



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Museum Studies
Archaeology and History
National and Kapodistrian University of Athens
29/05/2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the
Postgraduate Study Programme of **Museum Studies** of the **National and
Kapodistrian University 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 **Museum Studies** 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. **Prof. Stella Baraklianou** (Chair)
University of Huddersfield, UK
2. **Prof. Ulrich Moennig**
Universität Hamburg,
Germany
3. **Prof. Stavros Lazaris**
UMR Orient & Méditerranée (Paris), France
4. **Mr Konstantionos - Thalys Ropotos**
Postgraduate student, Department of History and Archaeology, Aristotle
University of Thessaloniki, Greece

II. Review Procedure and Documentation

In preparation for the visit, the External Evaluation & Accreditation Panel (EEAP) reviewed multitude of material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The programme review was conducted via teleconference, organised and coordinated by the host institute via WebEx an online teleconferencing tool.

The schedule and agenda of the review were as stated below. Monday, 01/07/2024:

- a) Preliminary private meeting of the EEAP. Discussion of the programme under review; assignment of tasks for the accreditation report draft amongst members of the EEAP.
- b) Meetings with PSP: Welcome meeting, introductions by Professor Aikaterini Nikolaou, Head of the Department of History and Archaeology, followed by presentation by Professor Mr Ioannis Papadatos, Director of the post-graduate programme Museum Studies.

During the preliminary meetings present were: Assistant Professor Maria (Marlen) Mouliou, Steering Committee & OMEA, Professor Georgios Panagiaris, Mrs Eleftheria Gergi, Mr Anestis Karastergiou Mr Theodoros Chatzitheodorou (Quality Assurance and Internal Evaluation Unit MODIP) as well as administrative staff Maria Anastasia Velentza.

The presentation covered all aspects of the respective post-graduate programmes, their history, academic profile, degree awarding capacity, numbers of incoming students, internal procedures, course structure and academic modules, insight into the allocation of the Master's budget.

The EEAP also had the chance to consult and discuss with the academic teams regarding their teaching facilities, classrooms, lecture theatres equipment and access to these by the students.

- c) Private debriefing meeting (EEAP members only).

Wednesday 03/07/2024:

- a) PSP Museum Studies: Meeting with academic and teaching staff members for postgraduate programme Museum Studies: Assistant Professor Marlen Mouliou, Professor Georgios Panagiaris, Associate Professor Dimitris Makris, Professor Hara Drinia, Professor Daphne Kiriaki-Manessi, Ekaterini Dermitzaki, specialist teaching staff, Anastasia Doxianaki and Theoklis- Petros Zounis.
- b) Meeting and discussion with eight current PSP students.
- c) Meeting and discussion with eight graduates of the PSP Museum Studies.
- d) Meeting and discussion with employers and external stakeholders partners from both private and public sector: Eleni Markou (Head of Educational Programmes, Department of Educational and Community Programmes, Museum of Cycladic Art), Mrs Sophia Handaka, (Curator at the Department of Worlds' Cultures, Benaki Museum), Mrs Reggina Katsimardou, (Curator of the Department of Archive of Historical Documents, National History Museum), Aggeliki Giannakidou, (Founder and President of the Ethnological Museum, Thrace), Mrs Stavroula Fotopoulou, Director of the Modern Cultural and Intangible Cultural Heritage), Mrs Mara Verykokou, (Curator of the Department of Byzantine and Post-Byzantine Collection, Benaki Museum, Mr Vassilios Tsetsos, (Managing Director Museotek S.A.), Amalia Papaioannou, (Curator of the Museum of Nazi Victims, Distomo).
- e) Private debriefing meeting (EEAP members only): Discussion of the outcomes and findings of the virtual visit; preparation of oral report.
- f) Closure meeting with the Director of the post-graduate programme Museum Studies and member of OMEA, Professor Ioannis Papadatos, Professor Aikaterini Nikolaou, Head of the

Department of History and Archaeology, Assistant Professor Marlen Mouliou, Professor Hara Drinia, Steering Committee, Professor Georgios Panagiaris, Steering Committee, Assistant Professor Alexis Stefanis, Steering Committee as well as Mrs Eleftheria Gergi , Mr Anestis Karastergiou Mr Theodoros Chatzitheodorou (Quality Assurance and Internal Evaluation Unit MODIP): Informal, oral presentation of the EEAP key findings, and clarifications.

