy, which is also available online through the Department's website. This is in line with the Institutional Quality Assurance Policies and Procedures. The Panel is of the view that the Department has worked hard in order to both develop appropriate policies and fulfill the required quality procedures.

The Department's and University's Quality Assurance Policies and Procedures are clearly communicated to all stakeholders through various internal and external platforms. The

goals of the Academic Unit are clearly outlined, aiming at the development of the undergraduate programme, the achievement of students and graduates, as well as the Unit's involvement in the local community and society. Those goals appear to be aligned with relevant published KPIs.

The Academic Unit has implemented a rigorous process of annual internal periodic review, which requires the involvement of the whole community of academic staff, and requires that the most senior members of staff sit in the Internal Evaluation Committee (OMEA); via this process, the Department's goals are being closely monitored and updated as and when appropriate.

The Panel's view is that the Academic Unit's Quality Assurance Policy is appropriate to the programme of study, and demonstrates commitment to continuous improvement and to satisfying the requirements of the European and the National Qualifications Framework for Higher Education.

Panel judgement

Please tick one of the following:

Principle 1: Institution policy for Quality Assurance	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme compliance

The focus of the programme is the study of ancient Greek theatre and its reception. Though the focus on the study of ancient Greek Theatre was present as a distinct characteristic since the launch of the Department, this was fine-tuned following an academic conference on the same topic (2011) and publication of the proceedings of that conference (2015). That focus stems not only from the staff's academic interests and expertise but also from a rigorous process of consultation with relevant bodies and stakeholders. The Panel feels that this orientation can support the development of the Department's international reputation and reach.

The structure of the study programme is clear and developed through well-defined procedures, in line with the University's Quality Assurance Policies and the European Credit Transfer and Accumulation System, as outlined on p. 12 of the Department's proposal and confirmed through interviews with members of the academic staff during the Panel's site visit.

The students do not take part in the University's official bodies of representation for reasons which are beyond the Department's or the University's control; yet the Department has developed clear, informal channels of communication with the students who are encouraged to actively participate in the development of the programme. Indeed,

our conversations with students confirmed that the aims, learning outcomes and assessment methods of each module in the programme are clearly articulated and explained by staff (through module specifications, in person and in e-class). The Student Guide is informative; however, it could include further sections such as grade descriptors or procedures for students' complaints and appeals.

The design of the programme ensures a smooth progression for students from the first to the second cycle, as outlined in the Department's proposal, relevant statistical data, students' evaluation forms (pp. 13-14), as well as the panel's interviews with students.

Further, we welcome the important work that has been taking place in order to consolidate contacts and collaborations across Departments (with the Departments of Education, Philology, Philosophy, and Architecture) and external stakeholders, as well as the Placement/Job Opportunity programme. The AP wishes to encourage colleagues to further develop these partnerships and outward-facing elements of provision in the programme. Such collaborations and outward-facing activities will allow the Department to meet its strategic goals of delivering theoretical and applied pedagogies (Goal 1), and of contributing to the cultural life of the local community and wider region (Goal 3). Such developments will also enhance the students' skills and competencies and better prepare them for the world of employment.

Panel judgement

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

Panel Recommendations

1. The panel notes with pleasure the breadth and importance of elective modules which engage with interdisciplinary approaches to study of theatre/drama/performance. However, we recommend that the Department considers capitalizing on this kind of approach, by introducing more interdisciplinary, applied and critical approaches in the delivery of the core component of the degree from the first year.

2. The panel recommends a review of the job opportunity/placement programme, with a particular focus on consolidating contacts that have been existing for a while through the formal ratification of memoranda of understanding (for example with the Municipal Theatre of Patras).

3. The panel recommends a review of the Study Guide with a particular focus on the inclusion of student-facing material beyond the teaching content, such as assessment criteria, grade descriptors, and student complaints and appeal procedures.

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

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

Study Programme compliance

The University of Patras is the 1ˢᵗ Institution in Greece to develop a Centre for Teaching and Learning, which aims to support the enhancement and improvement of L&T methods in Higher Education. The Panel welcomes this as an excellent initiative and would like to highlight it as an example of good practice in the sector.

