



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

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HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:
History and Archaeology
Institution: National and Kapodistrian University of Athens

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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 HQA to undertake the review of the Undergraduate Study Programme of **History and Archaeology** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Study Programme Profile	6
Part B: Compliance with the Principles	7
Principle 1: Academic Unit Policy for Quality Assurance	7
Principle 2: Design and Approval of Programmes	10
Principle 3: Student-centred Learning, Teaching and Assessment.....	133
Principle 4: Student Admission, Progression, Recognition and Certification	16
Principle 5: Teaching Staff	18
Principle 6: Learning Resources and Student Support	20
Principle 7: Information Management	22
Principle 8: Public Information	24
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	26
Principle 10: Regular External Evaluation of Undergraduate Programmes.....	28
Part C: Conclusions	30
I. Features of Good Practice	30
II. Areas of Weakness	30
III. Recommendations for Follow-up Actions.....	31
IV. Summary & Overall Assessment	33

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of the Higher Education Institution named: History and Archaeology of the National and Kapodistrian University of Athens comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Prof. Diamantis Panagiotopoulos (Chair)
University of Heidelberg, Heidelberg, Germany

2. Prof. emeritus Johannes Koder
University of Vienna, Vienna, Austria

3. Assoc. Prof. Gina Salapata
Massey University, Palmerston North, New Zealand

4. Assoc. Prof. Antonios Tsakmakis
University of Cyprus, Nicosia, Cyprus

II. Review Procedure and Documentation

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

Prior to their visit in Athens, the members of the Accreditation Panel (AP) had the opportunity to study and discuss all relevant documents supplied to them by HQA in advance, including (a) the Department's Proposal for Accreditation with several annexes (9) and indexes covering all crucial aspects of the Study Programme, (b) the 2010 External Evaluation Report and (c) the HCA Guidelines.

The visit of the Department by the AP members was conducted between 10 and 11 December 2018 following a tight but well organized schedule. The review procedure began on 10 December with a comprehensive briefing by Prof N. Paisidou, President of HQA, and Dr C. Besta, General Director of HQA, in which both aims and criteria of the accreditation system were explained and discussed. Then, the members of the AP met in a private consultation to briefly discuss the Proposal, to divide tasks among them and to organize in detail the teamwork. In the afternoon, the AP members met first with the Deputy Rector and President of MODIP, Prof. Napoleon Maravegias, the Head of the Department, Prof. Evanthis Hatzivassiliou, the Deputy Head, Assoc. Prof. Demetrios Pavlopoulos, Mr. Konstantinos Bourletidis, Secretary of MODIP and Prof. Anastasia Papadia-Lala, Director of the History Section, member of MODIP and OMEA, and then with the MODIP and OMEA representatives for a first brief overview of the Undergraduate Programme, during which they discussed its current status and the degree of compliance with the HQA standards. The meetings took place in the Kostis Palamas Building (Akadimias Street).

On the next day, the AP members visited the building of the School of Philosophy at Zographou University Campus, where the Department of History and Archaeology is housed. This visit included three meetings with (a) 17 staff members, (b) 14 undergraduate students, (c) eight graduate students, and a guided tour of the building, during which the AP members were able to see most facilities, including offices of the teaching and administrative staff, a few classrooms, the Conservation Laboratory and the teaching Museum. The AP members were able to visit neither the reading rooms (Σπουδαστήρια) of History and Archaeology, which were closed due to their relocation into the new library under construction, nor the digital teaching lab for lack of time. In the late afternoon, two meetings were arranged in the Kostis Palamas Building with (a) seven employers and social partners from different organizations and institutions with which the Department is cooperating, and (b) the Head of the Department and the OMEA and MODIP representatives. In a closing meeting, in which the latter group participated, the AP members presented some key findings of their visit.

It is worth noting and much appreciated that, during their visit to the Department, the AP members were given access to all additional material or information they requested on paper and/or in digital format. The reception of the AP by the Department was excellent and all staff members and students were particularly cooperative and willing to support the accreditation procedure, providing any material requested and answering all questions posed by the AP.

III. Study Programme Profile

Please provide a brief overview of the Study Programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Department of History and Archaeology is housed in the building of the School of Philosophy at the Zographou University Campus. It is the biggest Greek department of its kind and was founded in the 1980s after the splitting of the School of Philosophy into individual departments. It offers two study orientations, linked to two specializations:

- History
- Archaeology and History of Art

The minimum duration of undergraduate studies cannot be shorter than eight terms, during which students are free to develop their own programme of study. Subjects are divided into base, core, specialization as well as (free) elective subjects. Upon completion of the fourth term each student registers his/her selection of study orientation with the Department secretary. Base subjects consist of compulsory courses in Literature, Philosophy and Education. Core subjects include compulsory courses in History, Archaeology and History of Art. From the available elective specialization subjects, students are obliged to choose at least two seminars before completing their studies, in which their performance is evaluated on the basis of a seminar essay which is also presented orally in class. Students may also choose from among free electives, which may be offered by the other study orientation (History or Archaeology – compulsory or elective courses) or by a different department or faculty at the University of Athens.

