



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

**Cultural Heritage Management: Archaeology, City
and Architecture**

Department: History and Archaeology

Institution: National and Kapodistrian University of Athens

Date: 1 December 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the
Postgraduate Study Programme of **Cultural Heritage Management:**
Archaeology, City and Architecture 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 **Cultural Heritage Management: Archaeology, City and Architecture** 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. Professor Maria Antoniou (Chair)**
Pace University, New York

- 2. Professor Anna Tahinci**
The Glassell School of Art, Houston, USA

- 3. Professor Stephanos Efthymiadis**
Open University of Cyprus, Cyprus

- 4. PhD Candidate, Sofia Thatharopoulou**
Aristotle University of Thessaloniki

II. Review Procedure and Documentation

The accreditation procedure took place in digital form from November 20th to November 25th, 2023. Prior to the sessions, the members of the External Evaluation & Accreditation Panel (AP) had the opportunity to study all accreditation support materials supplied to them by HAHE in advance, including:

- HAHE Materials such as the Guidelines for the AP, 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 20th, 2023, the AP met to discuss the process and to divide tasks among its members. The sessions with the Department took place on November 20th, between 16:00 and 17:30 EET, on November 21st, 2023, and November 22nd, between 15:00 and 20:30 EET.

The AP members were welcomed by the Head of the Department of History and Archaeology, Professor Aikaterini Nikolaou, the Director of the Postgraduate Studies Programme (PSP) "Cultural Heritage Management: Archaeology, City and Architecture", Associate Professor Eurydice Kefalidou, the Steering Committee members Professor Petros Koufopoulos, Professor Alexandra Bounia, Professor Christos Anagnostopoulos, and the OMEA members. There were also present the MODIP staff Mr. Konstantinos Bourletidis, Head of the Quality Assurance Unit (MODIP) of the National & Kapodistrian University of Athens and MODIP member, Mr. Theodoros Chajitheodorou.

Associate Professor Eurydice Kefalidou gave a short presentation of the PSP, explaining the aims, the structure of the curricula and the methods involved. The AP members asked their first questions of clarification, before engaging in a more consistent discussion about the ECTS attribution system, the working charge of the students, the graduation and dropout rates, as well as the academic profile of the incoming students. The following persons joined the AP in the last session of the day: Christina Koukou, secretary of the PSP, Assoc. Prof. Vaggelis Karamanolakis, Director of the History Laboratory, and Professor Platon Petridis, Director of the Museum of Archaeology and History of Art of the National and Kapodistrian University of Athens, member of the teaching staff.

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 AP reflected on impressions of the first day and prepared for the second day of the on-line review.

The sessions involving in the PSP took place on Wednesday, November 22nd, 2023, and included subsequent meetings of the AP with:

