



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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## **Accreditation Report for the Postgraduate Study Programme of:**

**Greek and Eastern Mediterranean Archaeology: From the Bronze  
Age Palaces to the Hellenistic Kingdoms**

**Department: History and Archaeology  
Institution: National and Kapodistrian University of  
Athens**

**Date: 22 November 2023**

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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

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

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. Christias Panagiotis (Chair)**

Department of French and European Studies, Faculty of Humanities, University of Cyprus

**2. Antoniou Maria**

Pace University

**3. Chatzikonstantinou Ioannis**

Aristotle University of Thessaloniki

**4. Forsén Björn**

University of Helsinki

## II. Review Procedure and Documentation

The accreditation procedure took place in digital form from November 6th to November 11th, 2023. Prior to the sessions, the members of the External Evaluation & Accreditation Panel (EEAP) had the opportunity to study all accreditation support materials supplied to them by HAHE in advance, including:

- HAHE Materials such as the Guidelines for EEA Panel, the M12\_PSP MAPPING GRID, and the European Qualifications Framework.
- The Department's Proposal for Accreditation along with several annexes.

In the afternoon of November 6th, 2023, the EEAP met to discuss the process and to divide tasks among its members. The sessions with the Department took place on November 6th, between 18:00 h and 19:30 h EEST, and on November 8<sup>th</sup>, 2023, between 16:30 h and 21:00 h EEST.

The EEAP members were welcomed by the Head of the Department, Professor Aikaterini Nikolaou, the Director of the Postgraduate Studies Programme "Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms" (PSP2), Associate professor Kostas Kopanias, the Steering Committee members of PSP 2, Associate professor Euridice Kefalidou and Assistant professor Nikolaos Dimakis, OMEA member for PSP2, Assoc. Prof. Nikolaos Giannakopoulos, and MODIP staff Pr. Konstantinos Bourletidis, Head of the Quality Assurance Unit (MODIP), of the National & Kapodistrian University of Athens and MODIP Secretary, Mr. Theodoros Chajitheodorou MODIP member. Associate professor Kostas Kopanias gave a short presentation of the study program, explaining the aims, the structure of the curricula and the methods involved. The EEAP members asked their first questions of clarification, before engaging in a more consistent discussion about the organization of the courses and its international anglophone character. The following persons joined the EEAP in the last session of the day: Assoc. Prof. Kostas Kopanias, Director of PSP2, Christina Koukou, secretary of PSP1, Professor Eleni Psoma, Associate Professor Stylianos Katakis. The on-line tour of classrooms, lecture halls, libraries laboratories, and other facilities related to the PSP, followed an exchange about the facilities and learning resources to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the PSP.

In a debrief private closing meeting the EEAP reflected on impressions of the first day and prepared for the second day of the on-line review.

The sessions involving in the PSP2 took place on Wednesday, November 8th, 2023, and included subsequent meetings of the EEAP with:

(a) The teaching staff of the PSP2, Prof. Dimitris Plantzos, Prof. Giorgos Vavouranakis, Ass. Prof. Vasilis Petrakis. The discussions concerned professional development opportunities, mobility, competence, and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students, the link between teaching and research, the teaching staff's

involvement in applied research, projects and research activities directly related to the programme, and possible areas of weakness.

(b) Seven (7) Students of the PSP2, where Students' satisfaction from their study experience and from the Department / Institution facilities were discussed. The EEAP enquired about the student input in quality assurance and the priority issues concerning student life and welfare.

(c) PSP1 graduates, Anna Gustafsson, freelancer journalist, Katie Slaughter, PhD candidate at the University of Oxford, Gabriel Peixoto, Mark Safranski, Ron (no family name given, as he was a replacement of a person who was not able to assist), Awder Hamasalim, Department of Antiquities at Iraqi Kurdistan, Pshtiwan Salmami, Department of Antiquities at Iraqi Kurdistan, Konstantinos Spyridakis, contract archaeologist in the Ephorate of Antiquities of Eastern Attica. In the exchange the EEAP asked the graduates to relate their overall experience of their postgraduate studies and their career paths. The discussion was sincere, showed a big degree of satisfaction of the programme and was also very hopeful in the matter of professional opportunities. It also pointed out some points that need to be taken into consideration, like the degree of integration of the students from abroad in the life of the Department, some problems in the cohesion of the group and the need of field work in the archaeological sites in Greece.

(d) Employers and social partners of the PSP2, Dr. Tina Kalantzopoulou, assistant director of the Belgian School at Athens, Dr. Eleni Nodarou, INSTAP Study Centre for East Crete & Wiener Laboratory of American School of Classical Studies at Athens, Dr. Konstantinos Nikolentzos, curator of the Prehistoric and Egyptian collection of the National Archaeological Museum, Dr. Eleftheria Daliezou, Archivist/Historian of the American School of Classical Studies at Athens, Dr D. Grigoropoulos, researcher German Archaeological Institute. The discussion concerned the relations of the PSP2 with external stakeholders from the private and the public sector. It was clear that the persons assisting this meeting were implicated in teaching within the programme and were not in any kind of social partnership with the PSP. All stakeholders noted the necessity of a consistent internship, which is lacking at the moment, due to the short duration of one year of the PSP and the absence of a formal public framework, as is the case for the undergraduate internships.

Then the EEAP held a private meeting to discuss the outcomes of the virtual visit and prepare their oral report.