Courses are supported by e-classes and the Department's webpage, and offer training in the use of bibliographic databases and other search tools. The Department also has a digital teaching lab, housed within the archaeological museum, on the second floor of the building, and exclusively used for courses requiring the use of computers by teachers and students.

On successful completion of the Undergraduate Programme, the students are qualified as archaeologists, historians, or art historians, and in parallel acquire the Pedagogical Training Certificate which enables them to pursue a career in secondary education. Employment opportunities lie mainly in the broad field of Cultural Heritage (Greek Archaeological Service, Ministry of Culture, museums, galleries, archives, and other cultural institutions) and in secondary education.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme compliance

In 2009 the Department of History and Archaeology introduced a quality assurance policy which embraces all areas of activity in research and teaching of this academic unit. Within this framework, the concern for a systematic monitoring of the Undergraduate Programme figures quite prominently. The main instrument of this policy is an annual detailed internal evaluation by the Internal Evaluation group (OMEA) in close cooperation with the University's Quality Assurance Unit (MODIP), which ensures that this annual procedure is carried out in accordance with the criteria set by HQA. Since 2009, an annual internal evaluation report documents and analyses the Department's main

achievements in all areas, supplemented by several graphs and indicators. In this report, clear and realistic goals regarding the Study Programme are set, accompanied by suitable key performance indicators. These goals refer mainly to learning outcomes and research output, teaching methods and student satisfaction. The results of the annual evaluations are discussed in departmental meetings and are used as a basis for the reports requested by HQA in the case of external evaluations and accreditations. The continuous improvement of the Undergraduate Programme is promoted by decisions taken in these meetings, which, however, are curtailed by the ever decreasing financial support by the State.

As far as the Undergraduate Programme is concerned, the positive results of this quality assurance policy are clearly visible. The AP could observe that on the basis of the internal evaluation results and, especially, of the suggestions of the External Evaluation Report of 2010, a series of measurements have been taken for improving the Undergraduate Programme so that it should not only fulfill the quality requirements but also meet some pressing needs which are specific to this Department (for example the problem with the courses leading to the Pedagogical Training Certificate). In the Proposal for Accreditation (Annex 4), as well as in the Department’s website, the Programme’s learning outcomes and qualifications are explained in a detailed manner. Staff members have an ongoing preoccupation with enhancing the quality and effectiveness of teaching, the quality and quantity of research, and foster a stronger collaboration with the various stakeholders in society. The importance of a qualification which will help graduates to be successful in the job market is generally acknowledged by the Department members. The Department has taken some measures to that effect by broadening the curriculum and increasing exposure of undergraduate students to practical experience in order to equip them better for the labour market but also postgraduate studies and research.

In the course of this quality assurance process, support services, such as general administrative services, libraries, museum and laboratories, are monitored only cursorily for the simple reason that the Department’s operational capacity in this regard is extremely limited due to financial constraints.

The results of the internal and external evaluations are communicated and discussed among the teaching staff and also published in the Department’s website.

The overall impression of the Department’s Assurance Policy is very positive, given the fact that this process helped the faculty members to pinpoint strengths and weaknesses of the Undergraduate Programme and make several improvements.

The academic unit policy for quality assurance is applied in an exemplary manner.

Panel judgement

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

Panel Recommendations

The AP members encourage the Department to enhance the communication of the results of the quality assurance policy with all involved stakeholders.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme compliance

Between 2011 and 2014 the Department accomplished a revision of its Undergraduate Programme in two steps (see Proposal for Accreditation, Annex 1, p. 3). This revision took into account international developments and experiences in the field, the recommendations of the External Evaluation Report of 2010, and the criteria for the acquisition of the Pedagogical Training Certificate established in 2003. The implementation of the Programme was successful, although the available resources, both human and material, were, and still remain, restricted. Furthermore, in meetings with staff, the AP was informed that a new, limited revision of the Programme is under consideration (see also Proposal for Accreditation, Annex 5, Action 1.7).

