



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**
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for Higher Education

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Accreditation Report

for the New Postgraduate Study Programme of:

Education Sciences: Theatre Pedagogy

Department of Primary Education

Institution: Democritus University of Thrace

Date: 29/10 – 03/11/2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Education Sciences: Theatre Pedagogy** of the **Democritus University of Thrace** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of Education Sciences: Theatre Pedagogy of the Democritus University of Thrace comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Emeritus Prof. Georgia Valananidou-Ioannitou
Le Mans Université, Le Mans, France (Chair)
2. Emeritus Prof. Athanasios Gagatsis
University of Cyprus, Nicosia, Cyprus
3. Prof. Mary Ioannidou-Koutselini,
University of Cyprus, Nicosia, Cyprus
4. Prof. George Tzanetakis,
University of Victoria, Victoria, Canada
5. Ms. Elli Chlorou-Konsta,
Master Student, University of Peloponnese, Tripoli, Greece

II. Review Procedure and Documentation

In preparation for the review of the Postgraduate Study Programme of Education Sciences: Theatre Pedagogy of the Democritus University of Thrace, the members of the External Evaluation and Accreditation Panel (EEAP) examined the documents provided in advance by HAHE, including the Department's Proposal for Accreditation of the Postgraduate Programme, the Guide of Studies, the HAHE Guidelines and other relevant information about the proposed Programme (strategic goals, quality indicators, research outputs, several University and Departmental policies, etc.). The EEAP also consulted the website of the Department.

The review was online and took place on Wednesday 30/10/2024. It was preceded by a private meeting of the EEAP on Tuesday (via Zoom), and it was followed by further private meetings of the EEAP throughout that week to finalise the report. During the virtual visit, the EEAP had the following meetings:

30/10/2024

15.00 – 16.00: Meeting with the Vice Rector: Prof. Marirena Grigoriou, the Director of PSP: Assoc. Prof. Simos Papadopoulos, the Head of the Department: Prof. Athanasios Karafyllis the MODIP Manager: Mrs. Styliani Gavaki. The Vice Rector and Programme Director gave an overview of the Institution and the proposed PSP.

16.00 – 16.45: Meeting with Teaching Staff members (DEP) and Adjunct Teaching Staff for the PSP: Angelos Markos Professor, Department of Primary Education, Democritus University of Thrace; Charalampos Sakonidis, Professor, Department of Primary Education Democritus University of Thrace; Athanasios Koutsoklenis, Associate Professor, Department of Primary Education, Democritus University of Thrace; Aikaterini Diamantakou, Professor, Department of Theatre Studies National and Kapodistrian University of Athens; Clio Fanouraki, Associate Professor, Department of Theatre Studies National and Kapodistrian University of Athens; Aikaterini Antonopoulou, Associate Professor, School of Environment Geography and Applied Economics, Harokopio University; Antonios Lenakakis Professor, School of Early Childhood Education, Aristotle University of Thessaloniki; Panagiotis Tzamargias Special Teaching Staff (EEP), Department of Pedagogy and Primary Education, National and Kapodistrian University of Athens. The EEAP discussed teaching and staff issues, workload, delivery approaches, student evaluation, links between teaching and research, learning materials, equipment and resources.

17.00 – 17.30: Discussion about the facilities presented in the video produced for this purpose with the Head of the Department, the Director of the PSP and the Secretary of Department of Primary Education.

18.00 – 18.45: Meeting with external stakeholders: Marigoula Kosmidou, Dep. Regional Director for Primary and Secondary Education of Eastern Macedonia- Thrace, Greek Ministry of Education; Eftychia Katsigaraki, General Director of Special Legal Affairs and Human Right, Greek Ministry of Justice; Margarita Alexomanolaki, Director of Performing Arts and Cinema, Greek Ministry of Culture; Nikolaos Gavalas, Legal Representative, Development Department, ARSIS; Aggeliki Giannakidou Founder and President of Ethnological Museum of Thrace. The stakeholders discussed with EEAP members various forms and opportunities of collaboration with the Programme, involvement in the formulation of the proposal, and the current state of the career counselling and lifelong education field.

19.00 – 19.30: Debrief meeting of EEAP members, in which they discussed the outcomes of the virtual visit and prepared the interim oral report.

19.30 – 20.00: Closure meeting with the Vice-Rector/MODIP Director, Head of Department, Programme Director and MODIP Manager. In this final meeting, the EEAP provided a general view of some of the conclusions reached.

The EEAP members want to underline that all the above meetings were held in a very constructive atmosphere. Overall, the Department and staff programme with presentations and discussions. All members of the Programme were ready and eager to answer the questions by the EEAP, and this facilitated the latter's task in the evaluation and accreditation process.