In the last session, the EEAP met with the Director of the PSP2, Assoc. Prof. Konstantinos Kopanias, the Steering Committee's members of PSP2, Prof. Giorgos Vavouranakis and Prof. Dimitris Plantzos, the OMEA members of PSP2, Prof. Yiannis Papadatos and Assoc. Prof. Nikolaos Giannakopoulos. Also present were MODIP staff, Mr. Konstantinos Bourletidis, Head of the Quality Assurance Unit (MODIP), National & Kapodistrian University of Athens, and MODIP Secretary, Mr. Theodoros Chajitheodorou MODIP member. A discussion was engaged on several points and findings which needed further clarification, following what the chair of the EEAP presented informally the EEAP key findings. Unanimously the EEAP expressed their satisfaction from the programme presentation and congratulated the Department. Nevertheless the EEAP, in accordance with the Department's own propositions, suggested a number of measures to improve the cohesion of the multicultural group of foreign graduate students and to strengthen their integration and relations with the graduate students of the hellenophone PSP1.

### III. Postgraduate Study Programme Profile

The Postgraduate Studies Programme in “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms” (PSP2) of the Department of History and Archaeology of the National and Kapodistrian University of Athens was established in 2016 (Government Gazette 1814/B/31.6. The aim of the MSc is to provide a high level of postgraduate education in the scientific field treated by the Department of History and Archaeology of the National Academy of Sciences of Athens. The PSP2 includes the payment of tuition charges.

Upon successful completion of the studies, the PSP2 leads to the award of the Diploma of Postgraduate Studies in "Greek and Eastern Mediterranean Archaeology: from the Bronze Age Palaces to the Hellenistic Kingdoms". The degrees are awarded by the Department of History and Archaeology of the National and Kapodistrian University of Athens. The Department issues a Diploma Supplement for the graduates of the PSP, upon their request, which gives a more specialized picture of the studies of each student within the PSP of the Department, in Greek and/or in English language.

The PSP2 starts in the winter semester of each academic year. A total of 75 ECTS are required for the award of the Diploma of Postgraduate Studies. Courses are organized in 13-week semesters, held on a weekly basis, and are conducted in English. Students attend the three compulsory seminars in the winter semester and choose three seminars in the spring semester. Attendance of the courses is compulsory. The Graduate Thesis is submitted during the September term. The subject of the Thesis must be of a research nature and the language of writing is English. In order for the thesis to be approved, the student must defend it before the examination committee. The Graduate Theses, if approved by the examination committee, are obligatory posted in the Digital Repository "PERGAMOS" of the University of Athens. The current regulation has been published in the Official Gazette of Re-establishment in 2018 (Official Gazette 3698/B/29.8.2018). Detailed information on the structure, courses and application procedure is presented on the Program's website: <https://meditarch.arch.uoa.gr>.

Students are admitted after examination of the files containing their supporting documents, CV and proposal of academic/research interests. The evaluation is based on a mark scheme, as described in detail in the Regulations for Studies. There are currently no similar PSP programmes at other Universities in Greece. The level of the PSP2 is considered high in comparison with similar programmes abroad, as attested by the international collaborations of its members, the large number of applications and the high performance of its graduates in doctoral programmes.

The PSP utilizes the institution of the Academic Advisor, who guides and supports students in the PSP by providing a variety of advice regarding the PSP and the possible further development of the student's studies. This service is part of a sound educational process that creates the right conditions for effective knowledge transfer without neglecting the need for

communication and support on other issues that may be of concern to students.

Within the framework of the seminars, visits to the Department's laboratories, museums and archaeological sites are organized, in order for students to familiarize themselves with the specific research topics and to practice scientific methods. In the framework of the inter-university CIVIS programme, students of the programme are also given the opportunity from time to time (depending on the type of seminars offered in CIVIS) to attend online seminars at foreign universities. In addition, the Erasmus+ mobility programme gives students the opportunity for an internship abroad, in the framework of the Erasmus+ placement programme, during or in a short period of time immediately after their studies. The programme does not include an institutionalized internship for students.

The PSP2 offers its graduates the skills (knowledge, methodological skills, development of compositional and critical thinking) for their employment in many sectors, public and private; in Greek and foreign universities as professors; in research centres, archives, libraries, museums, galleries, collections; in various professional fields (journalism, editing, etc.).

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

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

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

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

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

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

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

#### **Documentation**

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

#### **Study Programme Compliance**

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

In assessing compliance with this principle, the panel has examined:

- the Programme's Academic Accreditation Proposal (A1)
- the Quality Policy (A2)
- the Quality Goal Setting (A3)
- the Student Guide (A5)

- the Module Outlines (A6)
- the Student Evaluations (A9)
- the discussions with various stakeholders during the review period

The PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms” applies a Quality Assurance System which is in line with European Quality Standards and with the Quality Policies of the National and Kapodistrian University of Athens IQAS), an institution which has extensive and accredited experience in this field. The implementation of this system is undertaken by the Internal Quality Unit of the Department (OMEA), which works in close cooperation with the Quality Assurance Unit of the University (MODIP).

The PSP is fortunate to have high quality faculty members that disseminate the difficult theoretical concepts to their students. From the meeting with students currently enrolled, it became apparent that the programme also offers high quality student support services. In contrast, students that had graduated in the past, emphasized the fact that there was no official institution for hearing complaints and filing a report on various issues (sexual harassment, verbal violations in the class etc). The AP evaluates as very positive the fact that the Department has published “Rules of the Procedure for the management of complaints” (A 10). There is also a special link on the PSP’s website for the “Student Ombudsman” Resources([uoa.gr](http://uoa.gr)).

The PSP is evaluated internally every year. The results of the assessment are analysed in terms of weaknesses and strengths, and improvement actions and measurable, achievable, and timely quality goals are proposed. This documentation (general guidelines of Quality Policy, internal progress report, quality goals) is communicated and published on the PSP website, although only in the Greek language.