Thursday 4/07/2024 to Saturday 06/07/2024:

Draft report writing. EEAP virtual meetings. Review and finalisation of draft report.

Throughout the review and evaluation process, the EEAP was in close communication with the University MODIP, which was very accommodating in providing additional information requested by the EEAP. The EEAP found that OMEA and MODIP representatives, as well as the faculty, external teaching staff, students, and staff interviewed were eager and helpful in our discussions, providing all additional information requested by the EEAP.

III. Postgraduate Study Programme Profile

The post-graduate study programme in Museum Studies is a cross-disciplinary programme, offered by the Department of History and Archeology and the Department of Geology and Geo-environment at the National and Kapodistrian University, Athens and its partner institution, the Department of Conservation of Antiquities & works of Art at the University of West Attica.

Originally founded in 2003 (FEK/ 823-25/06/03, establishment), It has since undergone two significant restructures and reconstitutions in 2008 and 2014, as detailed by the Greek National Gazette (FEK 579-4/4/2008 as well as FEK 3357-15/12/2014). *The final re-establishment of 2018(FEK 3278-8/8/2018).*

The subject of the postgraduate study programme Museum Studies, as outlined in the Study Guide is to:

promote the study and learning related to museum culture, specifically regarding the curation of teaching museum material, curation of museum exhibitions, museum management and organisation of museums, as well as the protection and promotion of the environment of the museum, including legislative framework, financial and judicial information regarding museum management and museum collections. Lastly, it is about promoting and enhancing the role of the museum as an educational place as well as its wider role within society.

The purpose of the post-graduate programme is to contribute to the development of museum professionals, by providing the right tools and knowledge in order to equip them in all levels of interdisciplinary collaboration and scientific fields involved in the museum sector. Graduates are expected to be a driving force for the development and updating of the potential of the country's museums, whilst also contribute to the enhancement of the education and societal role of the museum.

The programme is primarily overseen via the Director, Professor Ioannis Papadatos, and the academic teaching staff , including twelve acting members from the co-host institute, Associate Professors from the Department of History and Archaeology, two from the Department of Geology and Geoenvironment and two from the Department of Conservation of Antiquities and Works of Art at the University of West Attica, five members of hourly paid (EDIP), five active members of both the main institute at the National and Kapodistrian University and the host PADA, three specialist appointed hourly paid staff from other departments of the institutions, and finally four from other institutions, University of Patras and Peloponnese and the Cultural Foundation of Piraeus.

The programme is fully supported by administrative staff and the administration office. Teaching is delivered in Greek and the coursework is submitted in Greek. The intake per academic year is 20 students and this is done via an application and then selection procedure, including an interview. The academic curriculum is delivered over three semesters and the tuition fees are at 2100€ in total for the academic year (700€ per semester), whilst there are also provisions for two scholarships (a scholarship provides with 50% deduction to tuition fees) for those students whose academic achievements are classed as excellent.

The ECTS credits are at 90 overall for obtaining the post-graduate diploma which is accurate for this type of Level 7 education. The Department also has a good research record and supports Doctoral students.

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

The PSP Museum Studies is a post-graduate programme of the National and Kapodistrian University of Athens. It has been offered as a post-graduate course to students since 2003 with two major restructures in 2008 and 2014. In 2018, the Programme was reconstituted in order to reflect changes to the law regarding the delivery of Higher Education programmes in Greece.

As such, the EEAP is called to provide accreditation for the current PSP with all new implementations and its transition to new study regulations since 2023.