- a. The teaching staff of the PSP, Professor Dimitris Plantzos, Associate Professor Stavros Mamaloukos, Professor Emeritus Giannis Patronis, Associate Professor Dimitris Giannisis, Associate Professor Alkistis Rhodi, Associate Professor George Karydakias, Dr Evangelos Papoulias, and Dr Panagiotis Mastrantonis. 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. Ten (10) Students of the PSP, where students' satisfaction from their study experience and from the Department/Institution facilities were discussed. The AP enquired about the student input in quality assurance and the priority issues concerning student life and welfare.
- c. Ten (10) PSP alumni, Mrs Evangelia Dagla, Archaeologist, Ph.D. candidate, Directorate of Prehistoric and Classical Antiquities, Ministry of Culture, Mrs Maria Sofikitou, Archaeologist, Director, "DIAZOMA" Association, Mrs Antonia Mourtzini, Archaeologist, Ph. D. candidate, Ephorate of Antiquities of Ilia (Olympia), Mrs Angeliki Voskaki, Archaeologist, Ph.D. candidate, Directorate of Editions and Digital Applications, Hellenic Organization of Cultural Resources Development (H.O.C.RE.D.), Ministry of Culture, Mr Ioannis Marnelis, Cultural Informatics, Volunteer Resources Officer - Marketing and Communications Department of the Goulandris Museum of Natural History & Communication Team - Alliance of Excellence for Research and Innovation on Aephoria, Mr Dimitrios Stathopoulos, mechanical engineer - Owner of "Architecture Reinvention Development & Heritage", Mr Alexandros Lagopoulos, Architect, Directorate for the Restoration of Ancient Monuments, Ministry of Culture, Mrs Efthimia Tsakou, Surveyor Engineer, Ephorate of Antiquities of Piraeus and Islands, Ministry of Culture, Mr Ioannis Christidis, Archaeologist, and Mr Nikolaos Vandoros, Architect. During the meeting the AP asked the graduates to relate their overall experience of their postgraduate studies and their career paths. The discussion, conducted in a friendly atmosphere, showed a big degree of satisfaction of the programme and made apparent that the programme was also very helpful in the matter of professional opportunities and career development.
- d. Employers and social partners of the PSP, Dr Pari Kalamara, f. Director of the Byzantine and Christian Museum in Athens-Head of the Historical Archive of the National Bank of Greece, Mrs Eleni Beneki, Historian, President of the Greek Archivist Society, Dr Tobias Krapf, Scientific Secretary, Swiss School of Archaeology in Greece, Dr Nikolas Papadimitriou, Director of the Paul and Alexandra Canellopoulos Museum, Mrs Elina Angeli, Architect, Representative of the "DIAZOMA" association-Responsible for the Protection of Monuments, Mr Grigoris Koutropoulos, Architect, Co-Founder and Administrator of interdisciplinary research collaborative "Boulouki - Itinerant Workshop on traditional Building Techniques " , Dr Georgios Skiadaresis, Director of the Ephorate of Antiquities of Chalcidice and Mount Athos, Mrs Vassiliki Eleutheriou, Architect, Director of Acropolis Restoration Service, Mrs Tatiana Poulou, Archaeologist, Athens Ephorate of Antiquities, and Dr Kostas Nikolentzos, Archaeologist, Head of the Department of Prehistoric, Egyptian, Cypriot and Near Eastern Antiquities Collection of the National Archaeological Museum.

Then, the AP held a private meeting to discuss the outcomes of the virtual visit and prepare their oral report. In the last session, the AP met with the Head of the Dept. Professor Aikaterini Nikolaou, the Director of the PSP Associate Professor Eurydice Kefalidou, the PSP Steering Committee/OMEA members Professor Yannis Papadatos, Professor Christos Anagnostopoulos, Professor Dimitris Plantzos, Professor Petros Koufopoulos, and Dr. Dionysis Mourelatos. There were also present the MODIP staff, Mr. Konstantinos Bourletidis, Head of the Quality Assurance Unit (MODIP), National & Kapodistrian University of Athens, and MODIP member Mr. Theodoros Chajitheodorou. A discussion was engaged on several points and findings which needed further clarification, following what the chair of the AP presented informally as the AP key findings. It also requested and received supplemental material from the Quality Assurance Unit (MODIP).

III. Postgraduate Study Programme Profile

The Postgraduate Studies Programme "Cultural Heritage Management: Archaeology, City and Architecture" of the Department of History and Archaeology of the National and Kapodistrian University of Athens was established in the academic year 2008 and has been operated since 2009. There is a minimum tuition of 1.600 Euros, but this can be waived under certain circumstances, as these are specified in the PSP regulations [KANONISMOS \(uoa.gr\)](http://uoa.gr).

The interdisciplinary character of the PSP is ascertained by the fact that it is being organised by three different University Departments, specifically by the Department of History and Archaeology of the NKUA, the Department of Architecture University of Patras, and the Department of Cultural Technology and Communication of the University of the Aegean. Among them the Department of History and Archaeology of the NKUA has the leading role as far as the PSP is concerned, being also responsible for the coordination and administrative support of the PSP.

The purpose of the PSP is to provide a specialisation of the postgraduate students, coming from the scientific areas of archaeology, architecture and culture technology and communication, and their further training in dealing with issues of planning, intervention, and management of the archaeological and historical monuments in the modern public space. At the same time, it seeks to offer in-depth research on common problems that archaeologists, architects, civil engineers and related professionals face during their daily work routine. In that sense the PSP offers a solid theoretical and practical background, and this is highly appreciated by current students, alumni, and stakeholders alike.