III. Postgraduate Study Programme Profile

The Postgraduate Study Programme in “Educational Sciences: The Pedagogy of Theatre” aims at providing specialisation, theoretical and applied knowledge, evidence-base and competencies to graduates to promote Theatre Pedagogy and give students the opportunity to gain experience in educational, theatrical/artistic, and social environments. Students deepen in knowledge and research, participate in theatre as pedagogical and artistic cultural process and they gain experiences through academic courses, experiential workshops, seminars, and art performative actions. Also, students in the program could develop their research interests in the individual fields of school reality and vulnerability.

The PSP “Education Sciences: Theatre Pedagogy” is an innovative program with many advantages for the participants due to the experiential-participatory approach to the subjects of theatre pedagogy. It is established by decision of the Senate of the Democritus University and assumes the administrative support of this programme.

Teaching is provided in the Greek language, although applicants are expected to have good knowledge of English language, to access the bibliography and other learning materials. The student projection is up to 40 students.

Credits (ECTS) required to obtain an MA extending to 120, 90 ECTS for the courses and 30 for the master’s Thesis, are semester long, taking place on Saturday and Sunday, to facilitate working students and developed in the form of lectures and laboratory courses.

The 4 semester duration studies include: compulsory attendance and successful completion of 12 courses, of which 9 are compulsory and 6 electives, of which 1 course is selected for each semester, as optional mandatory between 2 elective courses. Each course is developed in 39 teaching hours. In all courses of each semester at least 50% take place in person, while up to 50% of courses can be conducted remotely, in a remote synchronous learning mode. In the 4th semester the master thesis is compulsory. The Internship (practicum) is not mandatory, nor is its implementation foreseen for the time being.

Upon successful completion of the PSP, graduates are conferred with a Diploma of Postgraduate Studies. This qualification will equip students with various career opportunities in providing individual and organisational career in relevant innovative educational, social, and artistic working environments in Greece and abroad.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

STRATEGY

The Democritus University of Thrace in 2023 set as a strategic goal the development of post-graduate study programs with a focus on excellence in education and connecting with research, innovation, and entrepreneurship. The developed post-graduate programs should focus on original scientific research and contribute to their corresponding fields. In addition to providing deeper knowledge and conducting research, these programs are encouraged to foster connections with other departments as well as different organizations and universities both at the national and international level. The students should receive deep knowledge in their respective fields as well as soft skills that are increasingly important in the workplace.

The goals of postgraduate programs include: providing the knowledge and skills required to succeed in the workplace, the development of new scientists and researchers, the training of new workers that will contribute to economic development and prosperity, the creation of new research knowledge both basic and applied, excellence in all aspects of operation, and providing student support through faculty and staff, and providing the necessary background for students who want to continue into doctoral studies.

The Democritus University of Thrace has developed specific actions to develop postgraduate programs through studying what are its strong and weak points as well as the challenges and opportunities that it faces. The proposed post-graduate program in Education Sciences: Theatre Pedagogy is the result of one of these actions leveraging the resources of the Department of Education and the relevant experience of existing faculty as well as external collaborators.

ONLINE LEARNING

The Democritus University of Thrace has specific approved policies and regulations for designing and implementing educational activities related to online and distance learning for the teaching and assessment of students. These include the conditions for designing online learning, the units that will be taught that way in each graduate courses as well as the supporting material. The university also provides systems and digital tools for synchronous and asynchronous delivery of education materials. The specific post-graduate program in Education Sciences: Theatre Pedagogy will be delivered with up to 50% of the program through online learning following the university framework and regulations. The Department of Education that provides the physical location hosting the program has the appropriate facilities to support distance education such as video-conferencing rooms, software licences for videoconferencing and learning management systems. All faculty offices are equipped with the necessary equipment for distance learning (computers, microphones, speakers, cameras).

QUALITY ASSURANCE POLICY

The new post-graduate program in Education Sciences: Theater Pedagogy has a quality assurance policy that follows the practices and is guided by the quality assurance committee of the Democritus University of Thrace for graduate programs. The policy is designed to ensure that post-graduate programs achieve the strategic objectives outlined above.

Quality assurance is achieved through a variety of means including:

- 1) Design, modification, and improvement of the post-graduate program study guide with transparency and participation by all shareholders
- 2) Adaptation to current scientific practice and education processes
- 3) Tracking whether the learning outcomes and skills listed in the post-graduate program study guide have been achieved
- 4) Promoting scientific knowledge and research
- 5) Providing a clear picture of the focus of the program to the graduate students
- 6) Selecting faculty following all rules and regulations and ensuring they have the skills and ability to teach the courses they are assigned to
- 7) Teaching evaluations are conducted by the graduate students in the program every six-month term
- 8) The program will participate in regular internal and external reviews and accreditations as dictated by the quality assurance policy of the Democritus University of Thrace.
- 9) Teaching will utilize a variety of student center methods and procedures

- 10) Progress of students will be tracked throughout their studies
- 11) Graduate students will be encouraged to work on writing publications in well established journals and scientific conferences.
- 12) An academic advisor will be established and tasked with answering any questions, concerns, or requests for information the students might have
- 13) The program will participate in the regulations for awarding teaching excellent by the host university.
- 14) An environment of collaboration, respect, and inclusion between all stakeholders in the department will be cultivated.
- 15) Best practices for resolving any complaints or issues through the regulation for handling complaints will be established.
- 16) Collaborations within the institution as well as with other institutions in Greece and internationally will be encouraged and supported.
- 17) Encourage and support the teaching faculty to international and national conferences, grants, and collaborations
- 18) Look into alternative sources of funding support (participation in programs, donations, sponsorships)
- 19) Connecting research and teaching
- 20) Helping students with employment opportunities and tracking where graduates of the program are employed

The quality assurance policy is provided on the website of the program and is regularly updated so that all stakeholders are informed.