This is the first external accreditation to take place of the post-graduate programme, whilst there has been a former External Evaluation of the Department of History and Archeology, (2010), as well as the External Evaluation of the Department of Geology and Geo-environment (2012).

The PSP is an inter-disciplinary Master's delivered cross-disciplinary and involves the strategic involvement of two different Universities the National Kapodistrian, that manage and teach on the strand of History and Archaeology and Geology, and the University of West Attica for the strand of Restoration of Art.

The overall strategic aims for the PSP are to provide students with high quality teaching and equip students with necessary tools needed to embark a professional career in the sector of Museum Studies.

The fees for the PSP are at 2100€ (2018) or 700€ per academic semester, and this as explained by the academic staff, is a nominal amount to cover administrative fees as the Master's is entirely self-funded.

II. Analysis

The EEAP was provided beforehand with the documentation pertaining to the Quality Assurance Policy and the Quality Policy, as adhering to the outlines provided by HAHE/ΕΘΑΕΕ.

The EEAP, after consulting the documentation online, met with respective representatives of the academic community and current and former students, as well as with external stakeholders.

The EEAP largely resorted to the meetings with academic staff and students as well as stakeholders in order to discern when and how the Policies are implemented and the Strategic Goal setting targets met. The EEAP also had at its disposal internal documents provided by the Academic Unit, related to the respective publications in the official newspaper gazette FEK. Notably, these documents are only available in Greek.

The fees for the specific Master's appear to be at an average suitable for the purposes of the level of study. The Academic unit provided details regarding the budget and expenditure of the Master's programme.

There are some areas for improvement, including the internal procedures for the co-ordination of the Quality Assurance Policy, that need to reflect more closely the aims, scope and future strategic goal setting of the PSP.

III. Conclusions

After consulting with the members of the academic community and from their presentation and discussion, it is ascertained that the PSP adheres to Quality Assurance Policy and Goal setting. The overall structure and organisation of the masters is suitable for Level 7 education.

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

The EEAP Panel recommends that the PSP fully utilise and embed the Quality Policy and Strategic Goal for the future goal target setting, as this will further enhance the potential of the PSP.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP, due to the cooperation of three departments from two different institutions, is highly distinguished in its integration of various specialisations. The interdisciplinary nature of the programme is a result of the structure of the departments and institutions involved, encompassing a range of fields of knowledge, including geology, which is essential for a comprehensive and sustainable approach to the management of cultural heritage.

Each field of knowledge is taught according to the standards of the discipline involved. Students expressed a high preference for research orientated lessons (rather than transmission of condensed knowledge) and a close linkage to concrete fields of application.

The structure of the programme is logical and clearly defined. The EEAP gained the impression that students who apply for the programme, choose it very consciously, because it promises a demanded combination of knowledge and skills. Students have reaffirmed that the programme meets the expectations set by the curriculum.

There is an ongoing procedure of revising the programme curriculum, including an opening towards new technologies and to the sub-field of Museum Education. Especially the PSP takes advantage of the participation of NKUA in Europe's Civic University Alliance CIVIS. The results of this procedure are published in the Study Guide, which is published on the website of the PSP (<https://museum-studies.uoa.gr/index.php/management/odigos-artcl>).

The EEAP had the opportunity to meet students, graduates and employers. Students reaffirmed that they are involved in assessment processes. Employers and stakeholders noted that there is a continuous interaction between institutions, which employ graduates from the PSP, and members of the Steering Committee and/or of the OMEA.

The Study Guide is complete and precise. The ECTS credits seem reasonable and are given according to the relevant regulations and according to the internationally established practice.

II. Analysis

The PSP is designed according to universally accepted standards. The process of approval is according to the relevant regulations. There is an iterative and transparent process of revising the PSP, into which students and staff members are involved and in which feedback of employers is taken into account.

III. Conclusions

The PSP is fully compliant with the accreditation criteria for the Design and Approval of the study programme.

