



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

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

Accreditation Report **for the Undergraduate Study Programme of:**

Communication, Media and Culture

Institution: Panteion University of Social and Political Sciences

Date: 8 October 2022

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Communication, Media and Culture** of the **Panteion University of Social and Political Sciences** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review.....	4
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation	5
III. Study Programme Profile	7
Part B: Compliance with the Principles	8
Principle 1: Academic Unit Policy for Quality Assurance	8
Principle 2: Design and Approval of Programmes	10
Principle 3: Student- centred Learning, Teaching and Assessment.....	12
Principle 4: Student Admission, Progression, Recognition and Certification	15
Principle 5: Teaching Staff	17
Principle 6: Learning Resources and Student Support	19
Principle 7: Information Management	21
Principle 8: Public Information	23
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	25
Principle 10: Regular External Evaluation of Undergraduate Programmes.....	27
Part C: Conclusions	29
I. Features of Good Practice	29
II. Areas of Weakness	29
III. Recommendations for Follow-up Actions	29
IV. Summary & Overall Assessment	31

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Communication, Media and Culture** of the **Panteion University of Social and Political Sciences** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Emeritus Joseph Joseph (Chair)**
University of Cyprus, Nicosia, Cyprus
- 2. Professor Petros Iosifidis**
City, University of London, London, United Kingdom (remote participation)
- 3. Associate Professor Stelios Stylianou**
Cyprus University of Technology, Limassol, Cyprus
- 4. Ms Athina Tsironi, Student of Political Science**
University of Crete, Rethymno, Greece

II. Review Procedure and Documentation

In reviewing the Undergraduate Study Programme of Communication, Media and Culture of the Panteion University of Social and Political Sciences (hereafter the “Programme”), the objectives of the Panel, as described in the Guidelines for the Members of the External Evaluation and Accreditation Panel (EEAP), are:

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

The Panel visited the Department of Communication, Media and Culture (hereafter Department) on two consecutive days, 3-4 October 2022, and worked on preparing its Accreditation Report (hereafter Report) between 5-8 October 2022. All members of the Panel were physically present in all meetings, except Professor Petros Iosifidis who participated remotely through electronic means (ZOOM platform).

Following a well-prepared schedule provided by HAHE, the Panel held several separate interactive meetings during the two-day on-site visit as follows:

On Monday, October 3, the following meetings took place:

- with the Vice-Rector/MODIP President and the Head of the Department of Communication, Media and Culture
- with OMEA and MODIP members and staff.

On Tuesday, October 4, the following meetings took place:

- with teaching staff members of all ranks
- with undergraduate students currently attending the Programme
- with administrative staff including the Head of Department Secretariat; the Head of Library and Information Centre; Students’ Services etc.
- visited classrooms, lecture halls, libraries and learning resources, laboratories, offices and other facilities
- meeting with graduates of the Department who have completed the Programme
- meeting with employers, social partners and external stakeholders of the private and the public sector
- meeting with members and staff of OMEA and MODIP
- meeting with the Vice-Rector/President of MODIP and the Head of the Department, plus members and staff of OMEA and MODIP.

During the above meetings, the Panel had the opportunity to meet, talk and interact with all the participants at all meetings. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. During the last meeting, the Panel made an informal presentation of some initial key findings.

The internal evaluation report of the Department and other extensive material were made available to the Panel electronically well in advance through HAHE. More information, documentation and clarifications were made available during the meetings. The Department

and the University worked diligently in preparing the internal evaluation report and other relevant materials, as well as in organizing and hosting the meetings, including the remote participation of a Panel member. All the meetings included presentations, discussions, and question and answer sessions.

It is the feeling of the Panel that the Department has performed an excellent job throughout the internal evaluation process and the objectives of the process have been met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

It is, also, worth pointing out that students were especially encouraged by the Panel to talk freely about their overall learning experience. They welcomed the opportunity to participate in this evaluation process and voice their views.

We wish to express our thanks and appreciation to the Department and the University administration for their cooperation, professionalism and eagerness to provide clarifications and respond to all the questions posed by the Panel.

This Report is based on information collected and views expressed during the meetings as well as on information contained in the internal evaluation report and other documents submitted before and during the meetings, including presentations and clarifications.