The post-graduate program in Educational Sciences: Theatre Pedagogy, has published the quality assurance policy on the program's webpage: <https://eled.duth.gr/postgraduate/education-sciences-theatre-pedagogy/>, so that it can be viewed by prospective, incoming, and current students. Information about quality assurance is also provided to incoming students during the welcome ceremonies. It also communicated to the local community, and collaborating organizations during graduate ceremonies and public information about actions of the post-graduate program as well as publications to the local press. The content is also mirrored or linked through various websites used by the University, hosting department, and post-graduate program. Actions and activities are also communicated through both electronic and physical means such as posters and newsletters.

For setting goals and actions, the post-graduate program has created quality goals following the directions of the Hellenic Quality Assurance agency with strategic goals, the corresponding indicators, actions, people responsible and associated time tables.

II. Analysis

The post-graduate program in Theater Pedagogy was developed as part of a strategic initiative by the Democritus University of Thrace to create new and innovative post-graduate programs. Standards of research excellence and relevance to the local and

national community were established and used to guide the design of the program. The main goal is to provide graduates with deep knowledge in their respective fields, encourage research and innovation, provide soft skills, and connect with other academic units, industry, and community organizations.

Distance/online learning forms an integral part of the newly proposed postgraduate program (up to 50%). There is good support from the host institution both in terms of physical hardware for videoconferencing (computers, microphones, cameras, speakers) as well as software for synchronous and asynchronous delivery. The design of the new program follows the regulations and policies for online learning established by the host institution, the Democritus University of Thrace.

In other parts of the report, information is provided about the target students. For example, there are no strict requirements for undergraduate degree for students entering the program and the teaching of courses on weekends is done to support student who have full time jobs. This information should be ideally part of the strategy response to Principle 1 and we encourage the post-graduate program to do so in the future.

Quality assurance is conducted following well established and appropriate policies as outlined by the host institution, the Democritus University of Thrace. There is regular tracking of several aspects related to quality assurance including the study guide, internal and external reviews, teaching evaluations, academic advisor, and complaints procedure. The quality assurance policy will be regularly updated, publicly available, and informed by the perspectives of all stakeholders.

According to the quality guidelines for the Democritus University of Thrace, each academic unit needs to make public their educational and research activities, their quality assurance policy, and the results of any internal and external reviews. The goal of this is to ensure that all information is easily accessible, current, transparent, and well documented. A variety of electronic and physical ways are used to communicate the quality assurance policy as well as the strategic goals and actions of the program.

III. Conclusions

The creation of the new postgraduate program in Education Sciences: Theatre Pedagogy was part of a larger strategic initiative by the Democritus University of Thrace with clearly defined goals. The external review committee would have liked more specific information about feasibility and viability of the post-graduate program such as target student enrolment numbers and different scenarios of growth, sustained operation, or potentially winding down if there is not sufficient interest. As another example of being more specific, the new post-graduate program will operate on weekends to support students who have full time jobs. This information should be part of the strategy (Principle 1).

A significant component of the postgraduate program in Education Sciences: Theatre Pedagogy will be conducted through online learning (up to 50%). More specific information about which course, parts of course will be conducted online should be included and whether

this is mostly to support instruction by faculty who are not physically present. From other parts of the review, physical presence is required for many courses. There is good support for online learning at the hosting Department of Education.

The quality assurance policy of the post-graduate program is comprehensive and follows current best practice. Given that the program is new it remains to be seen how all these policies will be implemented, maintained, tracked, and evolved in practice but as an initial start the quality assurance policy looks good. The quality assurance policy will be published on the website of the program and updated regularly with input from all the program’s stakeholders.

As a general conclusion the response to principle one was good but somewhat generic and would benefit from more concrete and specific information. The panel is confident that when the program starts operating and with the passage of time any issues will be resolved and dealt with.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Based on the findings, analysis, and conclusions above the panel makes the following recommendations:

- More specific information about the feasibility and viability of the post-graduate program in Education Sciences: Theatre Pedagogy such as different levels of potential target enrolment and associated plans should be provided.
 - More information about the targeted students (for example full time workers) should be part of the strategy response.
 - More concrete information about the need for online learning and the concrete implementation which courses or what parts of courses will support online learning.
 - There are a few mistakes in the response such as mentioning courses in medicine and incoming students coming from high school, probably resulting from copying and pasting from other documents, that need to be corrected.
- 5) There is a reference to a strategy document with specific goals, indicators, actions, and people responsible. This information should be included in the response to Principle 1 making it more concrete and specific to the post-graduate program.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The PSP “Education Sciences: Theatre Pedagogy” is an innovative program with many advantages for the participants due to the experiential-participatory approach to the subjects of theater pedagogy. It is established by the decision of the Senate of the Democritus University and assumes the administrative support of this programme.