The process for the design and approval of every University Programme of Study is set by Greek legislation. Proposals are discussed in the Departmental Sectors (τομείς) and in the Departmental Board (Γενική συνέλευση Τμήματος), and are submitted to the Senate for approval. They become valid as soon as they are published in the Government Gazette (Εφημερίδα της Κυβερνήσεως). It follows that all members of academic staff in the Department and also representative bodies of the University are involved at various stages of the process. Student participation at the aforementioned boards is also prescribed by law.

Furthermore, the Department's Proposal for Accreditation provides essential information on the objectives, intended professional qualifications, learning outcomes, and sources of information. The same principles are outlined in the Study Guide of the Programme (Οδηγός Σπουδών). According to the Proposal for Accreditation, the Programme aims at educating both qualified scholars, able to continue their studies at the postgraduate level and pursue a researcher's career as archaeologists, historians or art historians, and high school teachers with a broad range of knowledge in the two core subjects of the Programme and also in Greek language and literature. Thus, an additional aim of the Programme is to equip students with the pedagogical qualification which, according to Greek legislation, is a condition for employment in secondary education. Compatibility with European standards has also been taken into account as reflected in the application of the ECTS system.

Explicit statements made to the AP by undergraduate and postgraduate students, alumni, and employers converge in their approval of the Programme design. Some students who envisage a non-teaching career expressed reservations about the necessity and the quality of courses in Education.

The Undergraduate Programme is ambitious and meets (we could even assert, exceeds) usual international practice. It combines the systematic study on a high level of two disciplines which in most universities are the object of distinct programmes of study, namely History and Archaeology (which also includes Art History). In parallel, the Programme offers broad humanistic education which is a solid basis for further professional and academic development of graduates. The Programme also provides the opportunity for students to take elective courses in other Departments of the University of Athens or in other Universities established in Athens.

The structure of the Study Programme is rational. It comprises various categories of courses in terms of level (introductory and advanced) and subjects (in a main specialization chosen between History and Archaeology, in addition to Greek, Latin, and Education). Students enjoy a satisfactory degree of flexibility in the construction of their individual programme of study. There is an occasional need for prerequisites which is clearly stated under the requirements for the relevant courses (e.g. Σ1 113, Σ1 06).

The AP commends the broad use of modern technologies and the creation of a departmental Computer Centre, the compulsory practical course, as well as the recent introduction of an optional placement in research centres; the Department fully subscribes to the aim of making this possibility available to a larger number of students (Annex 5, 1ζ), because it offers to the students valuable work experience and enhances the linking of teaching and research.

According to Greek law, the revision of the Programme takes place following a decision of the Departmental Board, when this is regarded necessary either for academic reasons or to conform to the guidelines of the HQA, the Ministry of Education etc. There is no provision for a regular revision of the Programme curriculum as a whole, but the goals set in the Department's explicit strategy (Proposal for Accreditation, Annex) and their implementation testify to the Department's commitment to a constant improvement of the Programme. The main responsibility for the design of the Programme rests with the members of the Department, who are highly qualified, and include established scholars in their corresponding fields with a wide network of international and local contacts. Although unofficial and irregular, consultation with alumni, research centres, and various stakeholders was a source of experience and inspiration reflected in the new curriculum. The AP believes that the establishment of a strict consultation procedure is neither necessary nor helpful.

The Study Guide provides complete information for students. However, its structure and presentation could be made more user-friendly.

The design and approval of the Study Programme is based on a well thought-out concept which meets (or even exceeds) common international practice.

Panel judgement

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

Panel Recommendations

The AP recommends a thorough revision of the Study Guide to make it more user-friendly. It would be reasonable to produce different editions for the different categories of students (according to the regulations that apply to them); furthermore, information for Erasmus students could be collected in a separate manual. The following points could also be considered:

Information on the administrative structure of the Department and staff members which includes subjects of specialization, room numbers, emails and office hours could be unified on one table.

The terminology used for various categories of courses should be revised and used in a consistent manner throughout the Study Guide (and in other documents). The use of the generic term μάθημα for a specific sub-category of courses (with or without the qualification απλό) should be avoided. The simple term σεμινάριο should be preferred to the complex σεμιναριακό μάθημα. Negative term-formations (μη σεμιναριακό μάθημα) should be avoided. Definitions for each category should be added (information about seminars is offered only in a footnote, p. 37).

Some titles could be revised to reflect more accurately the content of the course (e.g. a reference to historical theories might be an appropriate addition to the title of II 29; ΣΙ 91 has no description at all). Short descriptions of courses offered by other departments (see p. 103) should be included.

Information about student advisors should be easier to find.

References to laws and decisions should be avoided if not necessary. Repetitions and rhetorical self-evaluation (e.g. εντυπωσιακή ανάπτυξη του προγράμματος ιστορικών μαθημάτων) should be avoided.