## **II. Analysis**

The academic unit has established a Quality Assurance Policy which is appropriate for the PSP and includes a commitment of the academic unit for its implementation and continuous improvement. The Quality Assurance Policy for the PSP is in line with the institutional Policy on Quality. The responsible institution for applying the Quality Assurance process is the Internal Evaluation Committee (OMEA) in effective collaboration with MODIP.

Continuous improvement is promoted through regular fine-tuning of strategic goals and taking into account student evaluations. During the academic year 2021-2022 and for two consecutive semesters, 6 out of 10 anonymous student evaluations were received (with a participation rate of 60%). The students evaluated two academic semesters, 9 courses and the evaluation questions included the evaluation of the faculty, the self-evaluation of the students, as well as available resources (accessibility to bibliography). This means a high satisfaction of students with the PSP and the student-faculty interactions. Student satisfaction was also evident during the meetings the panel had with current students and alumni. Quality Assurance Policy is communicated to all parties involved.

The academic unit has set specific, measurable, achievable, relevant and timely goals regarding the PSP in respect of teaching methods, student satisfaction, learning outcomes and research output. The PSP has clear strategic goals and has planned the means for attaining them. However, the achievement of some of these goals

does not depend exclusively on the PSP: for instance, there is need for more administrative support and for an increase of funding for bibliographical resources, research and the acquisition of sophisticated equipment for the Archaeology Lab and the Museum of Archaeology. The quality goals are paired with the suitable KPIs. These goals are duly monitored, updated and communicated. The learning outcomes of the PSP are appropriate for level 7 (Master), according to the European and National Qualifications Framework for Higher Education.

Regarding financial resources, it should be emphasised that the PSP has tuition fees, although much more moderate in comparison to other European countries. An efficient use is made of them; the vast majority are intended to cover teachers' compensation, field trips and the improvement of bibliographic and research resources. The overall goal of the Programme is to equip its students with a broad and deep background of Greek and Eastern Mediterranean Archaeology, which combines ideally theoretical knowledge with practice (field trips, hands-on experience in the Lab and the Museum).

In this respect, the PSP's learning outcomes meet the requirements of level 7 according to the European and National Qualifications Framework for Higher Education in terms of knowledge, skills, and abilities. Upon graduation from the PSP, a considerable part of students is ready to enrol in doctoral programmes.

### III. Conclusions

In the opinion of the AP, the academic unit demonstrates a commitment towards Quality Assurance Policy implementation and towards nonstop improvement of the PSP on its published policy. The Academic Unit works to promote continuous improvement regarding objectives, expected learning outcomes, appropriateness of the qualifications of the teaching staff and the infrastructure and resources. Based on the above analysis, the panel finds that the PSP fully complies with Principle 1 and all sub-principles.

### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

N/A

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

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

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

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

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

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

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

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

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## Study Programme Compliance

### I. Findings

The PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age to the Hellenistic Kingdoms” has operated since the academic year 2017-2018 as part of the Department of History and Archaeology at the National Kapodistrian University of Athens. The students of the PSP specialise either in Greek Prehistoric Archaeology, Classical Archaeology, or Eastern Mediterranean Archaeology. The aim of the PSP is to offer high-level postgraduate teaching in English in all these three special areas, thereby preparing the students for a scholarly career.

The PSP comprises two semesters and provides 75 ECTS points. The studies consist of a total of six seminars (each comprising 10 ECTS points) and a master thesis comprising 15 ECTS points. Each seminar is supposed to comprise a student workload of 250 hours, the master thesis again a workload of 375 hours. Three of the seminars are compulsory and are absolved during the first semester (one each in Greek Prehistoric Archaeology, Classical Archaeology and Eastern Mediterranean Archaeology). During the second semester the students are supposed to take part to three optional seminars (during the academic year 2022- 2023 choosing between 7 different options) parallel to writing their master thesis. The students are during their studies offered four excursions comprising a total of 13 days to the main sites of Crete, the Peloponnese, Delphi and Macedonia. They are also allowed to take part to practical training and internships to the degree there is time for it parallel to the obligatory courses.

Each seminar is 13 weeks long and includes a lecture of two hours a week. The seminars include, except for some teaching, also visits to museums, archaeological sites and laboratories and the preparation/writing of essays. The topics of the essays are chosen on the base of discussion with the supervisor and the other students at the seminars. The student read up on source collections and/or historiographical matters and present their findings at the seminar. During the last weeks the students also present their choice for seminar work orally together with PowerPoint. They have 15-20 minutes time each, the idea being to train them in giving papers at conferences/colloquia. The length of the written essay is for three of the optional seminars established at 3500-5000 words, whereas once (Ancient Greek Sculpture) restricted to 2300-3000 words. For the other seminars (three obligatory, three optional) no information concerning the length of the essay is given. For the seminar in Ancient Greek Sculpture, it is stated that the students must present their essays in class and answer questions of the supervisor and other students before submitting the final text including the comments received. Otherwise it is unclear whether the written essays are commented upon during the seminars or if they just have to be submitted after the end of the seminar. Final exams seem in some cases to be required by the students at the end of the seminars. Comments and grading are supposed to follow within four weeks.

The master thesis is expected to provide original research work on a chosen topic. The work should have a length of 15,000-20,00 words (including footnotes, but excluding bibliography or appendices). The student is given a supervisor when her/his topic for master thesis has been accepted. The thesis is graded by a grading committee consisting of three persons (faculty members, emeriti or external

researchers), one of which is the supervisor. The Turnitin programme is furthermore used in order to expose possible plagiarism. The final work is made available on the digital platform ΠΕΡΓΑΜΟΣ.