Panel Judgement

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

Panel Recommendations

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP consists of a wide variety of courses from different disciplines (in particular, history, archaeology, conservation of antiquities and works of art, and geology), which allows students to familiarise themselves with multiple scientific concepts and various fields of museum studies.

Students enrich their academic and scientific backgrounds attending seminars, lectures, and a multitude of events related to the field. The courses are supplemented with audio-visual media and hands-on teaching in scientific laboratories and on-site teaching and visits to museums and other places of interest, combining theoretical and practical knowledge. Students have the opportunity to participate in summer camps during holidays, as well as in the Erasmus and CIVIS programs. It is noteworthy that the PSP offers, in accordance with official bilateral agreements signed with external stakeholders, the possibility to attend work experience within the host institutes and museums, assisting in providing direct links with the labour market for graduates.

Moreover, the students cultivate their personal skills by drafting concise group projects in every course. During the third and final semester, the DEP members suggest possible dissertation subjects, which can be modified or completely changed according to individual interests. In general, an extensive list of bibliographic references is provided and can be consulted by students at any time.

The criteria for assessment during exams are included in the Study Guide on the PSP website. Each course has a dedicated page on e-class.

Optional and anonymous student paper surveys are held towards the end of each semester (between the eighth and tenth weeks) to measure general satisfaction with the PSP, course organisation, teaching effectiveness, administrative services, and university facilities. Student participation is adequately high, reaching up to 96% during the academic years of 2020–2021 and 2021–2022. On a scale of 1 to 5, the average grade given by respondents is roughly 4.

A formal procedure for student appeals takes place every October and the documentation required for admission to the postgraduate program is published promptly.

Each student's supervisor also serves as their academic advisor, while the grievance management mechanism is aligned with that of the National and Kapodistrian University of Athens.

II. Analysis

Whilst the plethora of modules and electives on offer is exceptional, in this instance, the EEAP came to the conclusion that there are too many fields that could lead to superficial teaching. For example, students mentioned that the syllabus for the courses conducted by the University of West Attica tends to encapsulate exhaustive information, with repetitions on course related material, as some are taught by more than one DEP member.

Another point that came up during the meeting with staff and students was the feedback questionnaires. These need to be restructured as students noted that it was impossible to evaluate both the teaching staff and course material especially in modules where there are multiple and sessional and or external teaching staff involved. After discussion with the Director and academic members of staff, it became clear that there was a proposal for making the feedback questionnaires mandatory in order for students to graduate. This raised some concerns with the EEAP.

III. Conclusions

It is evident that amongst the strengths of the PSP is its inter-disciplinary nature and cross-pollination that occurs between scientific fields. Students and graduates were highly commendable on the abilities of academic staff to deliver the curriculum. As the PSP is taught only across three semesters, there needs to be certain restructuring that allows room for students to become independent whilst at the same time benefit from the plethora of laboratories, museums and specialist archives.

The EEAP recommends also giving students alternative opportunities for group led projects, especially toward the end of their studies where they could organise and set-up exhibitions as part of their coursework.

Panel Judgement

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

Panel Recommendations

The EEAP recommends where modules are co-taught, that academic staff reduce the amount of teaching material in order to avoid repetitions and unnecessary workloads. Where possibly, allow for independent and group work to happen.

It is recommended to look at creating alternative formats for student feedback that are not reliant on formal questionnaires alone. Feedback can also happen with students as part of a group, with an administrative or external member or student representative present to take notes and keep records.

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

Having examined the documentation made available to the EEAP, the resources available on the departmental website, and through the discussions with various stakeholders, it is clear that the PSP Museum Studies, follows the Policy for Student Admission, Progression, Recognition of Postgraduate Studies, and Certification as established by the National and Kapodistrian University of Athens. Indeed, the admission and progression criteria are clearly articulated in the program's official materials, such as the website or admission brochure.

Admission of new students follows rigorous standards and only twenty students are accepted each academic year.