The PMS leads to the award of a "Postgraduate Diploma" under the title "Cultural Heritage Management: Archaeology, City and Architecture". Titles are awarded by the Department of History and Archaeology of the NKUA. The Department issues a "Diploma Supplement" for the graduates of the PSP, upon their request, which gives a more specialised picture of the studies of each student within the PSP of the Department, in Greek and/or in English language.

Applicants get admitted via a demanding oral and written exam and need to obtain a grade of at least 7 out of 10. Each academic year up to 20 students are accepted in the PSP. Indicatively, during the academic year 2022-2023, the teaching staff of the PSP included: seven (7) faculty members (DEP) of the collaborating Departments, one (1) Professor Emeritus of the University of Patras and four (4) external lecturers, a number that suggests an excellent professor-student ratio.

The programme requires four semesters of graduate coursework and includes research and writing of an M.A. Thesis. The programme can be completed in 4 (full-time) or 8 (part-time) academic semesters (2 or 4 academic years, including the writing of the M.A thesis). Part-time completion can depend on various factors like health problems, or professional, family, military commitments and should be adequately justified by the student, who needs to provide appropriate documentation.

Students must successfully complete 13 seminars (90 ECTS in total), of which two mandatory courses in each semester and five electives in total during the first three semesters, followed

by the M.A thesis (30 ECTS). Mandatory courses are 3-hour long, while electives are 2-hour long taught weekly during each 13-week semester. The M.A. thesis (20,000-25,000 words, excluding bibliography and annexes) is written during the fourth semester of studies, counts for 30 ECTS, and is defended in front of a committee of three members, one of which is the advisor. The catalogue of all M.A. thesis of the PSP is available online, in the unified Institutional Repository/Digital Library of the NKUA <https://pergamos.lib.uoa.gr/>. Students must get a grade of at least 5 out of 10 for each of the seminars and for their M.A. thesis to obtain their academic title.

Courses are taught in person and the educational materials are being uploaded in the “E-class” learning platform. The subject matter and the international bibliography of the courses are contained in the Study Guide, which is published annually on the website of the Department of History and Archaeology. Seminars have a duration of thirteen weeks each and are conducted in Greek.

Postgraduate students are required to participate and attend seminars, discussions on the methodology and advancements in their area of specialisation, visits to archaeological sites and museums, conferences/meetings with a subject related to the PSP, lectures, or other scientific events of the PSP, etc.

The PSP utilises 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 an educational process that creates the conditions for effective knowledge transfer without neglecting the need for communication and support on other issues that may be of concern to students.

Although there is no institutionalised internship for the students of the PSP, students are constantly exposed to practical training by attending the seminars during which can gain knowledge and experience in archaeological and architectural drawing, and in general the application of digital technologies in the preservation and management of monuments (e.g. 3D model software, Virtual Reality, Photogrammetry, various interactive museum applications, etc.). Therefore, graduates with a specialisation in Cultural Heritage Management can work both in the public and private sectors (e.g. the Greek Archaeological Service, Municipalities, museums, research institutes, 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 accreditation panel (AP) 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

Overall, the AP found that 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.

II. Analysis

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. The Quality Assurance Policy includes a commitment towards continuous improvement, as well as a commitment to the efficient use of the financial resources that come from the tuition fees. Those resources are utilised towards honoraria of guest speakers, infrastructure and technical equipment, and transportation fees for field trips.

Continuous improvement is promoted through regular fine-tuning of strategic goals and taking into account student evaluations. During the academic year 2021-2022 40 out of 130 anonymous student evaluations were received (with a participation rate of 31%). The students evaluated two academic semesters, 10 out of 11 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 AP 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 a need for more administrative support and for an increase of funding for bibliographical resources and research. 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.

The panel has identified a need for more administrative support and an increase of funding for bibliographical resources and research.

III. Conclusions

Based on the above analysis, the AP finds that the PSP fully complies with Principle 1 and all sub-principles.

Panel Judgement

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

Panel Recommendations

None.