As specified in the documentation reviewed by the EEAP, the main aim of the programme is to promote Theatre Pedagogy and give students the opportunity to gain experience in educational, theatrical/artistic, and social environments. Students deepen in knowledge and research, participate in theatre as pedagogical and artistic cultural process and they gain experiences through academic courses, experiential workshops, seminars, and art performative actions. Moreover, they become able to combine theatre theory and practice, to teach subjects at school, using stage methods and techniques appropriately applied in school and museum environments and theatrical scenes. Also, students in the program could develop their research interests in the individual fields of school reality and vulnerability. After graduation the participants are expected to become professionally active in relevant innovative educational, social, and artistic working environments in Greece and abroad.

The design of the programme is based on the premises of Research Empowerment, Inclusion of contemporary objects and readings, and the Upgrading of the importance of Arts in education and life. According to the quality standards, the department is committed to implementing procedures and standards of quality in teaching and research through the employment of the appropriate personnel.

As designed and published in the Student Guide, the programme has mandatory and elective courses, with multiple sections for each course. The course descriptions list learning objectives and overall areas of focus, approximate percentages of expected time in the types of teaching modes offered by individual faculty, suggest general assessment/evaluation modes, and provide bibliographies. All the above are provided in Greek. The courses are structured in modules. Part of the courses will be covered by teachers from outside the Department of Primary Education, Democritus University of Thrace, from faculty members of other Universities, with specialization on the Theatre pedagogy.

Credits (ECTS) required to obtain an MA extending to 120, 90 ECTS for the courses and 30 for

the master's Thesis, are semester long, taking place on Saturday and Sunday, to facilitate working students and developed in the form of lectures and laboratory courses.

The 4 semester duration studies include: compulsory attendance and successful completion of 12 courses, of which 9 are compulsory and 6 electives, of which 1 course is selected for each semester, as optional mandatory between 2 elective courses. Each course is developed in 39 teaching hours. In all courses of each semester at least 50% take place in person, while up to 50% of courses can be conducted remotely, in a remote synchronous learning mode. In the 4th semester the master thesis is compulsory. The Internship (practicum) is not mandatory, nor is its implementation foreseen for the time being.

The training material is available through the e- class of the Democritus University of Thrace, in which it is available and records of course lectures, exercises and other auxiliary instruction material, as well as open access books. The exams can be conducted in person, as well as by remote methods, which can be carried out in a variety of ways, as with Multiple-choice questions via the e platform class, or through oral examinations using Microsoft Platform Teams.

II. Analysis of judgement

In all the documents reviewed for this principle, the overall provision of information is well articulated and presented and according to all the requirements of the proposal/accreditation templates.

A programme entitled "Educational Sciences:The Pedagogy of Theatre" is welcome, since is going beyond the preparation for teaching the main curriculum subject matters. From this point of view, the programme is innovative, and it broadens the concept, the aims and the methodology of the curriculum and teaching. It can promote student-centered teaching extending its results from knowing to empathy for the social positions of self, and others in life situations that interact with the teaching of all the other academic subject matters.

It is also a great advantage the involvement in the programme of external stakeholders and social partners with long experience in ministries, theatric scenes, museums, institutions dealing with juvenile delinquency, and associations who can enrich teaching and workshops with an artistic and social point of view. In this context, the opportunities students have during the preparation of the compulsory thesis, can also become a training research in these structures. A regular mechanism of feedback from stakeholders, should be organized.

In our reading of the structure of the programme, we found that the courses constituting its identity are offered as electives, a fact that does not support the fulfilment of the aims of the programme. Moreover, in each of the semesters there is one course that does not offer significantly in the promotion of the aims of the programme, a finding which is reinforced by the suggested literature of these courses: Ideological Undercurrents Innovations in Modern Greek Education (Semester 1); The school of Work in Modern Education (Semester 2). Also, the course Human Rights and the Rights of the Child (Semester 2) as elective should be limited to the Rights of the child and/or integrated into the course on Vulnerable groups.

III. Conclusions

Upon examination of the coursework and the aims and structure of the programme, the advisory committee appreciates the Department's Philosophy behind the proposal for the programme and its many advantages.

The EEAP advice the department to increase the compulsory courses which strengthen the program's unique identity, i.e. the pedagogy of Theater, by offering two courses as compulsory optional. The mandatory courses should be limited to two in the first and second semester.