There is a welcome event for incoming students, during which they are informed about the structure and content of the study program, the activities of the PSP, and the prospects for graduates' professional career opportunities, as well as the continuation of doctoral studies level. This presentation is posted on the Department's website. The members of the teaching and administrative staff inform the students about specialised topics, such as the possibilities of using the library, the possibilities of student mobility through the ERASMUS program, psychological support and social welfare, as well as the University canteen and other student welfare activities. The progress of the students during their studies is closely monitored. The courses' training platform records students' progress directly, and the professors discuss student progress in their department meetings. In addition, they base their discussions on statistical data collected by the MODIP team and on internal assessment reports.

The Department actively supports the mobility of students by providing facilities for procedural issues or other study issues of the students who move. Indeed, student mobility, especially with

the ERASMUS program, is promoted because the internationalisation of students is one of its strategic goals. Mobility programs enable them to enhance their expertise. However, the very low budget contribution of the ERASMUS program for mobility reduces the motivation for mobility.

II. Analysis

The Department has provided clear and objective admission criteria. Furthermore, all matters from the beginning to the end of the studies are governed by the internal regulations of the academic unit. Students are well aware of the opportunities to continue their education. Indeed, they have the feeling of support and acceptance from the beginning of their studies throughout the course and development of their student life. Finally, the EEAP concludes that the methods of student admission, academic progression, recognition of postgraduate Studies and certification are accurately described and appropriate.

III. Conclusions

All procedures concerning the admission, development, recognition and certification of the student follow amply the regulations of institutional studies. The Department fully complies with this principle.

Panel Judgement

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

Panel Recommendations

N/A

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Staff are appropriately qualified, holding PhDs from prestigious Universities and their CV's demonstrate a rich and vibrant publication profile with original contributions.

The tenured staff members have been appointed and promoted through the ranks following the established Greek academic system supported by Apella. Accordingly, a tenure and promotion committee is in charge of promotions and appointments of new academic members of staff, following procedures acknowledged by the Greek University system.

The tenured faculty and adjunct teaching staff are evaluated in all areas of their work using the process determined by the University's Quality Assurance Committee (MODIP) through its internal quality assurance system and through the process determined by the Committee on Internal Evaluation (OMEA).

The selection and appointment of new academic staff depends on the specialisation and the courses offered and required each year. The mobility of the faculty and the adjunct teaching staff is carried out through individual initiative, but also through the participation in the ERASMUS+ program. This exchange program gives the opportunity to faculty members for teaching or training in the framework of cooperation with other European Universities and research institutions.

II. Analysis

The academic team involved in the teaching and delivery of the curriculum is extremely dedicated and delivers high quality teaching that is scientifically rigorous and of exceptional standard. Furthermore, the evidence from interviews has demonstrated a very close collaboration between the teaching staff and the students. The collegiality and communication amongst staff, technical and administrative staff as well as external stakeholders was strongly felt during the meetings with EEAP. The PSP has established a culture of collaboration among its various members and this includes current and graduate students, with the examples of many graduates returning to contribute through guest lectures.

Regular meetings are held, in which the faculty discuss their own research projects as well as the curriculum and instructional issues affecting their academic activities.

The members of the teaching staff are eligible to apply for funding in order to conduct scientific research and participate in national and international projects and conferences. Regrettably, these opportunities do not apply to the adjunct teaching staff (SEP), who are excluded from such funding. Staff can benefit from mobility opportunities afforded by the ERASMUS+ program and the Department approaches the selection of staff to participate in the exchanges in a democratic fashion. It is undeniable that mobility programs allow teachers to make their expertise better known to the international and especially the European academic community.

The faculty evaluation process follows global best practices and includes student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service.

III. Conclusions

The PSP follows best practices. The programme benefits from extremely well qualified and very dedicated staff.

Panel Judgement

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

Panel Recommendations

The Department should consider rewarding teaching excellence in the form of an “Excellence Award”

Encourage mobility in and out (e.g. through staff ERASMUS+ exchanges).