Principle 3: Student-centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

In addition :

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

Study Programme compliance

The learning environment of the Undergraduate Programme endeavours to take a student-centred learning approach and the Department takes several steps to improve the way students actively participate in their learning.

Beyond the compulsory courses, students can exercise some freedom in selecting elective courses from both within and outside the Department according to their personal interests. Students also have the

opportunity to attend optional courses and are encouraged to participate in other practical activities outside the Programme in order to develop individual skills.

Students are exposed to several teaching methods: large lecture classes, smaller classes which include a practical component, seminars, and practical courses during which they are well supported and supervised. Large classes, which are inevitable due to the system of admission, do not allow active participation of students, but in smaller courses and especially seminars there is a lot of opportunity for discussion and hands-on activities based on primary sources (documents and objects). Some courses also include group work.

The Department is well aware that attendance in large classes is very low and that the effectiveness of teaching is not very satisfactory in that environment, and has set some goals to improve the situation. Introduction of tutorials would improve pass rates and grades, and would further involve students in their learning.

The electronic platform of e-class is generally well designed. However, there is still a lot of potential in that system that needs to be explored.

Assessment was another area of some concern to the AP. In general, non-seminar courses are assessed simply by an exam (written or oral) at the end of the course. Students do not receive any feedback on their progress through the semester, unless they submit an optional essay, where this is available. Very few students, however, take up this opportunity because there is no consistent or transparent policy on how this extra work is evaluated and how it counts towards the final grade. Furthermore, while assessment methods for each course are available to students, detailed criteria are not published consistently for all courses; e.g. some mention only that assessment is based on an exam or an assignment, with no further elaboration.

Despite some resistance from academic staff when the idea of student evaluations was first introduced, the Department has managed to institute the use of student questionnaires to evaluate courses and teaching effectiveness. Evaluations are regularly conducted for the majority of the courses but not for every single one. Results are analysed and form the basis for deliberations about the improvement of structure and teaching methods. However, very few students engage in the evaluation process.

There is a formal procedure for student appeals and the interview with students showed they are well aware of it.

The Department is taking considerable efforts to enhance student-centred learning, teaching and assessment. Yet, it is advisable to improve some procedures among which student evaluations.

Panel judgement

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

Panel Recommendations

The AP recommends that the Department reinforce teaching methods other than lecturing (e.g., by increasing the number of students who attend more than the two compulsory seminars, by encouraging students to make use of the option to write an essay in non-seminar courses; and by introducing tutorials for large introductory classes). It also strongly recommends establishing e-classes for more courses and providing details on the criteria for assessment for all courses.

An area of concern is student evaluations. The Department should conduct evaluations for all courses and set a goal to increase the number of submitted evaluations. More specific information would be produced about teaching and learning if there were an opportunity for students to add specific comments under each section of the questionnaire. Communicating improvements in courses based on student feedback may motivate students to participate in the evaluation process.

The Department should consider introducing self-evaluation methods to track and manage students' learning through a course (e.g. online quizzes with automatic feedback).

Finally, the Department should consider a way to acknowledge best teaching practices among staff.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme compliance

Greek universities have no direct influence on the system of admission and the number of incoming students. This is a permanent source of problems and has negative effects on academic life. Large numbers of students are constantly admitted especially in Departments based in Athens; at the same time the number of academic and administrative staff has decreased dramatically in the past decade. The negative effects of these structural problems are partly mitigated by the fact that the admitted students are highly qualified as a result of the high demand for a study position in the Department and due to the current competitive admission system.

The External Evaluation report of 2010 noted that “undergraduate students have complained about the lack of systematic orientation regarding their first year at the University or the Department”. Considerable progress seems to have been made since then. Now, a meeting welcoming incoming students takes place every year during which the Head and the Secretary of the Department make presentations on the Study Programme. Introductory courses addressed to first-year students also provide the opportunity to communicate important information to incoming students. In addition, four members of staff function as academic advisors (Σύμβουλοι Σπουδών) for students, and two for disabled students. However, the students we met seemed unaware of the existence and role of academic advisors (as well as that of the University “Students’ Ombudsman”).

Disabled students are assisted by a special University-wide *Accessibility Unit for Students with Disabilities* (Μονάδα Προσβασιμότητας για φοιτητές/-τριες με αναπηρία). The University also has an Advisory Centre for Students (Εργαστήριο Ψυχολογικής Συμβουλευτικής Φοιτητών) which is run by the Department of Psychology.

The monitoring of student progress is based on annual reports and statistics that are taken into account in the annual Internal Evaluation Reports. In addition, the Department is becoming increasingly

aware of the need to take measures to reduce failure and drop-out rates (Proposal for Accreditation, Annex 1, pp. 4-5).