The pedagogic approach of the PSP is based on student-centred teaching, in which the students are given an active role. The students are well integrated in the seminars and can turn to the staff whenever needed. Each student also has been assigned one of the staff as a personal mentor (symvoulos) for her/his whole study time (every teacher being responsible for an average of 2.5 students).

Participation in student mobility is encouraged, but there is yet not much use of the possibilities offered by the ERASMUS+ and the CIVIS exchange programs. The Department of History and Archaeology does on the other hand receive a considerable number of visiting students through ERASMUS+.

## **II. Analysis**

The topics and structure of the seminars given during the academic year 2022- 2023 are clearly defined. The competence of the faculty teaching is on a very high level and strengthened by the possibility of using external teachers. The student- centred approach is well applied to the seminar work, through which the students are given a great introduction into independent research. However, it is not clearly stated to what degree the topics of the seminars changes from year to year and what influence that may have. There seems in general also to be little focus laid on practical training, modern technology and auxiliary sciences, which partly probably is due to lacking funding. Lack of opportunity to take part to practical training is also a question taken up as a problem by most of the students (4/5 of the students mentioning it).

On a more detailed level the EEAP would like to draw attention to the following issues that could be addressed in the future in order to improve the quality of the PSP as a whole and increase the transparency of the teaching procedures (some of these issues are probably organisational problems, which the faculty of the PSP cannot influence).

1. Based on the description of the seminars (with exception of the seminar in Ancient Greek Sculpture) one gets the impression that the final seminar essays are not discussed during the seminars, but rather only commented upon by the teacher after the end of the seminar. There is also no mentioning of peer feedback or process writing, which usually constitutes important parts of seminar teaching.
2. Commenting and grading of seminar essays should be timely (within a week or two after submission, not four weeks afterwards).
3. The requirement of a total of six seminars, 10 ECTS points each, makes the study programme to some degree inflexible. This combined with the fact that the total studies comprise only 75 ECTS points and must be finished within a year and surely does not make it easy for the students to take on internships or spend part of their studies abroad with the help of ERASMUS+, something that the EEAP considers problematic.
4. Including three possible specialisations (Greek Prehistoric Archaeology, Classical Archaeology and Eastern Mediterranean Archaeology) in a master programme of only 75 ECTS points is probably too much. The programme would undoubtedly gain by being concentrated to only two specialisations (e.g., Greek

Prehistoric Archaeology and Classical Archaeology). This would create space in the strict study schedule for practical training, as well as for offering specialised teaching courses á 5 ECTS, the aim of which would be to strengthen the skills of the students on methodological and technological aspects (e.g., courses on geodethics, 3D, AI, geophysics, historiography of the discipline, etc.), or internships at archives, museums or excavations).

5. The principles or grading criteria according to which the master theses are assessed should be clearly stated and available on-line.

### III. Conclusions

The PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms” is one of the first tuition-based postgraduate programmes in archaeology with teaching offered in English in Greece. The programme attracts students from a plethora of countries around the world, who wish to study Greek archaeology in Athens in close connection to the main archaeological authorities and museums of Greece, not to mention important research organisation such as the Academy of Athens, the National Hellenic Research Foundation and all the foreign archaeological schools. Although being restricted to only one year the programme still is very successful, with as much as 50% of the graduating students continuing on a doctoral programme either in Greece or abroad. However, there is still room for profound improvements of the programme. These improvements regard the structure of the programme, the lack of practical training and teaching in the use of modern technology.

#### Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

#### Panel Recommendations

- The EEAP recommends even more transparency in seminar descriptions, as well as clear and openly available grading criteria for the master theses.
- The EEAP recommends clarification and improvement of the feedback. Peer feedback and process writing would improve learning and activate the student presence even more.
- The EEAP strongly recommends that efforts are laid to offer teaching courses strengthening the skills of the students parallel to the seminars. One of the things that needs to be brought better to the forefront is the use of modern technology in archaeology, although this of course requires better funding from the state.
- The EEAP strongly recommends that the programme is re-structured in a way that makes it

easier for the students to get practical training, either in Greece or elsewhere in Europe supported by ERASMUS+.

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

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

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

*The student-centred learning and teaching process*

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

*In addition*

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

#### **Documentation**

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

#### **Study Programme Compliance**

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

The PSP offers a range of courses covering significant facets of Aegean, Classical Greek, Cypriot, and Eastern Mediterranean Archaeology. The curriculum of the PSP is organized into two (2) full-time and intensive academic semesters, without the option for part-time studies. However, students can request an additional/extended semester in case of any unexpected difficulty. Completing studies through PSP

requires a total of seventy-five (75) credit points (ECTS).

Postgraduate students should attend and successfully pass six (6) seminars and submit a dissertation during their studies. English is the official language of the PSP, while supplementary Greek lessons offered by the Modern Greek Language Teaching Centre of the university are available for those interested. Each seminar offers 10 credit points (ECTS) except for the dissertation, which offers 15 credit points (ECTS).

Each student must attend three core (3) seminars (Prehistoric Archaeology, Classical Archaeology, Eastern Mediterranean Archaeology) in the fall semester while choosing three (3) optional seminars offered by the program in the spring semester. The summer period is devoted to dissertation research and writing-up (dissertation submission deadline: 30 September). In the case of Erasmus+ studies, PSP recognizes relative courses that were attended abroad and replaces the equivalent seminar without complicated procedures. However, due to the limited duration of the PSP, most students have not participated in exchange programs concerning studies so far. Successful completion of each seminar requires the active involvement of each student in the general discussion during the lectures, an oral presentation of a specific topic, and a written assignment at the end of the semester. Each must be submitted by clearly defined deadlines at the end of each semester. However, the panel has not found further information about the structure and the length of the written assignments in the Student Guide. The topic of the final master thesis is selected by the students with the compliance of their supervisors, who are responsible for their academic tutoring. The master thesis is written in English and should contain 15000-20000 words. However, details and meticulous information are not included in the Student Guide of PSP.