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

Students' access to learning-related infrastructure and services is assessed as adequate. Indeed, the PSP is in accordance with the Principle, regarding learning resources and student support. It is exemplary in that classes take place both at lecture theatres within EKPA but also at its own specialised geology lab and the conservation lab of the host institute, the University of West Attica. It possesses the infrastructure needed to promote an inter-disciplinary curriculum that is further enhanced by administrative staff that corresponds to the students' needs. Moreover, students are well informed about the available services, they are supported and have equal access to the learning process. Indeed, the students interviewed informed the external evaluators that all important information about services of the University/Department are presented to all students.

II. Analysis

It is evident that the PSP offers a plethora of support, both in lecture theatres as well as through organised visits to museums, archives and scientific labs.

III. Conclusions

As mentioned above, in Principle 3 of student-centred learning, the PSP would benefit from minimising exhaustive lectures that add to the workload, both for students as well as teaching staff. Group work and independent study can enhance best practices in order to maximise the access to specialist laboratories, museums and other institutions.

Panel Judgement

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

Panel Recommendations

N/A

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP has established efficient procedures for the collection of data regarding student body, teaching methods, student progression, employability and career paths of graduates.

The OMEA on an annual basis supplies the information system OPESP (Integrated National Quality Information System) of the HAHE with relevant census data referring to the previous academic year. Additionally, the PSP makes use of the unified Information System UniTron for collecting and analysing data.

Student satisfaction surveys are conducted regularly. The percentage of participation of students is, according to the judgement of the EEAP, very high.

The annual internal assessment reports, monitoring indicators, and relevant tables are taken into account by the OMEA, the Steering Committee, the programme director, the General Assembly of the Department, and the QAU (MODIP), leading to decision-making aimed at improving the operation of the PSP.

Equipment (including class rooms, software and the availability of relevant books in the library) are subject to the internal evaluation procedure.

II. Analysis

The PSP under the guidance of the QAU (MODIP) has established efficient information management.

III. Conclusions

The PSP is entirely in accordance with the accreditation criteria which is implemented in an effective manner.

Panel Judgement

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

Panel Recommendations

N/A

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP has a dedicated website, <https://museum-studies.uoa.gr/> that is part of the Department of Archaeology. It contains information regarding the application procedure for prospective students, course aims and objectives, regulations and procedures for study and course work, links to the Study Guide, as well as news regarding the activities of the PSP, dedicated academic publications (Mouseio) and other activities related to the research and profile of the PSP.

The Policy for Quality Assurance has been published. The information is only available in Greek at this time.

II. Analysis

The website contains much of the useful information and is concise. The main gaps pertain mainly to the DEP members' list and their CV's, while the "Actions" segment is mostly empty. All information is at the moment available only in Greek, but the PSP Director has pledged to expand the page soon.

A comprehensive Study Guide has been uploaded, containing every detail related to the program (i.e. structure, mode of attendance, criteria for assessment, degree awarded etc.) plus further information about supplementary university services; although the Guide concerns the previous academic year (2022–2023), we understand that the syllabus remains the same as the previous one. Regarding the PSP's presence on social media, there is a public Facebook group with over 2,000 followers.

III. Conclusions

The information available on the PSP website is objective and clear. Nevertheless, the site needs to be fully bilingual and this is not at this point in time, completed.

Panel Judgement

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

Panel Recommendations

The EEAP encourages the website's completion to include all necessary information about academic life, rendering it simultaneously available in English, as promised.

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 self-assessment process of the PSP is conducted annually and in close cooperation with the QAU (MODIP), as stipulated by the IQAS. This yearly process commences after the start of the winter term and concludes in early summer, aligning with the academic year, and thus can be considered as an iterative and continuous process.

The iterative (annual) Internal Assessment Reports, monitoring indicators, and relevant tables are communicated to all parties involved in the implementation of the PSP via a specific message sent to their email accounts. The self-assessment of the PSP results in action plans that are communicated to the interested parties.