The practical training is a valuable component of the Programme, especially for students who envisage a career in research. The Department has created an impressive network of collaborations with research institutes, archives, museums etc. which could be further expanded. Deserving special mention are also: the Department's reading rooms (one each for History and Archaeology/Art History); the impressive teaching Museum of Archaeology and Art History; the Conservation Laboratory; and the University excavation, which also serves the needs of the archaeology students' practical training.

Students are encouraged by the Department to participate in exchange programmes and have easy access to information about the Erasmus Programme. Unfortunately, the available means cannot satisfy the high demand. Accordingly, the number of outgoing students is low, because Erasmus grants are limited and of low value. The number of bilateral agreements is satisfactory; on the other hand, Greek language discourages potential incoming foreign students (although they are given the opportunity to be examined in English). Nevertheless, the Department aims to increase slightly the numbers of both outgoing and incoming students. According to the annual report for 2015/16, about 12% of enrolled students are foreign citizens (however, members of staff expressed doubts whether or not these are active students).

The ECTS system is applied across the curriculum.

The Diploma Supplement is issued upon request.

The current system of student admission in Greece is a serious obstacle to any attempt to improve some structural problems. The Department strives to improve progression, recognition and certification procedures and is advised to find more effective ways of communicating information and making the application of the ECTS system more consistent.

Panel judgement

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

Panel Recommendations

The Department should find ways to communicate more successfully information about the role of academic advisors (e.g. they could be assigned a more prominent place in the Study Guide and on the website and be present at the welcome meeting; the number of students who make use of their services should be raised; if necessary, the number of advisors could be increased).

The scheduled revision of the Study Programme is an opportunity to evaluate the application of the ECTS system and make it more consistent among courses in the Programme (and, if possible, also in the Faculty). The Department should consider crediting seminars with more ECTS.

The Diploma Supplement should be issued without request.

The AP strongly supports the Department's aim to take part in the Faculty's Undergraduate Programme delivered in English.

Principle 5: Teaching Staff

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

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

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

Study Programme compliance

The Department is fortunate to have teaching staff members who are energetic, innovative, of high calibre, and internationally recognised. Regrettably, in the last few years, research funding is at a ridiculously low level hindering the potential for further growth in the reputation of the Department. Still, it was obvious to the AP that all staff members are making every effort to engage in high quality research, publish their results, collaborate with other research groups, organise and participate in conferences and colloquia, and be involved in research projects both domestically and overseas. Their dedication is also shown by the fact that a significant number of these research activities have to be partially funded either through their own resources or through third party funds.

Because there is a great variety of scholarly interests in the Department, no general research strategy exists, nor is one needed, though collaborations between staff should be encouraged. Research projects and publications follow internationally high standards.

One of the goals already set, and fully supported by the AP, is to increase funds available for research through international funds, further collaboration with enterprises in the area of cultural management and tourism, and educational programmes for the broader public (lifelong learning activities).

Research activities are frequently linked with teaching, especially in seminar and elective non-seminar courses. Students are offered the opportunity and are encouraged to participate in field projects and in practical optional activities and internships.

Workload is fairly distributed among staff but due to the continuing reduction in the number of staff, every year some of them have to take on an additional teaching load in order to make sure no gaps in the Programme are left; consequently, available research time is compromised. Additional teaching load needs to be carefully monitored in order to prevent potential resentment.

Staff are encouraged to use new technologies and incorporate practical exercises in their courses; efforts in that direction need to intensify. In the interview with the AP, students also expressed the desire for more practical components in their classes, especially in History.

Recruitment of staff is conducted in accordance with procedures established by the State. Reductions in both salaries and number of staff are not conducive to attracting highly qualified staff. However, the collegial atmosphere and cordial and harmonious relationships that exist in the Department, which apply across academic, administrative and technical staff, would certainly provide a positive factor in future recruitment efforts.

The AP's opinion on teaching staff evaluation by students is explained under Principle 3.

The qualifications and competence of the teaching staff are exceptional.

Panel judgement

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

Panel Recommendations

The importance of substantial financial support by the University and the State in order to ensure the continuity and increase of high quality research outputs of the Department cannot be stated strongly enough.

The AP recommends that the Department continue efforts for increased visibility of staff research activities and that a forum for the exchange of best teaching practices by staff be established.

Principle 6: Learning Resources and Student Support

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

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

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

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

Study Programme compliance

Given the realities of the present situation, the Department is well organized and functions efficiently due to the devoted and conscientious efforts of its academic and administrative staff. Administrative procedures, infrastructure, and internal coordination appear to be rational and effective, thus supporting learning and academic activity in general.