It is also advisable to increase the number of staff with specialization in the Pedagogy of Theatre at least to three, considering that they can contribute also to the advancement of the other programmes of the department. The compulsory Master thesis is an advantage of the programme but it cannot be adequately supervised without staff with the appropriate expertise.

Panel Judgement

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

Panel Recommendations

As the PSP Proposal currently stands, the EEAP recommends that the following aspects be addressed:

- The programme will benefit from more mandatory specialized courses on the Pedagogy of Theatre that formulates its identity.
- The structure of the programme should adhere to changes in the first and second semesters including two compulsory optional courses in the Theatre Pedagogy and two mandatory courses from the existing three.
- Increase the number of the department's staff with specialization in the Pedagogy of Theatre.

- The EEAP recommends that a regular mechanism of feedback from stakeholders, should be organized. The contact and regular feedback from the stakeholders will increase the opportunities for employment of programme graduates, networking, events, campaigns, and other collaborations. Current annual audits can be enhanced to further investigate dimensions of quality which relate to labour market factors, employment of graduates and the efficient use of financial resources.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

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

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*

- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

Student admission, duration of studies, student progression and mobility are clearly defined in the programme. The intended selection criteria for student admission are transparent and mainly based on the following: general grade of Bachelor degree, grade in undergraduate courses related to the subject of the PSP, performance in the thesis (if applicable at the undergraduate level), and any research or professional experience of the candidate in a related field.

The general structure of the programme applies to the ECTS system (120 ECTS in total), which allows easy transfer among European Universities, student mobility, and process of recognising the degree. Courses are taught in person and remotely with a corresponding percentage 50/50. The PSP “Educational Sciences: The Pedagogy of Theatre” is in Greek. New postgraduate students of the PSP will be supported with appropriate actions, including information on the Programme of Study, visits to the infrastructure, and orientation.

A grant mechanism is planned to encourage student recruitment. The Erasmus+ Programme provides student mobility, both for studies in Institutions of Higher Education, as well as for internships in different infrastructures abroad.

The Department will provide an Academic Advisor for each of the postgraduate students to advise the student during his/her studies. An official Study Guide clearly outlines the conditions for the realisation of the Master’s thesis (e.g., transparency in the process of awarding and examining the thesis, counselling, and guidance for the preparation of the thesis). Students will have regular communication with the coordinator of their thesis. The progress of students is monitored with statistics, which are presented to the Assembly of the Department by the Coordinating Committee.

Communication between students and professors is facilitated through electronic means, allowing for the submission of assignments, distribution of marks, course reviews, and access to professors' notes. The Department utilises e-learning and has supplied, free of charge, to all faculty and students the Microsoft Teams platform.

The evaluation process of teachers by students is also well defined. The evaluation of the educational process by students takes place on a six-monthly basis, electronically, for all

courses of the current semester, during the teaching period. After the completion of the evaluation through MODIP, the members of the teaching staff and OMEA are informed.

There is currently no established internship offered by the Master Programme. It is recommended that a feasibility study be conducted to determine whether students would benefit from an internship.

II. Analysis

The Department has established clear and detailed student admission procedures and supports for the smooth progression of their studies. They also effectively apply regulations that pertain to all aspects of students' admission, progression, recognition, and degree/certification award. Graduating students will be issued both a Diploma and its Supplement automatically and free of charge, immediately after the completion of their studies.

III. Conclusions

Procedures concerning student admission, student mobility, and thesis realisation, are clearly presented, and are following the required European standards. The structure of the PSP promotes the achievement of the target learning outcomes, but should also reflect on whether students would benefit from an internship.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends that the Department:

- Conduct a feasibility study to determine whether students would benefit from an internship and reflect on training needs, to enable some additional training for students without core pedagogy knowledge, especially in pedagogy of theatre.
- The EEAP recommends that applied skills can be strengthened further through more experiential learning activities during the courses.
- Identify future sources of funding for the programme and its structure, particularly regarding scholarships.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The Vice-Rector of Academic Affairs and President of MODIP of the Democritus University of Thrace Professor Marilena Gregoriou, the Head of the Department Professor Athanasios Karafyllis, the Director of the PSP “ Education Sciences: Theatre Pedagogy” Associate Professor Simos Papadopoulos, the MODIP manager Mrs Styliani Gavaki and the teaching staff presented and explained their vision and were willing to share with the EEAP all the documents and information that could make their work visible. A short overview of the PSP containing the academic profile, the status, the strengths and the possible areas of concern and the degree of compliance of the programme to the Standards for Quality Accreditation have been discussed.

The members of the EEAP visited different webpages of the PSP, the Department, and the University: <https://eled.duth.gr/>; <https://eled.duth.gr/postgraduate/education-sciences-theatre-pedagogy/>; <https://unistudent.duth.gr/>; <http://career.duth.gr/portal/>; <http://europedirect.duth.gr/>. Moreover, the members of the EEAP studied the relevant documentation included documents on the roles, responsibilities, and performance of teaching staff members. The list of academics involved in the teaching of modules is satisfactory and includes academics of various specialisations.