The Department is making a conscious effort to adopt a student-centred approach to pedagogy as described in the Proposal for Accreditation (pp. 17-20) and discussed during our meetings with academic staff. This approach is currently primarily based on the intuitive good-will and experience of the academic staff and their excellent relationship

with the student body. However the development of the University's new Teaching and Learning Centre and of the Program which aims to develop teaching experience in Higher Education for Early Career Researchers (ECRs) (as described on p. 42 of the Proposal) can further nurture such approaches to pedagogy, aiding innovation and enhancing student experience. The Department is also making an effort to develop an awareness of the different needs of its students and their protected characteristics; further awareness could be developed in this area.

The academic staff deliver content through 3 pathways; lectures, seminars and workshops. More effort could be made to incorporate a wider variety of teaching methodologies, such as, interactive sessions, debates, student conferences, work-based learning, flipped class, and so on, in line with contemporary pedagogic approaches.

Assessment methods are presented to students in advance through module specification documents, in class and in e-class. However there currently are neither grade descriptors nor explicit assessment criteria mapped on the learning outcomes of each module. Furthermore, currently module specifications tend to list in excess of 10 Learning Outcomes (LOs) each. The AP would like to ask academic staff to consider whether this number of LO's is conducive to student learning and assessment and would suggest that a more focused approach could benefit learning and teaching practices.

Panel judgement

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

Panel Recommendations

1. The Panel recommends the introduction of a formal process for student complaints and appeals which is included in the Student Guide.
2. The Panel strongly recommends that the Department develops an assessment grid and robust methods of communicating to students how each member of staff applies specific assessment criteria, which are published in advance. This is a long-term goal which the Department should consider piloting and implementing over the next four years.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme compliance

The Department carries out the processes of admission, progression and certification according to the regulations of the University of Patras and to the standards of the European Association for Quality Assurance in Higher Education. The role of the academic advisor ensures the smooth transition from high school to Higher Education; however there currently is only one member of academic staff responsible for this role for the whole of the student body. According to conversations we had with academic staff and current students, there is a dialogic relationship between staff and students. Students are encouraged to approach academic staff for advice regarding their studies but also matters to do with employment and progression. The relatively small size of the Department and the good staff-student ratio allows for a meaningful and personalized interaction between students and academic staff, which benefits the students' experience and their quality of education. The ECTS System is applied across the curriculum and the Diploma Supplement is issued without request for all graduates.

Internationalization remains a key priority for the Department: there are some bilateral agreements (Erasmus+, Erasmus Placements) which allow for mobility of staff and students. The AP would like to encourage academic staff to focus their efforts on developing a greater number and wider range of such international partnerships. The Panel notes that the financial cost of Erasmus study often hampers the students' mobility (for outgoing students). Further, up to now, the students were concerned about academic progression, achievement and credit recognition, which was an inhibiting factor to student mobility. The Vice-Rector informed the Panel that this problem has been addressed and resolved. The Panel welcomes this development and encourages greater mobility for the

Department's students and staff. We further suggest that the Department takes steps to enhance ingoing mobility by making its UG provision more appealing to international students. The Erasmus programme is particularly enhanced by the University provision of taught classes of modern Greek language (School of Modern Greek Language and Culture), which the Department should take advantage of. The offer of more practical/workshop-based modules could further enhance the Department's appeal to international students.

Finally the Panel wishes to note that the job opportunity/placement module is a valuable addition to the programme, which prepares students well for the employment market.

Panel judgement

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

Panel Recommendations

1. The panel recommends the promotion of Erasmus programmes and mobility to students of the Department, academic staff and international incoming students. We encourage the Department to focus its efforts on developing a greater number and wider range of targeted international partnerships, both Erasmus bilateral agreements and partnerships beyond the European Union. We further recommend that the Department takes advantage of the University's offering to international students, such as classes of modern Greek language and culture, and free catering for international students.
2. In a team of 14 members of academic staff the role of academic advisor could usefully be shared amongst more members of staff. The Panel recommends that this could be shared between four members of staff, each undertaking a particular level of study, as students have demonstrably different support needs as they progress through their program of study.

Principle 5: Teaching Staff

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

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

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

Study Programme compliance

The Department follows clear, transparent and fair processes for the recruitment of properly qualified staff to the extent that it is possible to do so given the national processes as governed by the Ministry of Education. The Department also proactively develops events such as research colloquia aiming to raise its profile and visibility so as to attract researchers of international calibre.