III. Study Programme Profile

The Department has been in operation since 1990. It was the first of its kind to be established at a Greek University. It was initially called “Department of Communication and Media”. In 2002 it changed its name to Department of Communication, Media and Culture to better describe both the content of studies and its educational and academic profile. Panteion University was established in 1930. Currently it has approximately 22,000 registered undergraduate students, but only about half of them are active.

This is a four-year Undergraduate Programme, requiring 240 ECTS (European Credit Transfer and Accumulation System), leading to the award a bachelor’s degree. It offers three Tracks leading to a common degree. The Tracks are Journalism, Advertising and Public Relations, Culture and Cultural Management. The number of new students admitted to the Programme every year is approximately 180. The total number of registered and active students (of all years) is over one thousand.

The objectives of the Programme are comparable to those offered by other institutions around Europe. It has an interdisciplinary nature and combines theory and practice within a coherent structure. Its content is balanced and appropriately designed to meet international standards and the needs and challenges of a modern society. The structure of the Programme and the courses offered are consistent with the Department’s overall objectives, and include required and elective courses, seminars and practical training.

The Programme is supported by a faculty of twenty permanent members. Currently the Department also has eleven members of adjunct teaching staff, including Ph.D. holders and Ph.D. candidates, who are active researchers and scholars, but do not hold permanent positions. All teaching staff are active in diverse areas such as communication, theory and practice of media, culture, literary journalism, digitalisation and information management, media psychology, social media etc.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme Compliance

The University has in place a quality assurance policy with clearly defined structures, procedures and goals. A university-level Quality Assurance Unit (MODIP) is in place, and so is an Internal Evaluation Group (OMEA) appointed by the Department. These Units are in constant communication and consultation and have the primary responsibility for the review and improvement of the Programme. Continuous revision is promoted through recommendations by OMEA, guidelines issued by MODIP and goal setting. All proposed changes are subject to

approval by the Departmental General Assembly. The policy and all changes are communicated to all interested parties, e.g., through the departmental website, social media and student orientation.

The Panel believes that the policy fulfils the need for quality assurance requirements for the Programme. The very fact that a policy has been established is a significant development. The policy includes well-defined structures and procedures appropriate and adequate for maintaining quality standards at the national and European level on a continuous basis. Further, even though the policy is new, the outcome of this operation is already visible. Notably, since 2014, when the previous external evaluation took place and some recommendations were made, the Department has made remarkable progress toward the integration of core education with fields of specialization and with the enhancement of the operation of the Labs, which are thematic clusters of applied courses within each of the three directions of study (Tracks). Of particular importance is also the fact that the goals set for improvement of the Programme are relevant, specific, realistic, and measurable within a clearly stated time frame.

In conclusion, due to a clear policy for quality assurance and the commitment to it, at the institutional and departmental level, the Programme is on a solid track toward continuous improvement.

Panel Judgement

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

Panel Recommendations

As the policy is new and has thus far been successful in fulfilling its goals, the Panel's only recommendation is that it continues as is at all levels.

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 structure of the Programme involves common core courses in the first and second year which deliver broad background knowledge and familiarization with methodologies and informatics. In the third and fourth year, students attend compulsory Labs of different directions, as well as optional courses of their own choice. The Labs specialize in Journalism, Advertising and Public Relations, and Culture and Cultural Management. The Journalism Lab aims to teach the ways and methods of production of journalistic content and specializes in data journalism, podcasting, web documentaries, transmedia content, data protection, etc. The Lab on Advertising and Public Relations relies on a broad network of collaborators in the areas of applied communication, digital media, start-up companies, and public diplomacy. The Lab on Culture and Cultural Management is unique in Greece and offers courses that combine various cultural aspects such as theatre, cinema, art history, cultural heritage, museums, etc., with management issues such as management of cultural events, organizations of cinema festivals, etc.

It is noted that the curriculum covers a wide spectrum of relevant areas in social science, cultural management, advertising, media, public relations and journalism and therefore provides the required scientific knowledge and prepares graduates for the workplace. This evidenced by the

establishment of partnerships with external associates, coming from media organizations, public relations and advertising firms, cultural organizations, start-ups, and others. Opportunities are offered for critical student training in fields of communication, research methods, media and culture, as well as their active involvement in publication of online magazines, exhibitions and film festivals fostering innovation and entrepreneurial culture. Furthermore, the participation of students in the Erasmus exchange programme and in work placement programmes contributes to the educational process and the creation of career prospects. In terms of infrastructure, the rooms that host Lab sessions have been improved and further improvement is expected through significant external funding that has been secured.