During the visit of the Department building by the AP both reading rooms (Σπουδαστήρια) were closed due to their pending relocation to the new library building which – according to the unanimous view of teaching staff members and undergraduate students – is expected to improve the operation of these facilities. The acquisition of books and online resources, as well as IT equipment, suffers due to heavy financial cuts.

The Department's museum comprises an important collection of originals and copies covering almost all periods of Greece's cultural trajectory from the Neolithic to the modern period. The museum is excellently organised and provides a vivid hub for teaching, research, and the dissemination of scientific knowledge to a wider audience. The AP members support the goal set by the Department for the Museum's refurbishment according to modern museological standards.

Despite its very limited space, the Conservation Laboratory is very well equipped and contributes enormously to the Department's efforts to provide the undergraduates with practical experience.

The Department’s secretarial services seem to be adequate to satisfy the needs of faculty and students, and need to be maintained at this level. They are in principle sufficiently equipped both in terms of employees and IT instruments. The workload though remains extremely heavy and is still increasing due to bureaucratic problems; it is only through the efficient work of the dedicated staff that this nodal point operates excellently. As far as the individual sections are concerned, the History sector remains at present without a secretary, a fact that impedes its efforts to provide satisfactory services.

Students are well informed about facilities and support services that are centrally provided; these include the student cafeteria, doctor’s office, and the unit for the support of disabled students.

The Department does its best to provide students with adequate learning resources and support, and to overcome the problems caused by dramatic financial cuts.

Panel judgement

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

Panel Recommendations

The secretary position of the History Section must be filled as soon as possible.

For the maintenance of the Conservation Laboratory in the future, continued financial support and technical upgrade is necessary.

Note: The decision for “Substantially compliant” in this Principle is based on a compromise between the depressing situation regarding public subventions and the Department’s remarkable efforts to keep its high standards despite this situation.

Principle 7: Information Management

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

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

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

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

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

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

Study Programme compliance

The Department has established a thoroughly operating information system for the management and monitoring of data concerning students, teaching staff, course structure and organization, and teaching and learning. This information includes key performance indicators, statistical data on the student population profile, student progression, success and drop-out rates, as well as student satisfaction with their Programme on the basis of teaching evaluation questionnaires for individual courses. The data are presented in annual reports that are available in printed and digital form (also online) to the members of the teaching staff.

Until recently, there was no information concerning employability and career paths of graduates. However, the Department has recently started to track the careers of graduates creating a community of alumni. The collection, analysis and implementation of information is managed by members of the teaching staff who use conventional methods and the available software programmes. Beyond the teaching evaluation questionnaires, there is no established procedure for student and staff satisfaction surveys. Potential problems are always discussed in the departmental meetings which provide the most adequate forum of communication among all groups.

There is no systematic monitoring of data regarding the availability and accessibility of resources (equipment, social services, IT facilities), since there is no such need in a Department which struggles to

be operative despite the huge problems caused by limited resources and the dramatic reduction of its budget.

All information collected is presented in a very professional and easy to understand way in the Department's annual reports; several graphs enable a thorough evaluation as well as comparisons both between different years and between the current state and projected aims.

Given the department's extremely limited resources, the current system of collecting, analysing and using information relating to an efficient management of the Undergraduate Programme is very satisfactory and has proven extremely helpful for the identification of problems and the development of appropriate solutions.

Panel judgement

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

Panel Recommendations

Although all relevant information is available on the website, the AP recommends that students be better informed about the main outcomes of the evaluation and accreditation system.

Principle 8: Public Information

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

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

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

Study Programme compliance

The Department has a very good process in place for publishing and disseminating information about regulations and its teaching, research and other educational activities. The website is very comprehensive and clearly set out in both Greek and English, and contains a wealth of information which appears to be up-to-date and correct. There are sections on administration, regulations, teaching programs and courses, additional educational opportunities available to students (e.g. Erasmus, ESPA practical training, archaeological excavations), academic staff and their research activities, student services and more. There are also links to the Policy for quality assurance and the internal and external evaluations.

Other, more traditional, means of communicating activities of the department are also used (e.g. flyers, posters). Furthermore, the Department also actively promotes important public activities through the media.

The Study Programme is presented to incoming students during a special orientation day organised by the Department.

The information policy of the Department is well organized and effective.

Panel judgement

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

Panel Recommendations

The website could become more user-friendly, for example, by breaking down the pages into smaller sections to avoid scrolling down through long sections.