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

In assessing compliance with this principle, the AP examined:

- the Programme's Academic Accreditation Proposal (A1)
- the Quality Policy (A2)
- the Student Guide (A5)
- the Module Outlines (A6)

Additionally, the AP considered the information obtained through meetings with various stakeholders. Overall, the AP found that the academic unit has developed the PSP following a defined written process which involves all participants, information sources and approval committees.

II. Analysis

Having examined the documentation made available to the AP, other resources available during the accreditation process, and through our discussions with various stakeholders, we find that:

The interdisciplinary PSP has been designed based on appropriate standards and has a mission to provide high level graduate education in the scientific fields of Archaeology, Architecture, and the use of Digital Technology. Factors taken into account include the academic specificity of the Department (its history, scientific field, mission, teaching staff, perspectives) as well as the educational, scientific and professional orientation of the PSP.

The curriculum is designed to provide high level graduate education in the scientific fields of Archaeology, Architecture, and the use of Digital Technology.

The structure of the PSP is rational and clearly articulated. The programme of studies is organised into credit-bearing modules (courses and seminars). Credit bearings comply with the ECTS system. The programme (120 ECTS) requires graduate coursework in thirteen courses (for a total of 90 ECTS) and includes research and writing and presenting papers for each course or seminar and writing and defending the M.A. Thesis (20,000- 25,000 words) during the fourth semester (for 30 ECTS). Out of the thirteen courses eight are three-hour mandatory seminars: Interdisciplinary Seminar 1, 2, 3, and 4; Management of Monuments 1 and 2; Planning Theme 1 and 2. Each of the four Interdisciplinary Seminars corresponds to 6 ECTS. Each of the two Management of Monuments corresponds to 12 ECTS and each of the two Planning Themes corresponds to 6 ECTS. Five two-hour courses are relevant electives (each corresponding to 6 ECTS). Coursework is done in-person at the NKUA and in the Greek language, with the possibility for visiting Professors from abroad to teach in

English. Courses and seminars are organised by semester and are offered weekly during the 13-week semester. Students explore a variety of research topics in archaeology, architecture, and digital technology and become familiar with current research tools and methods, as well as with the principles of academic writing. The M.A. thesis is defended orally in front of a three-member committee that includes the student’s advisor. The learning outcomes of the programme are in full accordance with the European and National Qualifications Framework for Higher Education and remain subject to continuous review and improvement through the programme reviews.

A procedure is in place for periodic revisions of the PSP curriculum. The curriculum revision procedure involves consultation from stakeholders, external experts, students, and graduates. The Study Guide is concise and appropriate. It provides complete information to students, including summary descriptions of the seminars in Greek and a selective bibliography. The Study Guides needs to also include descriptions of courses and seminars in English. It might be a good idea to add web pages of faculty in the Study Guide.

III. Conclusions

Based on the above, the AP’s conclusion is that the PSP demonstrates full compliance with this principle.

Panel Judgement

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

Panel Recommendations

None.

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 teaching methods are applied in a manner that encourages students' active involvement in the learning process. Students are prompted to follow their own research interests and to develop their skills in practice through participating in outside classroom activities. This approach is also evident in assessment methods which are not exam-oriented but encourage discussion and critical analysis. Students' feedback is desirable but participation in course assessment questionnaires can be improved. Student complaints are taken into account through official and unofficial procedures.

II. Analysis

The PSP offers flexible learning paths to its students. Students are seen as active partners in the teaching/ learning process, witnessed by the fact that courses are organised as seminars, requiring their active involvement e.g., through individual or group presentations on course topics. Also, some of the courses are on applied digital tools related to management of cultural heritage, demanding the active involvement of the student during the teaching process. The programme uses different modes of delivery. Students learn in and outside the classroom: Apart from weekly seminars, faculty and students make visits to monuments, museums, and archaeological sites. Also, in 2022 the students of the PSP co-organized an exhibition in cooperation with the Byzantine and Christian Museum. Students were assigned specific duties, often related to their previous educational background.