The educational work of each academic year is structured in two semesters, the winter and spring semesters, each of which includes at least thirteen (13) weeks of teaching. Attendance at class meetings is compulsory. A postgraduate student is considered to have attended a course (and therefore is eligible to submit the relative assignment) only if he/she has attended at least 85% of the course hours. Despite seminars, PSP offers multiple outdoor research activities. Day trips to archaeological sites and museums within Athens and its environs are combined with excursions to archaeological sites across Greece (more than 19 sites in 13 days). Costs are covered by the tuition fees (1500 from the total 6000 Euros). Furthermore, students are eligible to participate voluntarily in the archaeological excavations of the department. The involvement of the students in these activities helps them to enrich their theoretical knowledge with practical issues in the field.

## **II. Analysis**

The PSP is considerably student-centred since it gives them the opportunity to enrich their academic experience through combined theoretical and practical knowledge. Each seminar comprised innovative approaches to significant archaeological issues, supplemented by outdoor activities assisting students to work and learn as a team. According to the students, the lectures support discussion, active participation, and academic interaction of the audience through

small-scale projects, and written assignments. Students and graduates interviewed confirmed that the learning process is highly beneficial and that the field trips and activities offered them significant knowledge about Greek history and culture. Moreover, the students have sufficient access to international literature and learn how to conduct proper academic research. However, some students and graduates pointed out that some of their colleagues had a low to moderate knowledge of English. Internal evaluations and student comments suggest that the student-centred approach to teaching is being applied to a reasonable level. Students are frequently urged to acquire skills that boost their active engagement in the educational process. The teaching staff inspires students to participate in fruitful conversations in addition to their excellent academic standing, which helps students better come to terms with the concerns highlighted in the courses. It should be highlighted that students are aware of the academic advisor. Almost every student (1/2.5) has her/his own academic advisor since her/his successful registration to the PSP.

### III. Conclusions

The PSP is fully compliant with Principle 3 as it provides the necessary conditions to inspire students to take an active role in the learning process, helps them advance their skills and learn new ones, as well as commits to the higher standards of student and teacher assessment methods.

#### Panel Judgement

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

#### Panel Recommendations

- Optional academic English courses to the students who need further assistance during the preparation of their assignments
- The Student Guide should include the guidelines for the written assignments and the

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

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

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

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

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

**Documentation**

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

**Study Programme Compliance**

**I. Findings**

The PSP follows the Policy for Student Admission, Progression, Recognition of Postgraduate Studies, and Certification established by the National and Kapodistrian University of Athens. Indeed, the admission and progression criteria, such as the Recognition of Postgraduate Studies, are clearly articulated in the PSP's official materials, mainly in the well-structured and user-friendly website, including a brief Student Guide.

The admission process provides comprehensive instructions on completing and submitting the application, including deadlines and required documents.

The total cost of the PSP is 6000 Euros. This includes 4.500 Euros for tuition fees and 1.500 Euros for the cost of 13 days of field trips included in the program. Scholarships offered by the university and external institutes are available for the students who are eligible to apply. Applicants are encouraged to consult the official website for admission criteria, application procedure, student visa requirements, and deadlines. There are three application periods throughout the year.

The submission criteria are academically selected following international standards.

Students should complete an online application form on the official website, attaching a copy of their CV, a copy of their undergraduate degree, an undergraduate transcript of records, a personal statement, and proof of proficiency in English (ITOEFL: >88, IELTS: >6.5). Moreover, applicants should have an undergraduate degree in a relevant subject, preferably upper-second (B+), and submit two academic references providing confidential assessments of the applicant's academic achievement and promise for graduate study and research. All documents must be officially translated into English and validated by an appropriate authority.

Annually, the department announces approximately 40 available positions for the PSP. So far, a maximum of 17 (in 2023) have been selected after strict evaluation of the submitted applications (e.g., a maximum of 36 applications for 2022).

The students' progression during their postgraduate studies is attentively followed, and their tutors and academic advisors provide guidance on research opportunities and career development. Moreover, a clear and logical sequence of seminars facilitates student progression, combined with free seminar options made by the students.

All the necessary information about seminars, teaching and administrative staff, student mobility, and student life in general is available on the website and in the Student Guide. Students' progress is monitored by their performance in oral presentations, general discussions during seminars, performance on written assignments, and the master thesis. It should be mentioned that only a few of the total postgraduate students have completed their studies with distinction.

There is the possibility of volunteer internships in research programs, excavations, archives, museums, and collaborative research centres to gain the required practical experience under the supervision/cooperation of the supervising faculty member. However, students would prefer a funded internship like the one offered during their undergraduate studies. Moreover, students can join the Erasmus+ Programme for study or traineeship, spending a certain period of time at a university or research centre abroad. They also can participate in the CIVIS (European Civic University), an alliance collaboration of 11 European universities. All the information is accessible on the Department's website. The mobility of students for internships abroad aims at gaining work experience relevant to the subject of their studies. It can be done in person at the host institution in the host country. Any public or private organization active in the labour market or the fields of history, archaeology, research, and innovation can be an eligible host organization.