The teachers who are going to participate in this Postgraduate Program are highly specialized in the field of Educational Sciences and in Theatre Pedagogy or related subjects, in teaching and published research work in reputable scientific journals. Part of the courses will be covered by teachers outside the Department of Primary Education of the Democritus University of Thrace, by faculty members of other Hellenic Institutions. In fact, the PSP is planned to employ members of Teaching Research Staff (ΔΕΠ), Special Educational Staff (ΕΕΠ), Laboratory Teaching Staff (ΕΔΙΠ) and visitor professors from different Universities of Greece. It is worth noting that the list of teachers will be updated depending on the requirements of the Programme and availability (Appendix A1).

It seems that the Democritus University of Thrace, gives importance to the promotion and recognition of the research work of faculty members. Appendix 177 present the publications of the professors of the programme and their respective citations in Google Scholar (Appendix A17).

II. II. Analysis

The internal quality assurance unit has formulated a document with regulations regarding the role and responsibilities of teaching staff. In fact, there is a clear set of criteria and procedures for the selection and employment of teaching staff. Overall, employment regulations, staff policies and recruitment processes appear to be effective in achieving successful teaching and learning outcomes. During the evaluation of the candidate faculty members, the research-scientific field and the professional experience of the candidate are considered by the evaluators and the members of the election committee.

Moreover, there is a well-defined procedure for handling student complains. However, some areas for improvement exist.

Even though the full extent of the meritocratic procedures used for recruitment cannot be assessed, there is strong evidence to suggest that academics employed in the teaching of modules are highly competent and effective as instructors.

III. Conclusions

The processes used for the recruitment, training and further development of staff are specific and transparent. The PSP will be supported by a satisfactory number of academics with different specialisations relevant to the content of teaching modules. The scientific

competence of the teachers in the new Postgraduate Program is proven by their CVs and their research work, as posted on the website of the PSP and by their performance reports.

Professional development opportunities exist, and teaching staff mobility is encouraged. The workload of teaching staff allows for engagement in research activities. Academics are involved in research activities which include publication of articles in journals and participation in academic conferences.

Specific mechanisms for the evaluation of staff members by students are used on a systematic basis. Areas for improvement include the provision of more professional development opportunities for teaching staff and a more clearly defined research strategy.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

EEAP suggests:

- Even though emphasis is placed on research and development, more can be done in terms of formulating a detailed research strategy for the PSP.
- The EEAP believes that there is a need to increase the performance of the teaching staff in scientific research, especially in internationally recognised journals by internationally recognised systems of scientific evaluation (not only in Google Scholar but also in Scopus, web of Science, etc.)
- The Programme should consider ways to increase the faculty's international scientific collaborations and mobility.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP will operate partially online and partially in-person. The in-person classes will be held on university campus facilities, in classrooms that provide access also for individuals with mobility challenges. Democritus University of Thrace strives to meet the needs of its students and continually improve the services provided to them. Among its priorities is ensuring student meal services in the four cities where its departments are located (Komotini, Xanthi, Alexandroupolis, and Orestiada).

For the purposes of education and research, the Democritus University of Thrace operates a unified and autonomous Central Library Unit called the “Library and Information Center of DUTH.” The Central Library (<https://lib.duth.gr/>) is based in Komotini. Due to the University's geographical spread across four (4) cities in Thrace (Komotini, Xanthi, Alexandroupoli, and Orestiada), the Central Library has developed nine (9) Library Branches: Library of the School of Law and the School of Social, Political, and Economic Sciences, Library of the School of Physical Education and Sports Science, Library of the Department of History & Ethnology, Library of the Department of Greek Philology, Library of the Department of Language, Literature, and Culture of the Black Sea Countries, Library of the School of Engineering, Library of the School of Health Sciences, Library of the School of Education Sciences and Library of the School of Agricultural & Forestry Sciences. Through the Central Library's website (https://opac.seab.gr/search~S4*gre), each student can search for materials (books, journals, etc.) and find out which of the above libraries holds them to proceed with borrowing. Postgraduate students, using their credentials, have access also to the institution's electronic repository, where all postgraduate and doctoral dissertations completed at Democritus University of Thrace are posted, as well as to the publications of all scientific journals included in Scopus.

Postgraduate students have access to information regarding their course registrations, grades in each course and any other requests or certificates issued for the postgraduate programs through the DUTH Electronic Secretariat (Universis), which is accessible using each student's personal login credentials.

Education is supported by an online e-class system (<https://eclass.duth.gr/>). Each course has its own virtual classroom, where instructional materials, announcements, course-related bibliography, and other resources are posted. This system also includes a general announcement board for educational matters, along with specific announcement boards for each semester of study.

The Academic Advisor Regulation at Democritus University of Thrace details the framework for academic advising within the institution. Advisors are tasked with supporting students in their academic and professional development and they are expected to meet with students regularly and offer proper guidance.