Students are also encouraged to follow their own research interests, chiefly depending on the field of their undergraduate studies. This is evident in the process of the thesis topic selection. Students indicated that they were free to shape their topic in cooperation with the faculty. Topics were assigned based on their previous background and on new interests that arose through the PSP seminars in correlation to their future research and professional goals. In the context of the PSP's seminars research questions appropriate for future doctoral studies arose. In this framework, the PSP and faculty respect and attend to the scholarly orientation of each student. As the PSP is an interdisciplinary programme, its students usually have different undergraduate educational backgrounds e.g. in architecture, archaeology, museology. During interviews the AP held with students they confirmed that faculty offered them guidance catered to their individual learning needs.

Assessment criteria are adequately published in advance in the Study Guide of the PSP, where course obligations and requirements that lead to diploma are described. Course and

teaching assessment questionnaires are employed to measure the effectiveness of teaching each semester. Participation rate was limited to 31% in 2021-22 academic year, but faculty has already considered ways to improve it.

The PSP offers a formal procedure for student appeals. Internal official and unofficial procedures are in place, but issues are usually resolved between faculty and students unofficially. The function of academic advisor is also applied already in the first semester of studies. Academic advisors are appointed based on the specific research interests of each student.

III. Conclusions

Overall, the PSP complies with the principle of student-centred learning, teaching, and assessment by offering inclusive teaching methods where students are given space to articulate their own ideas and to develop their special research interests. The PSP offers students learning opportunities where they can exercise and develop their skills in practice. Students' participation in assessment of teaching methods needs improvement, although positive results can be deduced already. Positive student-faculty interaction based on support and mutual respect is evident across all teaching/learning processes of the PSP.

Panel Judgement

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

Panel Recommendations

Implement improvement measures for boosting student's participation in evaluation processes.

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 provides a series of documents (Study Guide, regulation of studies, internship, mobility and student assignments, internship regulation, code of ethics) formulating in detail all useful information, to navigate students throughout their postgraduate studies. Information includes admission criteria and evaluation process of applications, duration of studies, thesis guidelines, mobility opportunities, course descriptions and merits, students' obligations, and opportunities for scholarships. These documents assist students in all steps they need to take for the completion of their post-graduate studies while informing them on their rights too. Mobility is encouraged, though this is not always attainable.

II. Analysis

The PSP's Study Guide, internal regulation and regulation of studies, internship, mobility, and student assignments set a safe study framework, by assessing in detail students' rights and obligations. Information on admission is published on the website of the department each April. Admission to the PSP requires, among other criteria, success in PSP'S entry exams and tuition fees of a total of 1600 euros.

The PSP'S duration is four academic semesters for full-time studies and eight semesters for part-time studies for working students and for those who, for certain reasons, cannot complete their studies within the expected period.

The ECTS is applied across the curriculum. The first two semesters of the PSP include three courses and an interdisciplinary seminar each: One mandatory (12 ECTS) and two optional subjects (6 ECTS each) along with the interdisciplinary seminar (6 ECTS). The third semester includes a planning course (6 ECTS), an optional subject (6 ECTS), the thesis proposal (12 ECTS) and the interdisciplinary seminar (6 ECTS). The PSP thesis is written in the fourth semester (18 ECTS) which also includes a planning course (6 ECTS) and an interdisciplinary seminar (6 ECTS). The Study Guide in place explains all courses content, learning outcomes and bibliography.

Diploma supplement is issued in both Greek and English. Students' progression is monitored through data registered by the administrative staff in students e-catalogue and by PSP's teaching staff.

The procedure of drafting the M.A. thesis is explained step-by-step along with a defined set of quality requirements and criteria for its implementation. Thesis progression is assessed by the thesis supervisor. There is not a specific PSP thesis handbook available, but the regulation of studies, internship, mobility and assignments includes all information for the implementation of master's theses too (process of approval, extent, bibliography, language to be written, font etc.). An extensive Code of Research ethics is in place and students are advised to take it into consideration in their assignments.

Mobility is generally encouraged through ERASMUS programmes as well as through CIVIS programmes, but it is limited mainly due to economic factors and also due to the ongoing pandemic limitations of the previous years.