In conclusion, it is the Panel's opinion that the Programme is largely successful and achieving its goals. Overall, it is well-structured and has a good balance between the theoretical and practical components of the curriculum.

Panel Judgement

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

Panel Recommendations

- The Department may want to consider launching one or two additional methodological courses in the first or second year of studies to equip students with even more robust knowledge of different quantitative and qualitative methods, including quantitative and qualitative data analysis.
- The Erasmus programme is supported by both academic and administration staff but requires more resources and funding.
- Depending on available funds, the Labs could be equipped with more state-of-the-art technologies and machinery. This will turn the transfer of practical knowledge more efficient and make the already brilliant collegial relationship between staff and students more productive.

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 Programme's curriculum entails a strong sense of respect in the student-teacher relationship, which is perceived mutually from both the faculty and the students. A key factor that is widely appreciated is the student-centred way of learning and teaching. Specifically, due to the diversity of students attending the Programme, there are flexible learning and teaching methods, such as the Portal E-Class and the group projects. It is especially noted, from both the students' and faculty's perspective, that group projects are especially productive, either they take place in the class or the laboratories. During these group projects the teaching staff is encouraging the students to search for, analyse and compose information and data with the use of contemporary technological tools. A great example of effective and positive outcome from

the group projects is the creation of a radio station which was created from scratch during lecture hours and students were enthusiastic to contribute, while at the same time it was warmly embraced by the University community. Furthermore, the teaching becomes more effective when there is true interest from the side of the students that interact with the social environment as well as local, national, and international developments.

The Department is gradually moving away from an exclusive reliance on the traditional lecture-style classroom delivery and the end-of-the-semester final examination as a single method of student assessment. Data collected from student questionnaires, which were conducted anonymously, confirms that 41% students consider that courses are based on teacher-student dialogue and that this method of teaching is effective. Based on the findings of the Panel, student-centred learning is being enhanced through internships in non-university bodies in private and public sectors. This combination of theory and practice helps the students to sharpen their skills and knowledge, while simultaneously broadening their horizons on a personal and professional level. The Portal E-Class also strengthens and enriches virtually the delivery of teaching and learning. The teaching-learning process is further enhanced by the Department's three Tracks (degree pathways). These Tracks operate from the 5th semester and are linked with the following three Labs: (i) Journalism (ii) Culture and Cultural Management and (iii) Advertising and Public Relations Lab.

It should be noted that the Department has moved toward establishing institutional structures of empowering student-participation regarding course content, programme of studies, and advising. Although institutional structures are in place to assist students in learning and provide psychological support, such as the Academic Advisor there seems to be little reliance on them. Students rely instead on personal relationships with individual faculty who become academic advisors, research advisors, and overall mentors. There is a strong sense of an informal associations built on mutual trust and respect over time between students and faculty and it seems to last beyond the student years. Furthermore, current students and alumni uniformly indicated that they highly respect and appreciate their faculty, and in turn, the faculty is excited and proud of the students' accomplishments.

In conclusion, the Department is aware of the importance of student-centred teaching and learning combining theory and practice and is constantly working to maintain high standards ensure improvement on this front.

Panel Judgement

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

Panel Recommendations

- Reinforce established structures and support for learning and psychological support for students.
- Incentivize attendance by faculty in teaching/learning seminars at least once a year to share experiences, exchange views and explore different teaching approaches and techniques.
- Inform students from the beginning of the academic year of the examination material, teaching methods and projects that will be included in the course.
- Although the Department is aware of the need to implement further changes, much will depend on the total number of students taught and of the available faculty. This improvement will be difficult to implement without an increase in departmental faculty positions.
- The department needs to ensure the fair and equal treatment across the student body and reduce potential inequalities. It is important to make pastoral care transparent to all students. Standardizing procedures and under-reporting of serious incidents of bullying, harassment, and abuse of power in educational settings must be pursued.
- Create stronger and more formalized links with Department alumni.
- Explore the possibility of making the Internship a required course.
- Diversify assessment methods away from a single final examination and engage students throughout the course duration with papers and in-class presentations.