The assignment of the master thesis is made after the completion of all the seminars of the PSP. The thesis must be individual, original, of the nature of research, and written in compliance with international writing guidelines. The language of the postgraduate thesis is English. For the thesis to be approved, the student must defend it to a three-member examination committee. Prior to its evaluation, each thesis is checked for plagiarism through the available tools of the National and

Kapodistrian University of Athens. A three-member examination committee evaluates the postgraduate theses on a scale of ten (10). Following their approval, the theses are deposited in the electronic repository Pergamos.

**II. Analysis**

The PSP has a well-structured and user-friendly website, which is up to date. The website includes the institutional regulations, encompassing all the essential information a postgraduate student from abroad is entitled to. The students' rights and obligations are well-defined and explained. Despite the limited funding opportunities for scholarships or internships, the students are aware of them through the recommendations of their academic advisors and the announcements of the department's administrative office. Students also know the procedures and terms for drafting assignments and the final thesis. At the same time, they are well informed concerning the procedure of award and recognition of their degree and the duration of their studies. European mobility is highly recommended by academic supervisors, mainly in the form of a funded traineeship after the completeness of their studies.

**III. Conclusions**

The PSP has made available a modern website. Students are fully aware of the possibilities to pursue their education. AP notes that students strongly appreciate the support they regularly receive from the teaching and administrative staff. It also believes that the methods of student admission, progression, recognition of postgraduate studies, and certification are precisely described and adequate.

Panel Judgement

**Panel Judgement**

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

## Panel Recommendations

N/A

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department's unique identity is being shaped largely by a group of high quality, dedicated faculty members (DEP) of the Department of Italian Language and Literature of the NKUA, as well as from other universities and research centres. A Steering Committee investigates the relevance of their teaching and/or research activities to the content of the PSP.

In the academic year 2022-23 teaching duties have been assigned to persons, who belong to the following categories: seven (7) faculty members (DEP) of the Department, all of them serving in the Archaeology and History of Art Division, one (1) professor emeritus, and one (1) visiting professor.

The faculty are all active in research, publishing and presenting their work in appropriate scientific journals. Additionally, the faculty are participating in significant research programmes and networks on a national and international level. The faculty have been appointed and promoted through the ranks following the established Greek framework (N.4009/2011, N.4386/2016, N.4405/2016, N.4452/2017, N.4485/2017, N.4521/2018 and is taking place on the information

system found at [www.apella.minedu.gov.gr](http://www.apella.minedu.gov.gr).

## II. Analysis

The faculty are evaluated in all areas of their work using the process determined by the institution's Quality Assurance Committee (MODIP) through its internal quality assurance system and through the process determined by the Committee on Internal Evaluation (OMEA). This process follows global best practices and includes student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service. All this data is collected and collated by a transparent administrative process whose steps begin with the communication of the Quality Assurance chair to the Internal Evaluation committee chair, who communicates to the faculty, the gathering and processing of data, which is then presented in the department meeting with relevant recommendations regarding pedagogies, curriculum, and faculty development.

The link between teaching and research is also documented and strengthened by the maintenance of the Department's museums and laboratories: (1) Museum of Archaeology and History of Art, 2) Environmental Archaeology Lab, 3) Digital Teaching Lab, 4) Computer Lab, and 5) Byzantine History Lab (Collections/Labs ([uoa.gr](http://uoa.gr))) where postgraduate students can utilise traditional and digital methods to enhance their research and acquire a hands-on experience.

The Department also organises various events for the international students, like field trips of one or more days to important archaeological sites aiming to strengthen their knowledge in the archaeology, topography of Greece, but also to acquire an authentic taste of the modern Greek way of life. There is also an optional participation to the "Marathon Excavation", a collective project of the Department. A comprehensive list of these events can be found in the PSP's dedicated website Activities ([uoa.gr](http://uoa.gr)).

Current students pointed out the fact that there is so far no way of interaction with their Greek colleagues from the other graduate programmes of the Department. The AP was assured by the Director and faculty members of the programme that there are specific plans to resolve this issue of 'academic isolation' of the international students (e.g., organisation of a graduates' conference with both Greek and International students, the institution of the "Student buddy", etc.).

There is a great variety of pedagogical methods: Promotion of good learning practices, active respect for the diversity and individuality of students, mentoring, excellence, full integration of e-learning methods and learning practices. The electronic "e-class" platform, which is a complete online modules management system, is used for the continuous information of students and the systematic collaboration with the teaching staff. Special mention can be made to the Digital Teaching Lab of the Department, which serves the teaching needs of its faculty. In addition, students are entitled to use the laboratory facilities, libraries, reading rooms and other equipment of National and Kapodistrian University of Athens.

The teaching workload seems reasonable, and staff can be engaged in research and other personal development activities. The average weekly teaching workload for each faculty member in the PSP is about ten (10) hours, of which 2 per week are dedicated to teaching, 2 hrs for the preparation of educational materials, 4 hrs for advising students and at least 2 more hrs for reviewing and giving feedback for

the students' written assignments and diploma theses. They are also responsible for uploading and updating their instructional materials in the "e-class" platform. During the academic year 2020-21, there were 17 registered students, while attendance with physical presence is mandatory.

### III. Conclusions

Overall, the faculty in the department are productive scholars, committed teachers, with a record of continuous professional development supported by the department and the university, and engaged public intellectuals. Based on the above findings and data analysis, the PSP programme is fully compliant with principle 5.

#### Panel Judgement

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

#### Panel Recommendations

- The Department should consider rewarding teaching excellence in the form of an "Excellence Award" («Βραβείο Αριστείας») offered annually to the faculty member who obtained the highest score in the students' evaluations reports.
- The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year. This will help the faculty to prepare their tenure and/or promotion dossiers and

provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP considers the needs of all students without any age or biological sex-related separation. Students must participate in compulsory in-person seminars, but flexible modes of learning and teaching are available after the compliance of the academic advisor and the academic staff. Students know all available services, as described in the detailed website. Moreover, internal quality assurance proves the quantity and quality of the available facilities and services.