Scholarships in the form of exception from tuition fees or of reduced tuition fees are granted to selected students based on social criteria and on excellent performance during the first or the second semester of studies in the PSP.

Practical training is not in place, but students exercise in practice during courses which include outdoor teaching and learning activities. Moreover, students develop their practical

skills through cooperation with partners of the PSP e.g. with the Byzantine and Christian Museum. In 2022 in cooperation with this museum, students of the PSP co-organized the exhibition “Smyrna in the beginning of the 20th century”. The exhibition’s main material came from the ‘Georgios Lampakis archive’. Students had the opportunity to practise in areas of their interest and of their previous educational background e.g. in digital promotion of the exhibition, in writing the texts of the exhibition, in setting the exhibition within the museum. Therefore, group practical training is in place during their studies at least unofficially.

III. Conclusion

Overall, the PSP is committed to developing and publishing regulations covering all aspects and phases of post-graduate studies. Providing detailed guidelines, support, and resources, as well as opportunities for practical training as part of its courses, it creates a defined framework for teaching and learning to both students and faculty.

Panel Judgement

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

Panel Recommendations

- Consider encouraging students to reach out to internship positions in PSP’s partners and external stakeholders.
- Consider ways of boosting mobility abroad.

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

As an academic unit, the PSP involves the collaboration of three different Departments spread over three different Universities with the leading role taken by the Department of History and Archaeology of the University of Athens. In its current composition, the teaching staff of the PSP comprises eight tenured faculty members (DEP) of the three Departments, an emeritus professor at the University of Patras, a member of the permanent adjunct staff and three adjunct tutors collaborating with the PSP on an annual contract basis.

The tenured staff members of the School of Humanities have been appointed and promoted through the ranks following the established Greek legislation and the information system found at and supported by the Apella. Tenure and promotion committees include external members and follow procedures that are common to all universities in Greece.

The employment of the above academics in the PSP basically rests upon their research specialisation in the fields of Archaeology, Architecture and Digital Technology. As was explained to AP, for this selection neither personal criteria nor a *numerus clausus* policy have been applied. It was also made clear that the very low number of female colleagues who are now members of the teaching staff is merely accidental since in its former composition this was far from being so. By and large, there is much interest in integrating more and more academics into its teaching staff.

Alumni and current students made very positive comments about the quality of the courses offered in the PSP and the prompt feedback they have steadily received from their teachers.

II. Analysis

The large number of the academics who have taken up the task of teaching in the PSP is in tune with the pluralism of the courses offered. Their workload is considerable, and it is the PSP's and the University's endeavour to financially support all members of the teaching staff. For assessing their performance as teachers, the Quality Assurance Committee (MODIP) has established mechanisms of evaluation chiefly on the basis of questionnaires electronically filled out by the students of each course. This also involved inquiries into their degree of satisfaction vis-à-vis tutoring and mentoring on the part of their teachers.

Depending on the field and discipline they are attached to, all members of the teaching staff have been active in research, publishing and presenting their scholarly work in appropriate venues. The associations and collaborations that they have personally and institutionally established with research centres and organisations related to archaeology and cultural management in Greece may offer opportunities for their students to work in the public and private sectors.

III. Conclusions

The AP finds that the PSP fully complies with this Principle and encourages a further expansion of the PSP with integrating more teaching staff for further improving its function.

Panel Judgement

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

Panel Recommendations

Integrate more members into the teaching staff of the PSP.

PRINCIPLE 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 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, 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's lectures take place in the lecture room of the Archaeological Park of the National and Kapodistrian University of Athens. The IT- hall and the library of the School of Philosophy as well as digital libraries are in place for the operation of the programme. Updating technical equipment seems to be a general issue in the School of Philosophy where the PSP is accommodated. Support services such as career counselling, boarding, counselling and psychological support, sports and cultural clubs and associations, are offered. This has its positive effect on the quality of students' academic life.

II. Analysis

The National and Kapodistrian University of Athens and the School of Philosophy make available all necessary infrastructure to facilitate the teaching and learning process of the PSP. Infrastructure encompasses the lecture room of the Archaeological Park of the National and Kapodistrian University of Athens, the archaeological park itself, the brick-and-mortar library of the School of Philosophy as well as digital libraries and databases. As three universities are involved in the PSP, students can also take advantage of all the bibliographical resources of the other two University libraries.