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

Generally, the Programme abides by the quality standards. The incoming students can get information on the Programme's curriculum through a daily updated website. During their meeting with the Panel, the students indicated that they were welcomed warmly on the first day of their studies. Furthermore, they highlighted that they don't mind delaying their studies to obtain higher grades. It was noted that students' progression is being monitored through exams that take the form of written exams or projects (individually or in groups) at the end of each semester. The Panel realizes that there is a gap between reality and statistics since a good number of students registered are inactive though still in the books. This is a problem because it gives rise to the wrong image for the Department and affects its rankings.

Students who have completed their studies confirmed our findings regarding the support they received during and after their studies from the faculty in both their student and professional life. They highlighted the great help internships and Erasmus exchange programmes have provided in their professional careers. It is also noted that the students are encouraged to participate in internships and Erasmus programmes even though there is not adequate funding. In general, both the Erasmus and internship programmes have been successful in attracting students, although there is room for improvement.

Furthermore, it was noted from the EEAP that the proportion of students taking advantage of the Erasmus or Erasmus + programmes is small, and that the Department intends to focus on increasing that number. The same is true for the students taking part in practical training.

The EEAP encourages the Department to make better use of its alumni and perhaps use them in a mentorship programme in the future.

In conclusion, both the University and the Department have in place processes and tools to collect, manage, and act on information regarding student admission, progression, graduation, and certification.

Panel Judgement

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

Panel Recommendations

- Encourage the students to participate in internships and inform them of the benefits and possible job placements they can get into via Erasmus or Erasmus +.
- Improve Erasmus participation rate and further develop and enrich the Erasmus and internship tracks.
- The Department may want to consider encouraging the development of an alumni-student mentorship programme.
- It is advisable that the Department develops a service that will provide students with official transcripts in other European languages to facilitate exchange in academia and the labor market.
- The Department should prioritize the formalization of the alumni relations network, which would be vastly beneficial on many levels.

Principle 5: Teaching Staff

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

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

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

Study Programme Compliance

The Department, recognising the importance of teaching and research, follows a clear, transparent, and fair process for the recruitment of qualified staff. Currently the academic staff consists of twenty permanent members (Μέλη ΔΕΠ) of all ranks. Their expertise, international background, high qualifications, and enthusiasm enhance the quality of classroom teaching and research output. There is also adjunct teaching staff, including Ph.D. holders and Ph.D. candidates, who are active researchers and scholars, but do not hold permanent positions. Currently there are eleven teaching members in this category who teach courses or supervise labs on a temporary contract basis.

The teaching staff follow innovative and widely used pedagogical practices and instructional methods that meet international standards. There is enthusiasm and skills in utilizing new technologies, both in the classroom and in interaction among faculty and students. The Panel had the opportunity to interact with students and received the impression that they think very highly of their teachers. All of them talked with respect and enthusiasm about their professors, the departmental culture, and the learning environment. They confirmed that their teachers are committed, accessible, understanding, and ready to provide support and guidance. The encouragement and advising provided by faculty members are evident and highly appreciated by the students.

The Department and the University provide encouragement and adequate opportunities for the professional development of the faculty, although there is plenty of room for improvement. All teaching staff should be commended for the firm commitment, concentrated effort, and enthusiasm in maintaining high-quality teaching despite the obstacles and difficulties created by shrinking resources and other external factors for which the Department cannot be blamed.

It should be pointed out that there is a collaborative climate in the Department built on, and reflecting, mutual respect and collegial spirit, not only among faculty members, but also between students and teaching staff.

Panel Judgement

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

Panel Recommendations

- Faculty members could intensify their efforts and enhance their high-quality research output, especially by publishing in international peer-reviewed journals and publishing houses.
- The excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced, as it is instrumental in sharing experiences and getting feedback.
- The Department and the University could provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects. This is in line with the need to address the general systemic problem of an inadequately funded public university system. Addressing this issue will also help meet challenges which universities and departments are facing, such as attracting and retaining more faculty of international calibre.