The University has a Counselling and Psychosocial Support Department that aids in the personal development and social well-being of students. The Department support services address various areas, including studies, academic life, social life, and other issues such as psychosomatic disorders, emotional difficulties, and addictions, while maintaining absolute confidentiality.

The University also offers a "Student Ombudsman" service. The role of the Ombudsman is to mediate between students and faculty or administrative services, uphold legality within the framework of academic freedom, address issues of mismanagement, and ensure the smooth operation of the institution. The Student Ombudsman, who heads the office on a voluntary

basis, may be a professor or Emeritus Professor of the university, appointed by the Senate following the recommendation of the Student Welfare Council. Students at all levels may submit their requests through a dedicated form available on the university's website (<https://duth.gr/Υπηρεσίες/Δομές/Γραφείο-Συνήγορου-του-Φοιτητή>) via email.

Another service, the Employment and Career Structure (<https://duth.gr/Υπηρεσίες/Δομές/ΔομήΑπασχόλησης-και-Σταδιοδρομίας>), offers students at all levels, as well as recent graduates, the opportunity to familiarize themselves with their future professional environment. At the same time, it helps them gain the knowledge and skills needed to pursue their place in the job market on stronger terms.

Through the Philologus electronic platform (<https://philologus.duth.gr/>), supported by the Laboratory of Linguistics +Μορφωση in the Department of Greek Philology, the University provides text editing and proofreading for essays written in Greek, by members of the Democritus University academic community.

To assess the services provided to students, the University's Quality Assurance Unit conducts opinion surveys as part of its ongoing efforts to improve the quality of facilities and services. These surveys aim to capture the views of the university community members, and participation is both optional and voluntary. The results are published on the Quality Assurance Unit's website (<https://modip.duth.gr/>).

The tuition plan for the PSP projects an annual revenue of approximately €98,000, sourced entirely from tuition fees (€3,500 per student, with 28 students anticipated annually). Of this income, thirty percent (30%) is retained by the Special Research Fund (ELKE) to cover financial management services for the program. The remaining funds are allocated to cover the program's operational expenses, with seventy percent (70%) earmarked for specific categories, such as compensation for administrative support, technical support and teaching staff, travel expenses, and equipment and technical infrastructure. From this portion, funds will also be allocated to seminars, conferences, and collaborations supporting the program's educational and cultural mission. This also includes financial aid for students and faculty to participate in academic and cultural events, theatre performances, short-term educational programs, and publishing activities. Additional support may fund small research projects and help socially vulnerable local individuals. The total expenditure of the program is calculated based on the assumption that thirty percent (30%) of students are exempt from paying tuition fees. If the number of tuition-exempt students is less than thirty percent (30%), there will be surplus funds, and the institution's Special Research Fund (ELKE) will be able to collect these additional amounts.

II. II. Analysis

The Department of Primary Education at Democritus University of Thrace offers excellent facilities and extensive resources, including services for both on-campus and online students. With strong academic advising, robust student support services and well-managed financial

planning, the Master "Education Sciences: Theatre Pedagogy" programme ensures students will receive the support and resources they need for high-quality postgraduate studies.

III. III. Conclusions

The PSP "Education Sciences: Theatre Pedagogy" of the Democritus University of Thrace is well-equipped and offers extensive resources that support a rich academic environment. Since the PSP has not yet commenced, it currently does not have a dedicated website. Having considered the above, the EEAP considers that the institution provides satisfactory infrastructure and services for learning and student support and the principle 5 is fully compliant.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends that, once the website is established, all program information should be made available in English as well.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The Democritus University of Thrace has an Internal Quality Assurance System (MODIP). The University, through MODIP and with the assistance of the Department of Primary Education organises and supports the internal and external evaluation procedures of the new Postgraduate Programme "Education Sciences: Theatre Pedagogy." The annual internal evaluation of the PSP is carried out in collaboration with the Quality Assurance Unit of the Democritus University of Thrace in the context of the internal evaluation of the academic unit to which it belongs. The annual report includes, in the form of tables, aggregated data on curricula, on educational and research work, as well as on other services offered by academic and administrative units during an academic year (two consecutive winter and spring semesters). The continuous monitoring and periodic internal evaluation of the Postgraduate Program aims at maintaining and/or improving the educational level and at the same time at creating a supportive and effective learning environment for postgraduate students, which is provided for in article 24 of the Internal Regulation of Operation of Postgraduate Studies of the Postgraduate Programme "Education Sciences: Theatre Pedagogy".