The Panel was delighted to hear of the many opportunities for the professional development of staff and Early Career Researchers provided by the University of Patras. Those can support staff to develop innovative teaching methods and enhance their ability to apply such innovations to the planning and delivery of the curriculum.

All academic staff appear to be research active to a greater or lesser extent. In discussion with academic staff it was evident that their workload, though increased, is appropriate, and allows sufficient time for the development of scholarship and research activity. At the Panel's request, academic staff presented evidence of their research outputs, some of which evidently adhered to international quality standards. The Department also produces an academic journal published via the University to Crete (a reputable academic publisher), *Logeion*. The Panel welcomes this research initiative, which serves to raise the Department's profile internationally, and we would like to encourage the staff involved to continue this important work.

There is evidence of a connection between research and teaching through the four obligatory Seminar modules, which are research-project-led. Academic staff support students to undertake, develop and deliver a research project, which is often within their area of research expertise. Moreover, the breadth of compulsory elective modules allows academic staff to deliver teaching that sits within their area of research expertise.

The University has developed robust internal quality assurance systems, including quality assurance processes for all staff members, which record research outputs, teaching activity, and other deliverables. We would like to commend the fact that undergraduate and MA/MSc dissertations as well as PhD theses are available on the University's repository, NEMERTES.

Panel judgement

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

Panel Recommendations

N/A

Principle 6: Learning Resources and Student Support

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

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

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

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

Study Programme compliance

The AP visited classrooms, lecture halls, staff offices, an IT lab and the library during our site visit. The classrooms and lecture halls are equipped with A/V facilities, which certainly help to support the teaching and learning experience. However, the Panel notes that the seating arrangements in one of the newest lecture halls (individual seats with tables attached to seats) are not conducive to written exams that the Department uses as a frequent method of assessment. Further, there is significant paucity of spaces for practice-based/workshop teaching and this is an area that should be enhanced through further funding from the University.

The staff offices are very pleasant spaces, welcoming to the students and offering the staff an excellent space to work in and the opportunity to develop a personalized environment.

The library is equipped with sufficient material for teaching and research. The library catalogue includes A/V material as well as the digitized archives of members of the academic staff, which students can consult. However, the panel notes that the librarian's availability (according to contract) presents restrictions for the students' use of the library, as it is open mostly between 9-2, which are hours when most students attend classes. Post-graduate students occasionally open the library voluntarily beyond the office hours as a reading room, but cannot support loan services. This allows students greater access to learning resources.

Panel judgement

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

Panel Recommendations

Whilst appreciating the challenges of the current financial climate, the Panel recommends that the University supports the Department with more funding for library support staff that will allow the library to remain open longer (as per students' feedback)

Principle 7: Information Management

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

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

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

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

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

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

Study Programme compliance

The AP noted with pleasure robust procedures for the collection of data concerning students, teaching staff, course structure and organization, which consequently inform the compilation of an extensive internal monitoring report. The UP is exemplary in its methodology and the Department successfully implements the University's initiatives. The Information System of Quality Assurance of the University gathers and systematically analyzes a range of data: students' satisfaction surveys, resources, information on teaching staff and activities of the departments (research, publications, conferences, etc.). These data are included and analyzed in the annual evaluation of the Department and the reports are published on the departmental website.

Each year an internal evaluation is carried out through students' satisfaction questionnaires. The OMEA (Internal Evaluation Committee) works in collaboration with the MODIP to analyze and communicate information obtained from the satisfaction surveys; consequently, action is taken with regard to the design and delivery of the programme.

The Panel received detailed data about student progression, success and drop-out rates. We understand that there is a discrepancy in these numbers as there are approximately 300 students who have remained 'stagnant'. Although we understand that this situation cannot be managed by the Department or indeed the University, since it is a larger policy

issue, we wish to stress that these 'stagnant, registered yet not active students' can impact on the Department's position in the rankings (i.e. via student-staff ratio) or indeed cost the Department during exam periods.

The Panel wishes to note the excellent work of the University and the Department to maintain contact with graduates, via alumni.upatras.gr and via offering graduates the University email account for life. However, data concerning career pathways of graduates are not currently publicly available via this website.