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

Panteion University is pretty known for having a rich historical background and an old but preserved infrastructure that generally seems to be satisfactory. There is functional Internet access (wireless or wired) in the buildings, but in some areas, it is not reliable. There exists functional IT infrastructure (e.g., computers, software), but it is still old for a department that uses technological tools constantly. There are also other specialized equipment labs (with cameras and iMac computers) that support the needs of the faculty and students. The Department's website is well organized and appropriately designed with useful information for students. Some classrooms are equipped with projectors, and they have connections to the Internet. Several other IT services are available to enhance student teaching and learning including Platform E -Class, MS Teams, Zoom, Skype, email, SPSS, STATA, etc. The faculty and students expressed satisfaction to a certain level with the available range of services provided, but it was highlighted from both that new equipment was needed. The students also expressed their concerns about the preservation of the buildings and lecture rooms, and they highlighted the importance of maintenance and improvement of them.

The library is well organized with subscriptions to online journals, e-books, archives, and audio-visual material, especially for people with disabilities. The accessibility of its databases is effective and easy to access. The library organizes seminars on how to conduct catalogue and database searches and teach students how to reference correctly, what counts as plagiarism, and so forth. These seminars are compulsory for all incoming students. The library also offers plagiarism control software. According to students and faculty, the e-teaching platform operated efficiently during the recent pandemic restrictions, but the University has recently

returned to teaching with physical presence. The Panel had the opportunity to meet with both current students and graduates who consistently expressed their enthusiasm about their studies. The Panel also had an opportunity to meet employers, both from the public and the private sectors, who played a very important role in arranging student internships. They all expressed their satisfaction with the Departments' cooperative approach and culture.

Overall, the Department and the University seem to provide satisfactory infrastructure for teaching and learning, while offering adequate student support.

Panel Judgement

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

Panel Recommendations

- There is room for improvement of equipment such as cameras, projectors, computers, printers, desks etc. There are limited places that are fully equipped with electronic equipment and state-of-the-art technological tools.
- The Department may consider ways of encouraging and helping students have their own laptop.
- Better maintenance of the buildings and lecture rooms is needed (e.g., paint the rooms, cleaner toilets with toilet paper and soap, no garbage around the university campus).

Principle 7: Information Management

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

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

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

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

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

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

Study Programme Compliance

The collection and management of information regarding teaching and learning (course material and activities, student course evaluations), students and graduates (grades, population, graduation and drop-out rates, duration of studies, satisfaction), academic staff (research activity, conference presentations, publications, citations), administrative staff (performance evaluation surveys), practical training (including evaluations by students and host organizations), infrastructures and programmes of study is predominantly administered centrally. The Department administers the open E-Class platform, the departmental website and social media outlets. Information about practical training and Erasmus placements is also collected through communication between students, host organizations and academic staff. The information is analysed by MODIP, and the conclusions are communicated to the departmental OMEA, which is responsible for making recommendations to the Departmental General Assembly. The information is also made available to HAHE.

The software used centrally has been upgraded so that information is collected in an effective and timely manner. The system seems to run well with respect to quantitative indicators (50 indicators were presented in the application) and for course evaluations by students. Continuous monitoring of the student experience about Erasmus exchanges and practical training is of great value in providing individual support to students. During the on-site visit of the Panel, this element was stressed by all parties (faculty, students, representatives of host

organizations). At the same time, this monitoring is effective in keeping track of the activities and in evaluating the host organizations. An information system about graduates and their careers is under development.

In conclusion, it is the Panel's impression that the central information management system currently serves its purpose and supports the Programme quite well.

Panel Judgement

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

Panel Recommendations

- The upgrading must continue toward a fully comprehensive data management system. The system can be improved both in terms of functionality and accessibility, as well as in terms of content (information collected, managed and analysed).
- More administrative staff is needed to support this development both in terms of information technology and secretarial support.

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 recognises the importance of communicating its activities publicly and has a clear public communication strategy by inserting updated information to a dedicated website. Members of academic staff and administrators provide their input, and this is overseen by the Head of Department. In the period 2021-22 the site was visited regularly by the students, a satisfactory percentage of which were visiting every day (17.8%), while almost 40% were visiting at least once per week. The navigation to the site seems straightforward with students and other users easily able to find information on staff activities, conferences, symposia, etc. However, there are grounds for improving the navigation and accessibility of the website.