#### **II. Analysis**

The PSP and the National and Kapodistrian University of Athens have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, offering students the best possible level of studies. Despite the new library of the School of Philosophy, students have full access to the multiple libraries and archives of the foreign archaeological schools in Athens

(American, British, French, German, Belgian, etc). General and more specialized libraries are available, combined with possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support, and counselling services. However, the students pointed out that many subscriptions to journals and book series have to be renewed, along with further subscriptions to more specialized journals.

Students have many opportunities for social interaction and bonding. Despite seminars, students participate in communal activities involving field trips and excavations.

The students and recent graduates interviewed by the committee expressed great satisfaction with the academic and administrative support they received. The teaching staff was always available for every academic-related issue, while the administrative staff assisted the students through the years of their studies.

### III. Conclusions

The PSP has many satisfied students and alumni. In order to improve the already positive overview of student assistance throughout the educational process, the enrichment of libraries with up-to-date international publications should be seriously considered.

#### Panel Judgement

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

#### Panel Recommendations

N/A

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

As part of the Quality Assurance procedures applied in the PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms” of the Department of History and Archaeology at the National and Kapodistrian University of Athens, critical information concerning key performance indicators, student population profile, student progression, success and drop-out rates, student satisfaction and availability of learning resources and student support has been collected in a transparent, uniform and standardized manner. The PSP makes its best to record, manage and monitor the data of students, the structure and organisation of courses, teaching and service provision with the aim of providing accurate information for decision-making, as well as for identifying areas of smooth operation and areas for improvement.

#### **II. Analysis**

The process of utilizing the results of internal evaluation is defined in the relevant Regulations and aims to improve the quality of the studies and the programme's

services, to ensure the sustainability and adequacy of the resources and infrastructure required for its implementation, and to provide feedback to faculty members to enable improvement of their teaching approach. The data is collected through procedures of common acceptance adopting, inter alia, the standards, criteria and indicators of Quality Assurance defined by the HAHE with the oversight and support of the Institution's MODIP. The exact procedure of collecting data has been especially detailed recorded concerning the student assessment. Here the EEAP notes that the questionnaire for student assessment used by the PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms” differs from the one used by the other PSP (Archaeology and History of the Ancient World: From the Early Prehistory to Late Antiquity) evaluated by us, thus making any comparison between the two programmes impossible.

### III. Conclusions

The PSP “Archaeology and History of the Ancient World: From the Early Prehistory to Late Antiquity” has access to stable reference points, with which it can independently control and redefine the quality of its operations and, more generally, its progress in relation to the objectives it sets itself.

#### Panel Judgement

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

#### Panel Recommendations

The EEAP recommends that the Department of History and Archaeology puts more efforts on

checking that all information is collected in a consistent way.

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

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms” of the Department of History and Archaeology provides public information through its own dedicated website *meditarch* (uoa.gr), the Department's website *Αρχική σελίδα* (uoa.gr), the website of the School of Philosophy, its social media pages, as well as through information leaflets, posters and invitations that are posted at key points of the Department (secretariats, student offices, laboratories), and promoted electronically in order to inform students, lecturers and all interested parties about the activities of the main components and activities of its academic daily life.

The website of the PSP provides information regarding current and future students, only in the English language. The purpose of this is two-fold: to inform intended international students and the academic community on the one hand, and on the other, to attract researchers from other Universities not only on a national, but on an international level as well.

### **II. Analysis**

The PSP's website is well-structured and informed, and was highly praised by the enrolled students during the meeting with the AP. It gives detailed information of the programme (structure, the student guide, the timetable of the current academic year 2023-4, the Erasmus mobility programme, and the completed MA dissertations. It is important that all regulations are publicly available e.g. Regulation for the Management of Student Complaints and Objections (English), Regulation for the Writing Standards of Seminar Papers and MA Dissertation (English), Regulation of studies, internship, mobility and writing standards of Seminar Papers and MA Dissertation (Greek), Research Ethics Regulations (Greek), Quality Policy Statement (Greek) and Quality Policy (Greek), Regulation of the MA Program (Greek), and the Results of the internal evaluation of the MA Program by the Quality Assurance Unit of the National and Kapodistrian University of Athens

(Greek).

The PSP's website also includes a complete list of the programme's modules, the CV's of the teaching staff, information about field trips and field projects, the entry requirements, application and tuition fees, as well as useful resources about academic matters (the School of Philosophy Building and Library, the Museum, the Modern Greek Language Teaching Centre), accommodation and visa, and various student welfare services (e.g. public transport, meals, students' assistance Fund, Accessibility Unit for Students with Disabilities, the university service of the Student Ombudsman).

The members of the academic community of the PSP are further informed about its activities through e-mails sent to their individual e-mail addresses as well as in the electronic communication networks, like Arch.DEP.History@arch.uoa.gr, DEP@gs.uoa.gr, etc., where recipients are all the members of the Department, the School, and the academic community of the Institution. Also, the Department has a Twitter account <https://twitter.com/UOAHistory> very helpful for communicating messages in a direct way and in a very short time.

The most important events and initiatives of the PSP are communicated to the wider public through articles and interviews in the media (print and electronic newspapers, online magazines, television) and various hubs (Hub ΕΚΠΑ - Ενημέρωση για ερευνητικά θέματα του ΕΚΠΑ (uoa.gr), information sites for the humanities, culture and social sciences, personal pages of the teaching staff on Facebook, blogs, etc.).