Apart from the lecture room of the Archaeological Park of the National and Kapodistrian University of Athens, the park itself proves to be a vital component in the teaching/learning activities of the PSP. Accommodating archaeological findings from excavations of the city centre of Athens, it comprises a real example of cultural heritage management. As a result, courses often take place partly there, among authentic exhibits dating from the 5th c. B.C. to the Byzantine period.

In terms of technological equipment, students usually use their own laptops and mobile phones, while faculty also bring necessary equipment from their home departments e.g. from the Department of Architecture of the University of Patras. Improvement of the IT-infrastructure of the School of Philosophy could also facilitate PSP's courses in the future.

The PSP has an extended network of teaching staff from all three universities involved in the programme as well as external collaborators. The PSP's tuition fees are utilised mainly for the compensation of external collaborators when needed. At the level of the PSP Secretariat, besides the heavy workload due to limited staff, the smooth operation of the PSP is ensured.

A network of support services is available to assist students during their academic life: a career office provides insights into the job market after graduation, various counselling offices provide students and faculty psychological counselling, and support and boarding is available depending on certain requirements and income criteria. Cultural clubs and associations on theatre, dance, cinema, photography in addition with sports facilities offer students opportunities to develop new skills and to socially interact with their peers.

III. Conclusions

Overall, the three universities involved in the PSP offer the required resources for its smooth operation. The National and Kapodistrian University of Athens offers the building infrastructure, the physical library and the archaeological park as courses take place in Athens. The two other institutions contribute also through their digital services and their technical equipment. Infrastructure and services for the general well-being of students are also available.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Update of technical equipment by the School of Philosophy could facilitate further the teaching process.

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

The Quality Assurance Unit (MODIP) has established procedures that apply to the under-accreditation PSP for the purpose of collecting critical information on its student population and of improving the quality of the education provided. According to the documents considered by the AP, such data as the profile of students, teaching staff, the structure and organisation of courses and the provision of services to students and the academic community is collected in a transparent, uniform, and standardised manner. The PSP is yet to be supported by a unified Information System (UniTron) that has been applied to other MA programmes of the NKUA and has aimed to cover the needs of management and monitoring all the aforementioned and other important data. The application of this system will supply the administration and the teaching staff of the PSP with many working facilities

and services that are enlisted in the Internal Evaluation Report of the PSP.

II. Analysis

Once the above processes are introduced and start to systematically function, this will be of great benefit for the PSP. It will be possible to assess the character of the education offered by the academic unit, consider improvements in the teaching methods, and inquire into the quality of the students enrolled in the PSP. Another consideration to be met with is the creation of a network of Alumni, the PSP's graduates, which, inter alia, will help provide information on the career paths they followed after graduation.

III. Conclusions

The AP encourages the application of the UniTron system by the Quality Assurance Unit (MODIP) and the PSP in the nearest possible deadlines.

Panel Judgement

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

Panel Recommendations

- Introduce unified Information System (UniTron) as soon as possible.
- Create a Network of Alumni.

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

First-hand information about the PSP can be accessed on its webpage. A description of the study programme, the list of members of the teaching staff, the Erasmus exchange opportunities, a collection of photos from past external visits and activities and other kinds of information are included. All material is available only in Greek. Provisions seem to have been made to produce an English version that would soon appear on the webpage.

Other ways for the dissemination of information to members of the teaching staff and students alike are the social media that the University of Athens and the Department of History and Archaeology use as communication tools.

II. Analysis

The information available on the webpage is rich and covers almost all aspects of the character of the PSP. It also provides various glimpses of the PSP's external activities. Naturally, as the PSP is offered in Greek and is addressed to Greek-speaking students, priority has been given to produce a Greek version on the webpage in Greek. However, this does not account for the current absence of an English version that, apart from other positive effects, would increase the PSP's visibility.

III. Conclusions

The PSP must have as a priority to produce an English version of its webpage.