The social media presence such as Facebook/Meta is also well-advanced and there is sufficient information of past student cohort activities, particularly from academic year 2016-17 onwards. There is a post on graduates' questionnaire that shows that a very high percentage of respondents (83.6%) found the information regarding student groups in Facebook/Meta useful. Further, posts like videos and other activities on YouTube are equally visible. Examples of activities listed in there include student reports and projects, public appearances of academic staff, information about the department, and events organized by the department. It is very important and encouraging that current students and graduates alike build upon the experiences of academic life and share them online.

To sum up, there is substantial evidence of the Programme compliance with a clear and well-defined public information policy. Student engagement also appears to be strong and demonstrates student continued interest in departmental activities and a thirst for accessing information about study programmes, labs, staff academic presentations, extracurricular activities, and other relevant events.

Panel Judgement

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

Panel Recommendations

- Academic and administration staff could intensify their efforts to promote their excellent, diverse activities on the website and social media with continuous information and regular updates in order to make it even more 'visible' and topical to current students, graduates, and the general public.
- Academic staff should continue promoting on the site and via social media their research output, conference presentations and grants. Especially visible should be books with reputable publishers as well as high-profile publications in peer review journals.
- The Department and the University should provide further support to academic staff in order to attend national and international conferences so as to present their work to diverse fora and disseminate their research output to a wider audience.
- The website could be made more accessible so people with special needs could visit and navigate efficiently. For example, there should be an option to navigate the website without a mouse through assistive technologies that do not depend on keyboard-only navigation. Equally, provision could be made for visually impaired people or users with cognitive disabilities such as autism and dyslexia.

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 General Assembly of the Department appoints OMEA, (Internal Evaluation Group – IEG) a committee for reviewing the Programme. OMEA monitors the operation of the Programme with particular attention paid to the results of student course evaluations. It also takes into consideration developments in the relevant fields of study and changes in the wider social environment to assess how the Programme can better serve its mission. OMEA maintains continuous communication with MODIP (the Quality Assurance Unit of the University), with external organizations, as well as with academics outside the Department. Through these considerations, consultations, and communications, OMEA forms its conclusions and drafts recommendations that are presented to the departmental General Assembly for approval and submission to MODIP.

The internal monitoring and review system serves the purpose of continuous review and development of the Programme well. It receives input from all related sources and at all levels (students, faculty, MODIP, external entities, etc.). The analysis of this input is systematic and effective in paving improvement perspectives and making specific suggestions for changes in the Program. This is evident in recent developments that have resulted from this function, such as (i) the inclusion of a variety of student-centred assessment methods, (ii) the updating of the content of existing courses, (iii) the introduction of new courses, (iv) the inclusion of courses from other Departments as free electives, (v) the inclusion of courses taught by Ph.D. candidates and post-doctoral associates, (vi) the inclusion of courses taught in languages other than Greek, (vii) the reduction of the number of courses required to complete the Programme (which allows for more in-depth coverage and more applied activities within a smaller number of subjects), and (viii) the adjustment of the content of the lab courses based on feedback received from students and on considerations resulting from the current needs of the job market, as these are

communicated to the Department through the links it maintains with external organizations, especially those involved in student practical training.

The Panel believes that the existing structures and procedures, especially MODIP and OMEA, are doing a very good job, with excellent results, in monitoring, reviewing, and revising the Programme.

Panel Judgement

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

Panel Recommendations

The Panel recommends that the Department and the University continue to put emphasis on the process of internal monitoring and reviewing of the Programme through simultaneous evaluation, while considering ways in which it can be revised and further improved.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme Compliance

There is sufficient evidence that the Department complies with external evaluations and is open to suggestions. For example, the Department adopted nearly 90% of the recommendations made in the previous 2014 external evaluation and this fact, combined with more recent improvements, demonstrates that the University leadership team, the departmental academic staff, as well as the administrators, have embedded the external assessment culture and are flexible to structural changes, as well as changes for improving the Programme and teaching patterns.