### **III. Conclusions**

All information provided by the PSP on its website and other communication channels is constantly checked and updated. The Committee of the PSP is responsible for the regular updating of the information on the website, improving its form and functionality, controlling its content, etc. The Committee is responsible for the objectivity and clarity of the information provided.

## Panel Judgement

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

## Panel Recommendations

- Maintain a sub-domain where students can have access to video-recorded lectures, seminars and/or conferences.
- Take actions to ensure that the necessary resources (both financial and technical) will continue to exist in the short, medium, and long term to maintain and regularly update the website.
- Complete the information, which is published only in Greek, with an English translation

(eg. the Quality Policy Statement, the Regulation of the MA Program.

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

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

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

*The above comprise the evaluation of:*

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

Since the establishment of the PSP, quality assurance procedures have been adopted and are carried out on the basis of the process 4 of the ESDP of the NKUA, entitled "Internal Evaluation". These evaluation procedures include an assessment of the teaching work, as well as other academic functions and activities. The Curriculum is systematically evaluated on an ongoing basis with the participation of students and the suggestions of other stakeholders.

#### **II. Analysis**

The following features of the PSP are assessed:

- a) the content of the Programme of Studies according to the most recent research in the specific subject of the PSP in order to ensure the contemporary character of the Programme.
- b) the course workload as well as the progress and completion of the postgraduate

studies by the students.

c) The degree of satisfaction of students' expectations of the Programme of Studies, the support services offered for their studies and the learning environment.

d) The courses of the programme on a semesterly basis through questionnaires completed by the students of the PSP.

e) The internal evaluation procedures applied in the Programme in terms of effectiveness and compliance with the Institution.

(f) the changing needs of society, the labour market and the adaptation of the content and procedures of the PSP to them.

In the process of internal evaluation, all those involved in the implementation of the actions and activities of the PSP participate, and more specifically, the students, the members of the teaching staff, the members of the administrative and technical support and the Department's OMEA. The annual Internal Evaluation process highlights the strengths and weaknesses of the PSP's operation and aims, among other things, at setting new objectives and matching them with the desired quality levels.

### III. Conclusions

Through these internal evaluation procedures of the PSP, the continuous improvement of the quality of the studies and the programme's services, the assurance of the sustainability and the adequacy of the resources and infrastructure required for its implementation, the feedback of the lecturers in order to improve the teaching approach, and in general the improvement of all the processes on the basis of which the programme is implemented are achieved.

### Panel Judgement

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

### Panel Recommendations

N/A

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

There has been no previous external evaluation report specifically for the PSP “Greek and Eastern Mediterranean Archaeology: From the Bronze Age Palaces to the Hellenistic Kingdoms”. Therefore, the panel’s judgment is based on its interviews with members of the teaching staff, students, graduates, alumni, and stakeholders and on the results of the last IQAS Accreditation report.

#### **II. Analysis**

The first external evaluation procedure of the PSP is for the time being running. The recommendations given in the last IQAS Accreditation report have been utilised.

#### **III. Conclusions**

The PSP is fully compliant with the requirements of Principle 10.

### **Panel Judgement**

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

### **Panel Recommendations**

N/A

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- Specialized curriculum that is not offered in European and American Universities, especially combined with the fact that it is in Athens, one of the centres of classical archaeology.
- The curriculum is a combination of theoretical (lectures, seminars) with empirical learning (field trips, use of the archaeology museum of the Philosophical school).
- Very informative web site.
- The handbook regarding realtors (finding an apartment) very helpful.
- The Secretary also responds timely and adequately.
- The professors available for guidance during private meetings.

### **II. Areas of Weakness**

- Three specializations are too much given the short period of the completion of the PSP.
- Students do not receive feedback on their papers during the seminars but at the end, during the oral presentation to their peers or after submitting the essay.
- While there is opportunity for further practical integration of the theoretical knowledge, the programme has no integrated practical exercises or internships.
- Participation in a fieldwork-excavation even for a couple of weeks just for the experience or to have the opportunity to understand the excavation methods and the use of gps/gis.
- Cases of students with low level of academic standards, which questions the application procedures. This was mentioned by more than one student, they were definitely students not taking it very seriously.
- Disappointment for not being able to celebrate graduation with their classmates (an important event), but they had to do this over zoom.
- Students with very low level of English, so the other students could not benefit from their paper presentations, so probably there is a need to reconsider the English competence standards. They spent much time to translate texts for them.
- Not an ethical committee to deal with behavioural problems. This problem has been relied only to the professors, which seem not the appropriate persons to solve this.

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

- More transparency in seminar descriptions, as well as clear and openly available grading criteria for the master theses.
- Clarification and improvement of the feedback. Peer feedback and process writing would improve learning and activate the student presence even more.
- Efforts to offer teaching courses strengthening the skills of the students parallel to the seminars. One of the things that needs to be brought better to the forefront is the use of modern technology in archaeology, although this of course requires better funding from the state.
- A re-structuring of the programme in a way that makes it easier for the students to get practical training, either in Greece or elsewhere in Europe supported by ERASMUS+.
- Optional academic English courses to the students who need further assistance during the

preparation of their assignments

- The Student Guide should include the guidelines for the written assignments and the dissertation.
- The Department should consider rewarding teaching excellence in the form of an “Excellence Award” («Βραβείο Αριστείας») offered annually to the faculty member who obtained the highest score in the students’ evaluations reports.
- The Department is encouraged to establish frequent (once a year) self- assessment procedures for its faculty.
- More efforts on checking that all information is collected in a consistent way. Questionnaires in all PSP programmes of the Department should be similar so that comparisons can be made.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 3, 4, 5, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are:

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

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