Panel judgement

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

Panel Recommendations

N/A

Principle 8: Public Information

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

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

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

Study Programme compliance

The Department publishes online information about its identity, vision, aims and objectives activities, academic and other teaching staff (including CVs, personal websites, samples of modules each member of staff teaches, and so on), the programmes it offers (including descriptions of modules, current timetables, intended learning outcomes, the qualifications awarded, the teaching, learning and assessment methods used, and the learning opportunities available to its students), graduate employment information, events and activities, engagement with the local and national cultural community and wider social context. Furthermore, the Department publishes all its annual internal evaluation reports, which are extensive, as well as the most recent external evaluation, carried out in 2013. Finally, the site of MODIP (University of Patras) also publishes extensive quality assurance frameworks and relevant policy and other information.

Overall, the Panel was satisfied, from inspecting the extensive material available online, that all the information provided, which takes into account the diversity of its end-users (teaching staff, current students, graduates, external stakeholders and the general public), is clear, accurate, objective, up-to-date and readily accessible. Indeed, the Panel would like to commend the University of Patras for its robust methods and excellent platforms for collecting, processing and publishing a range of data that is relevant to the University's and the Department's function and performance.

Panel judgement

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

Panel Recommendations

N/A

N/A

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

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

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

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

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

Study Programme compliance

The AP noted a commitment to rigorous processes of ongoing monitoring and periodic internal review. The processes take place annually and involve all concerned parties, before results are shared with the MODIP of the institution. The results of these reviews are translated into a clear and coherent action plan with measurable and achievable goals and in line with Key Performance Indicators. During the process of writing that review, academic staff are able to reflect on their personal experience as teachers and researchers and in doing so, they develop and improve.

We noted with pleasure a healthy degree of self-reflection and awareness of how feedback to staff should be given, particularly when students' satisfaction surveys for a particular member of staff are not fully positive. That feedback is, in the first instance, a trigger for continuous professional development; but it can lead to further corrective action, as appropriate.

During the Panel's meeting with current students, we established a strong degree of satisfaction for the programme (design, delivery, assessment, feedback); yet, there were some concerns raised with regard to the semester timetable and its availability to students. Students noted that sometimes they are not aware of their timetable well in advance of classes, which creates unnecessary stress and confusion. The Panel ascertained with the academic staff that these issues are due to interdepartmental collaborations and the timeframe for contracting staff external to the Department.

We also wish to note with pleasure that the representatives of the Undergraduate programme (as well as postgraduate students) that we met included mature students, proving the Department's reach to a wider civic community; yet, we would have welcomed representation from the first year undergraduate cohort, as this would have offered us some insight into how the process of transition from secondary to higher education is actually experienced. As noted above, the students who were present in the meeting confirmed how smooth the transition was and the degree of care that academic staff showed throughout their studies.

Panel judgement

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

Panel Recommendations

1. The Panel encourages the Department to be more communicative with students in order to moderate and manage expectations.
2. The Panel notes that several module specifications list dated and limited bibliographical references. We recommend a review of module specifications in order to update those lists in line with recent scholarly developments in the field.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme compliance

The Department suggests that it has fulfilled 90% of the Recommendations made through the External Evaluation Report (2013).

The Panel revisited the document of the External Evaluation and can confirm that most of the recommendations have indeed been met by the Department or the University. Such are:

- The University has advanced the creation of an alumni network, with a dedicated website that supports networking between UP alumni and through services such as a life-long University email account;
- The Department has included A/V documents of practical projects and events on its website;
- The strengthening of fields such as History of Art, Cinematography and Museology, through inter-Departmental collaborations and through the acquisition of new specialist teaching members of staff;
- The reinstatement of trips and activities for the enrichment of the curriculum.

Panel judgement

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

Panel Recommendations

1. The Department has partially fulfilled the previous Recommendation for inclusion of more A/V materials on its website but the Panel notes that a lot more can be done in that direction;

2. We recommend that the Department builds on the Institution's excellent work on establishing and improving alumni networks by proactively reaching out to graduates in relevant professions and using them as ambassadors for the Department in Greece and abroad;

3. We reiterate the External Evaluators' Recommendation "to consider how the landscape and the architecture contributes to the overall effect of the theatrical experience". We note the good practice initiated with the Department of Architecture and encourage the Department to grow additional such initiatives and make better use of its immediate surroundings, both landscape as well as archeological and monumental sites, such as the Roman Odeion and the Castle. We further recommend that the Department seeks to promote a sensibility towards current and urgent issues of environmental sustainability and heritage.