Specifically, recently the Department abolished the sectors which created many discrepancies relating to the laboratories and the various methodologies that applied to different areas and instead launched three clear and distinct directions (Tracks) focusing on Culture and Cultural Management, Journalism, and Advertising and Public Relations. Another recommendation that was adopted was the hiring of experts for the Labs whose performance is regularly assessed by the students. Further, the Department is now subject to an internal regulation/evaluation that is posted on the website and complies with the internal regulation of the University. Another recommendation in the 2014 external assessment was the collaboration with the industry and the offering of opportunities for student work placements. This has been achieved to a great extent. Students have now the opportunity to get work experience with several companies and public/private institutions that collaborate closely with the Department. The Panel had the opportunity to meet with several representatives of these companies and institutions who confirmed the harmonious collaboration that was established with the Department. Such work experience, combined with the Erasmus programmes have enhanced the career prospects of the Programme graduates. Finally, the recommendation of the 2014 assessment report to enhance the opportunities for staff and doctoral students/postdocs to publish in international journals has been taken into consideration as evidenced by the list of publications in recent years.

In conclusion, the University and the Department take seriously the external quality assurance process and ensure that the recommendations of the Panel are taken into consideration for revising and improving the Programme, as well as for conducting internal periodic quality assurance reviews.

Panel Judgement

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

Panel Recommendations

- Close liaison and productive discussions between faculty and external experts could be enhanced in order to share experiences in teaching and research, Programme structure and content. This would be positive, and in turn, make the Programme (and Greek universities broadly) more competitive and on par with international practice.
- It would be nice to see on the website some hard data and statistics regarding Programme graduates who have found relevant employment so as to get a clearer idea of the career prospects of the Programme graduates.

PART C: CONCLUSIONS

I. Features of Good Practice

- Due to a well-defined and successfully implemented quality assurance policy, at the institutional and departmental level, the Programme is on a solid track toward continuous improvement.
- The University and Departmental structures and procedures for monitoring reviewing and revising the Programme are doing a very good job, with excellent results.
- The Programme is well-structured and has a good balance between the theoretical and practical components of the curriculum, thus helping students sharpen their skills and knowledge, while simultaneously broadening their horizons on a personal and professional level.
- The Department follows a clear, transparent and fair process for the recruitment of the best qualified teaching staff.
- There is an excellent collaborative climate in the Department, not only among faculty members, but also between students and teaching staff. This is an important asset built on, and reflecting, mutual respect and collegial spirit.
- The University and the Department have embedded the external assessment culture and take into consideration the recommendations of the Panel (EEAP) for revising and improving the Programme, as well as for conducting internal periodic quality assurance reviews.

II. Areas of Weakness

- University infrastructure in general -- including buildings, lecture rooms, offices and toilettes – need better maintenance.
- There is room for improvement of Lab equipment and state-of-the-art technologies, such as cameras, projectors, computers, printers, desks, etc.
- More administrative staff and more advanced information technology is needed to enhance secretarial support.
- There is a need to encourage and improve Erasmus participation by students, and further expand both the Erasmus and internship tracks.
- More encouragement and support are needed for the faculty, from the University and the Department (by providing incentives and resources), to attend international conferences and publish in international peer-reviewed journals and publishing houses.
- There is a need for a university policy/mechanism dedicated to supporting faculty efforts for attracting external funding, especially through international and European projects.

III. Recommendations for Follow-up Actions

- Put more emphasis on securing better maintenance for university infrastructure, including buildings, lecture rooms, offices and toilettes.
- Upgrade, to the extent possible, Lab equipment with state-of-the-art technologies.
- Enhance secretarial support with advanced information technology and more staff.

- Encourage and support faculty, by providing incentives and resources, to attract external funding, attend international conferences and publish in international peer-reviewed journals and publishing houses.
- Encourage, facilitate and improve Erasmus participation by students, and further expand both the Erasmus and internship tracks.
- More concentrated and coordinated efforts, at university level, could be made to address the general systemic problem of an inadequately funded public university system. Addressing this issue will help meet challenges which Departments and study programmes are facing.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **3, 4, and 6.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Professor Emeritus Joseph Joseph (Chair)**
University of Cyprus, Nicosia, Cyprus
- 2. Professor Petros Iosifidis**
City, University of London, London, United Kingdom (remote participation)
- 3. Associate Professor Stelios Stylianou**
Cyprus University of Technology, Limassol, Cyprus
- 4. Ms Athina Tsironi, Student of Political Science**
University of Crete, Rethymno, Greece