All information on each course needs to be available on the website rather than only a general description of the content, with the rest (e.g. learning outcomes) included in the cumbersome pdf of the Programme of Study. In fact, the pdf needs to become more user-friendly (as noted under Principle 2) or be phased out if not necessary.

The role of the student advisors could be further highlighted and promoted.

It would be good to include some information on career paths of graduates.

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

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

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

The above comprise the evaluation of:

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

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

Study Programme compliance

The Internal Evaluation Group (OMEA) of the Department of History and Archaeology, and in particular the Study Programme advisors (σύμβουλοι σπουδών), are active in organizing the annual assessments of the Study Programme. These internal assessments review all types of teaching by collecting and analysing the relevant information in order to make the Undergraduate Programme still more effective. The Programme is periodically updated with respect to the latest research in History, Archaeology and Art History (see also Proposal for Accreditation, Annex 5). Student satisfaction about modifications in the Programme is reflected in course evaluation questionnaires.

The internal evaluations conform to legal regulations with their results (see Annex 7) properly recorded, documented and submitted to the Quality Assurance Unit (MODIP). The documentation of the internal reports of the Department give the picture of a generally positive development of the strategic goals of the Programme, despite the low number of teaching staff and the financial constraints at the University (both already mentioned earlier).

The results – observations and commentaries – of the internal evaluations are well documented and have been shared with the members of the Department.

Several action plans resulted from the internal evaluations; recommendations made in the reports have been and are being acted upon. This enhances the effectiveness of the Programme and the learning environment.

The on-going monitoring and reviewing process of the Undergraduate Programme is very well organised and implemented.

Panel judgement

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

Panel Recommendations

As already mentioned in Principle 3, the student questionnaire should be modified so that students are motivated to provide more detailed, and hence more informative, answers.

As a further improvement of the Study Programme, it would be extremely useful to gather the opinions of graduating students: they should be invited to fill in an evaluation questionnaire on the occasion of receiving their degree, summarizing and communicating their still fresh impressions from their past years of study.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme compliance

The Department underwent an external evaluation in November 2010 and is now participating in the first accreditation process of their Undergraduate Programme.

All staff members of the Department are well aware of the importance of external reviews and the usefulness of their results in the continuous improvement of the Programme and the international recognition of the degree awarded. The documentation and interviews conducted during the accreditation process confirmed that staff eagerly and actively engage in the quality assurance of the Programme. They do their best to identify, introduce and implement new developments and innovative practices based on feedback from both the annual internal assessments and the External Evaluation Report of 2010.

The internal and external evaluation process has been implemented in an exemplary manner by the staff and has already contributed to a considerable improvement of the Undergraduate Programme.

Panel judgement

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

Panel Recommendations

In the future, accreditation panels should be informed in detail about measures taken since the last external evaluation by the state authorities for improving the difficult situation in the evaluated academic units. This extremely time-consuming procedure for staff members can achieve long-term success only if the evaluation results are taken into serious consideration by the state authorities so that the required improvements will be realized.

PART C: CONCLUSIONS

I. Features of Good Practice

In most of the Accreditation Principles, the Department has demonstrated extraordinary achievements despite the structural problems posed by the current Greek legislation, the increasing bureaucracy, and the dramatic financial crisis. The main reasons for this successful record are:

- The devotion and collegiality of academic, administrative, and scientific staff
- The high quality and internationally recognised research conducted in the Department
- The well designed and broad curriculum
- The impressive network of collaborations and efforts made to increase exposure of undergraduates to practical experience
- The efforts made for continuous improvement of the Undergraduate Programme through internal evaluations; and the systematic implementation of several suggestions made during the external evaluation of the Department in 2010.

In general, the Department can be regarded as an example of best practice among Greek academic units.

Furthermore, the AP members were pleased to see that in the last couple of years political activism on campus does not appear to affect or disrupt teaching and learning.

II. Areas of Weakness

The Department continues to face a series of problems, most of which are beyond its control because they are imposed by governmental policies and external constraints. These difficulties prevent the Department from best implementing and improving the curriculum and Study Programme. Some of the most serious problems include:

- The reduction of teaching staff and research funding
- The increased bureaucracy
- The considerable number of enrolled students
- The considerable number of students who are enrolled in the Department through transfers from other Greek universities--statistics show that transferred students are generally of lower ability
- The extremely low average passing grades in large classes
- The low attendance in large classes

III. Recommendations for Follow-up Actions

TEACHING AND LEARNING

- The AP recommends that the Department reinforce **teaching methods** other than lecturing (e.g., by increasing the number of students who attend more than the two compulsory seminars, by encouraging students to make use of the option to write an essay in non-seminar courses; and by introducing tutorials for large introductory classes).
- It also strongly recommends establishing **e-classes** for more courses and providing details on the **criteria for assessment** for all courses.
- The Department should consider introducing **self-evaluation** methods to track and manage students' learning through a course (e.g. online quizzes with automatic feedback).
- **Student evaluations** should include space for specific comments under each section of the questionnaire so that students are motivated to provide more detailed, and hence more informative, comments about teaching and learning. The Department should conduct evaluations for all courses and set a goal to increase the number of submitted evaluations. Communicating improvements in courses based on student feedback may motivate students to participate in the evaluation process.
- The Department should consider instituting a way to acknowledge and share **best teaching practices** among staff.