Panel Judgement

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

Panel Recommendations

Produce an English version of the PSP's webpage.

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

The PSP is engaged in internal review processes from the beginning of its operations to ensure the high quality of research and teaching. This way the PSP is continuously adapting and improving their quality and impact on the advancement of the programme. The PSP strives to teach interdisciplinary courses that reflect the current state of practices and research fields. The internal review takes into account best practices and the latest advances in research while maintaining ties to broader society impact and employment opportunity. Information about the internal review is regularly collected and analysed.

The internal review committee (OMEA) is formally responsible for the review process and

is tasked with writing yearly accreditation reports to the Hellenic Quality Assurance Agency according to the Greek laws and regulations. They review the content of the graduate study guide, evaluate the learning outcomes and goals for each course that is offered, and update it to reflect the current trends in the relevant topics internationally. It also takes into account the employment opportunities for the graduate students, the completion rates, the student support provided, and other topics related to the smooth and continuously evolving mission of the PSP. They are also responsible for the collection of the course experience surveys conducted by the students and analysing the associated results to inform the continuous process of evaluation. This information is collected and provided to all faculty after the student grading is complete.

The OMEA team is also responsible for yearly collecting information about the research and teaching outputs of each department member, their participation in conferences, and any awards they have received.

The yearly internal evaluation report is first approved by the Department and then forwarded to the quality assurance unit of the National Kapodistrian University of Athens, and then the Hellenic Quality Assurance agency. The report also contains recommendations for improvements that the department is then tasked to implement. This information is then aggregated at the University level.

II. Analysis

Overall, the AP was very satisfied by the PSP's performance and efforts in this principle. It is evident that the mechanisms in place work well and that all stakeholders are committed to actively participate. The system is dynamic and is reviewed regularly and methodically.

III. Conclusions

The PSP is fully compliant with this Principle. The self-assessment procedure of the programme takes place annually with provisions for the outcomes of the self-assessment to be properly recorded and submitted to the QAU/MODIP of the Institution. The department clearly values the process and is planning to take concrete actions to address any of the issues raised by the internal evaluation process.

Panel Judgement

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

Panel Recommendations

Continue this trajectory of self-reflection and development.

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 “Cultural Heritage Management: Archaeology, City and Architecture”. Therefore, the panel’s judgement is based on its interviews with members of the teaching staff, students, graduates, alumni, and stakeholders.

The PSP follows all the procedures for the regular external accreditation of academic programs established by the Hellenic Accreditation Agency (HAHE). The PSP will take into account any recommendations provided by the external panel of experts through the accreditation process to improve and evolve the programme over time. This process takes place in coordination of the Academic Unit with the institution (the National and Kapodistrian University of Athens).

II. Analysis

The PSP has a state-of-the-art evaluation procedure in operation. This is testified by the institutional implication in the procedure, the excellent organisation, and the means and dispositions that helped realise this first external evaluation.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- The PSP offers unique interdisciplinary and interinstitutional specialised academic instruction and encourages scientific research in the fields of Cultural Heritage Management.
- Faculty, staff, and students form a cohesive and good operating team.
- Students' satisfaction with the quality of teaching and their acquired skills.
- Seminars offer a lot of practical training.
- The M.A. Thesis is well defined and supported.
- The PSP's established collaborations with local and national organisations.
- There seems to be good practices of communication between students and the faculty.

II. Areas of Weakness

- There is a need for more administrative support for faculty and students.
- Participation of students to evaluation questionnaires can be further enhanced.
- The Web Page is available only in Greek.

III. Recommendations for Follow-up Actions

- Increase the number of members of the teaching staff.
- Establish a network of Alumni.
- Create an English version of the PSP's webpage.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 9, and 10.**

The Principles where substantial compliance has been achieved are: **7 and 8.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Professor Maria Antoniou (Chair)**
Pace University, New York

2. **Professor Anna Tahinci**
The Glassell School of Art, Houston, USA

3. **Professor Stephanos Efthymiadis**
Open University of Cyprus, Cyprus

4. **PhD Candidate, Sofia Thatharopoulou**
Aristotle University of Thessaloniki