PART C: CONCLUSIONS

I.   Features of Good Practice

Please state aspects of good practice identified, with regard to the Study Programme.

•   Engagement with society through the 'Civic Audience' (Θεσμός του Ακροατή) is identified as an important component of the Department's outreach strategy as mentioned in the Proposal (p. 15). Furthermore, partnerships with employers and external stakeholders such as the Municipal Theatre of Patras, the Experimental Lyceum of Patras and the Regional Secondary Education Board, contribute to the quality of the local environment, enrich social life and create links between secondary and higher education.

•   The collaboration with the Department of Education and the employment of specialist teaching staff with relevant skillsets, allows for the development and delivery of modules, both theoretical and practical, which support graduates to pursue further employment opportunities in the primary education sector as theatre teachers in schools. Further, we commend the Department's interdisciplinary collaboration initiatives, such as, for example, with the Department of Architecture.

•   The focus on Ancient Greek Theatre differentiates the Department of Theatre Studies from other such departments within the Greek Higher Education system and provides a distinct identity, which can make the Department attractive to the international research and academic community.

•   The publication of an international, reputable academic journal (*Logeion*), raises the profile of the School and of the research outputs of members of academic staff nationally and internationally. We note with pleasure the open access nature of this publication.

•   The four obligatory Seminar modules provide excellent avenues for research-led teaching and for training students to the design and delivery of research projects, offering them valuable transferable skills.

II.   Areas of Weakness

Please state weak areas identified, with regard to the Study Programme.

•   While the AP appreciates the limitations imposed by the Greek legal framework, it is of the view that practice-based, practice-informed and applied provision could be richer and more fully embedded within the core elements of the programme .

- The materials presented to the AP suggest a clear distinction between theoretical delivery and other forms of teaching and learning, including applied pedagogies and practice-based learning. It is the AP's view that this distinction currently limits one of the School's main goals, namely, providing applied pedagogies alongside theoretical ones. It also restricts the students' learning and development of skills and competencies which can better prepare them for the world of employment – a matter presented to us as of major importance to the School and University. Furthermore, it compromises the Department's appeal to international students and its wider aims for internationalization.

- The infrastructure is satisfactory but requires improvement, particularly in relation to facilities for practice-based or mixed modes of delivery.

- The limited number of bilateral Erasmus agreements and other international partnerships does not support the Department's ambitions concerning internationalization and limits its international reach.

III.   Recommendations for Follow-up Actions

1. We strongly encourage the Department to continue to develop inter-departmental and interdisciplinary collaborations, which will enhance and enrich the students' learning experience. In compliance with the specific orientation and identity of the department, the AP encourages the Department to increase efforts already in place for greater interdisciplinarity and interaction between different approaches to teaching in order to offer students a more holistic learning experience. Moreover, we recommend embedding practice-based and applied pedagogies more fully within the Department's curricula, so as to better prepare graduates for the labor market, enhance the department's potential for development and its appeal to Universities and partners abroad.

2. We recommend that the Department considers ways of taking advantage of its particular geographic and historical location. We suggest developing modules that introduce students to ways of responding to place and site, and to making work inspired by or in response to their environment (e.g. site-specific, site-responsive, site-related performance). Such a development would consolidate excellent practices that already exist and which we have identified, for example, the performance *Visit to Antigone's Grave (Μια επίσκεψη στον τάφο της Αντιγόνης)* and the theories and practices of traditional Greek shadow theatre Karagiozis.

   We strongly encourage the development of further partnerships and bilateral agreements to grow the Department's international agenda through prioritizing

the staff's research interests and the Department's distinctive identity and expertise on ancient Greek theatre and its reception.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1, 4, 5, 7 & 8.

The Principles where substantial compliance has been achieved are: 2, 3, 6, 9 & 10.

The Principles where partial compliance has been achieved are: N/A

The Principles where failure of compliance was identified are: N/A

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

The members of the Accreditation Panel
for the Undergraduate Programme Theatre Studies
of the University of Patras

Name and Surname   **Signature**

1. **Prof. Caterina Carpinato (Chair),** Università Ca' Foscari Venezia, Italy

2. **Prof. Maria Chatzichristodoulou,** London South Bank University (LSBU), United Kingdom

3. **Dr. Marilena Zaroulia,** The University of Winchester, Winchester, United Kingdom