STUDY PROGRAMME AND STUDY GUIDE

- The **terminology** used for various categories of courses should be revised and used in a consistent manner throughout the Study Guide (and in other documents). The use of the generic term μάθημα for a specific sub-category of courses (with or without the qualification απλό) should be avoided. The simple term σεμινάριο should be preferred to the complex σεμιναριακό μάθημα. Negative term-formations (μη σεμιναριακό μάθημα) should be avoided. Definitions for each category should be added (information about seminars is offered only in a footnote, p. 37).
- The AP recommends a thorough **revision** of the Study Guide to make it more user-friendly. It would be reasonable to produce different editions for the different categories of students (according to the regulations that apply to them); furthermore, information for Erasmus students could be collected in a separate manual.

- Information on the administrative structure of the Department and staff members which includes subjects of specialization, room numbers, emails and office hours could be unified on one table.
- Some titles could be revised to reflect more accurately the content of the course (e.g. a reference to historical theories might be an appropriate addition to the title of II 29; ΣΙ 91 has no description at all).
- Short descriptions of courses offered by other departments (see p. 103) should be included.
- References to laws and decisions should be avoided if not necessary. Repetitions and rhetorical self-evaluation (e.g. *εντυπωσιακή ανάπτυξη του προγράμματος ιστορικών μαθημάτων*) should be avoided.
- The scheduled revision of the Study Programme is an opportunity to evaluate the application of the **ECTS system** and make it more consistent among courses in the Programme (and, if possible, also in the Faculty). The Department should consider crediting seminars with more ECTS.
- The AP strongly supports the Department's aim to take part in the Faculty's Undergraduate Programme delivered **in English**.

STUDENT SUPPORT AND SERVICES

- The Department should find ways to promote and communicate more successfully the role of **academic advisors** (e.g. they could be assigned a more prominent place in the Study Guide and on the website and be present at the welcome meeting; the number of students who make use of their services should be raised; if necessary, the number of advisors could be increased).
- The **website** could become more user-friendly, e.g., by breaking down the pages into smaller sections to avoid scrolling down through long sections. All information on each course needs to be available on the website rather than only a general description of the content, with the rest (e.g. learning outcomes) included in the cumbersome pdf of the Programme of Study. In fact, the pdf needs to become more user-friendly or be phased out if not necessary.
- It would be good to include some information on **career paths** of graduates.
- Although all relevant information is available on the website, the AP recommends that students be **better informed** about the main outcomes of the evaluation and accreditation system.
- The **Diploma Supplement** should be issued without request.

- The **secretary** position of the History Section must be filled as soon as possible.

RESEARCH

- The importance of substantial **financial support** by the University and the State in order to ensure the continuity and increase of high quality research outputs of the Department, especially in relation to academic teaching, cannot be stated strongly enough. The AP recommends that the Department continue efforts for increased visibility of staff research activities.
- For the maintenance of the **Conservation Laboratory** as a place of academic research in the future, continued financial support and technical upgrade is necessary.

MONITORING AND EVALUATION OF PROGRAMME

- As a further improvement of the Study Programme, it would be extremely useful to gather the opinions of **graduating students**: they should be invited to fill in an evaluation questionnaire on the occasion of receiving their degree, summarizing and communicating their still fresh impressions from their past years of study.
- The AP members encourage the Department to enhance the **communication** of the results of the quality assurance policy with all involved stakeholders.
- In the future, accreditation panels should be informed in detail about **measures taken** since the last external evaluation by the state authorities for improving the difficult situation in the evaluated academic units. This extremely time-consuming procedure for staff members can achieve long-term success only if the evaluation results are taken into serious consideration by the state authorities so that the required improvements will be realized.

IV. Summary & Overall Assessment

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

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

The Principles where partial compliance has been achieved are: None

The Principles where failure of compliance was identified are: None

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

**The members of the Accreditation Panel for the History and Archaeology
Undergraduate Programme of the National and Kapodistrian University of Athens**

Name and Surname

Signature

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