Furthermore, the External Evaluation of the PSP, will take place, through the MODIP, and the Department will organise and support the processes of the external evaluation of the new Postgraduate Programme in accordance with the specific instructions and guidelines of the University. Upon receipt of the final external evaluation of the Programme, the Curriculum Committee will study and endorse to the Assembly of the Department the findings and recommendations of the External Evaluation Committee. These findings will be discussed in specific meetings of both the OMEA, the Departments involved in the programme, and the Director for further reflection and possible actions that must be implemented. When the external evaluation of the PSP is completed and the accreditation report on the Programme is submitted, the OMEA of the Department together with the MODIP will ensure that the External Evaluation Committee's recommendations will be adopted and become the main axes of the implementation of quality assurance procedures based on the following model:

- Step 1: Commit to comply with the EEAP recommendations
- Step 2: Study the Accreditation Report
- Step 3: Development of an Action Plan
- Step 4: Monitoring of Actions
- Step 5: Preparation of a Monitoring Report of the PSP

The Monitoring Report, once finalized, after the cooperation of MODIP and the PSP is sent to HAHE by MODIP and it is published on the Institution's website, as an accompanying document of the External Evaluation and its Report.

I. Analysis

The EEAP believes that the Department and the PSP have adopted procedures concerning the implementation of the curriculum and quality indicators of the entire programme and will focus on data collected through an evaluation form. The quality assurance and evaluation procedures of the PSP will continue to be carried out based on the process entitled "Internal

Evaluation". The internal evaluation of a new PSP includes the evaluation of the accreditation proposal of the Postgraduate Programme and documentation in accordance with the requirements of the HAHE standards. An annual internal evaluation report will be prepared by the Quality Assurance Committee and communicated to the Board of Directors, so that any modifications can be made to occur as soon as possible. The formal evaluation of the content of the courses by the students and the teaching in individual study modules will be obtained through anonymous questionnaires that will be distributed to students. The action plan includes the following Strategic Objectives:

- Functional connection of the PSP and in general of the Democritus University of Thrace with the local and wider society
- Support of the teaching process
- Support professional development
- Support for research activity

The information collected will be analysed and the programme will possibly be modified according to the internal and external evaluation data.

II. Conclusions

The maintenance of academic standards and the management and enhancement of both procedures for quality assurance and control are the collective responsibility of the Department and the PSP. The EEAP members confirmed through their review of the relative documents that the Democritus University of Thrace, the Department of Primary Education, and the Postgraduate Programme “Education Sciences: Theatre Pedagogy” have in place the competent bodies and mechanisms to regularly review essential aspects of the Programme. The Programme will be regularly internally reviewed and revised, with the participation of students and faculty members. Some of these aspects concern the objectives, content, and structure of the curriculum, knowledge offered and level of science and technology in the subject, to ensure the innovative character of the Programme.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends that:

- The Department is encouraged to obtain feedback concerning the new Programme formally from external stakeholders (e.g., employers, social agency directors) by operating an “external partners” committee.
- The annual Internal Evaluation Reports, the monitoring indicators, and related results could be published on the website of the Department to facilitate the information procedure and the possibility of feedback to all interested parties.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The proposed Postgraduate Study Programme has been carefully and systematically planned and evidenced.
2. There is a clear, increasing, and diversified need for such a Programme, which has also been taken into consideration.
3. Stakeholders are positive and committed to such a programme, with potential for extensive collaboration beyond the practical training placements.
4. The maximum of 40 students for the first cohort will provide valuable experience before planning the second cohort.
5. There are mechanisms in place to offer holistic student support throughout the Programme.

II. Areas of Weakness

1. Some of the courses constituting its identity are offered as electives, a fact that does not support the fulfilment of the aims of the programme.
2. The structure of the PSP promotes the achievement of the target learning outcomes, but should also reflect on whether students would benefit from more experiential learning activities or internship.

III. Recommendations for Follow-up Actions

1. The EEAP advice the department to increase the compulsory courses which strengthen the program's unique identity, i.e. the pedagogy of Theater, by offering two courses as compulsory optional. The mandatory courses should be limited to two in the first and second semester.
2. It is also advisable to increase the number of staff with specialization in the Pedagogy of Theatre at least to three, considering that they can contribute also to the advancement of the other programs of the department. The compulsory Master thesis is an advantage of the programme but it cannot be adequately supervised

without staff with the appropriate expertise.

3. The formulation of a more targeted research strategy could help the better alignment between teaching and research, as well as highlight the strengths of the Departments and the PSP.
4. Applied skills can be strengthened further through more experiential learning activities during the courses. It is advisable to conduct a feasibility study to determine whether students would benefit from an internship and reflect on training needs, to enable some additional training for students without core pedagogy knowledge, especially in pedagogy of theatre.
5. More specific information about the feasibility and viability of the post-graduate program in Education Sciences: Theatre Pedagogy such as different levels of potential target enrolment and associated plans should be provided.
6. More information about the targeted students (for example full time workers) should be part of the strategy response. More concrete information about the need for online learning and the concrete implementation which courses or what parts of courses will support online learning

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 3,4,5,6

The Principles where substantial compliance has been achieved are: 1,2

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. Emerita Professor Ioannitou Gina
2. Emeritus Professor Athanasios Gagatsis
3. Emerita Professor Mary Koutselini
4. Professor George Tzanetakis
5. Elli Chlorou-Konsta