On the basis of attachment A8, the QAU (MODIP) on its meeting dated 26 of January, 2023, decided an action plan, divided in "Preventive actions" and "Corrective actions."

II. Analysis

The Department has a very efficient IQAS and is substantially supported by the QAU (MODIP) of the Institution. The Internal Evaluation Protocol dated January 26, 2023, is very precise regarding the actions determined, although it does not delve into the details of the problems that need to be addressed.

III. Conclusions

The EEAP recommends revisiting the questionnaire and feedback from students topic, if student participation in the assessment process can reasonably be established as mandatory.

It also recommends the Internal Evaluation Protocols and steering committees of OMEA/MODIP to address specific issues related to the PSP. The Strategic Goal setting needs to address specific and manageable goals, whilst creating realistic timeframes for their completion. The Protocols should be published on the website of the PSP.

Panel Judgement

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

Panel Recommendations

Embed and enhance existing internal MODIP and OMEA mechanisms, to serve the benefit of the PSP, with explicit and transparent goals and procedures.

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 therecommendations 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

The members of the teaching staff are fully aware of the importance of the external evaluation and its contribution to improvement. All stakeholders of the academic unit actively engage in the external evaluation of the PSP and the entailed follow-up actions.

The recommendations of the EEAP and their implementation are part of the iterative monitoring process of the PSP under the guidance of the QAU (MODIP). The PSP provides a detailed action plan on how the recommendations of the EEAP will be implemented.

The Department in 2010 has undergone a process of external evaluation conducted by HQAA. The External Evaluation Committee (EEC), consisting of very prominent scholars, wrote: “The postgraduate program ‘Museum Studies’ could be also regarded as a welcome addition to the traditional spectrum of the Department’s disciplines. However, the prominent role of a Department of Geology in a program of ‘Museum Studies’ is – at least – paradoxical. In this case, a radical restructuring of the program with the participation of truly relevant disciplines or a different title and objectives would be not only advisable but indeed urgently needed”.

II. Analysis

The PSP is well-prepared and fully aware of the importance of the process. The restructuring of the programme, as suggested by the EEC in 2010, did not occur (as far as the EEAP can judge from the material provided). Members of the Steering Committee stressed that a comprehensive approach to monuments and memorial sites includes their physical and environmental conditions. The EEAP welcomes this approach. According to the EEAP, the involvement of the Department of Geology and Geoenvironment is a valuable asset for the PSP. The success of its graduates justifies this innovative integration of fields of knowledge.

III. Conclusions

The PSP is entirely in accordance with the accreditation criterion which is implemented in an effective manner.

Panel Judgement

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

Panel Recommendations

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

- The teaching staff and supporting external partners are enthusiastic and committed to providing high-quality teaching and research of their respective areas of specialism.
- The PSP is in line with current global trends to provide with inter-disciplinary studies in Greece.
- It fulfills the needs of the labour market and serves students wanting to embark a professional career in museums, archives, curatorial practices, galleries and other cultural institutions.
- The staff go above and beyond their means to provide students with support and advice throughout the course of their studies.
- A close-knit community, dedicated to the goals and aims of the PSP as it accepts a small number of students.
- Offers opportunities for students to continue into research, supporting PhD projects.
- The involvement of current and past students in the teaching and delivery of specialist modules.

II. Areas of Weakness

- The internal evaluation procedures (OMEA/MODIP) as well as the documentation produced, appear as external to the specific PSP with generic goal setting and policies. The protocol should be adapted to serve and benefit the PSP, with explicit and transparent goals and procedures.
- The PSP website is comprehensive but needs finalising especially with regard to the English version.
- Collating and interpretation of key student data: ensure this is clearly annotated and made available (for instance, the number of graduates for each academic year).
- Exhaustive or repetitive teaching material: streamline and reduce the amount of teaching related resources in order to minimise repetition of teaching materials, especially when two or more staff members are co-teaching on the same module.
- Feedback questionnaires and the level of engagement from students: whilst this is an issue, it should not be offered on a mandatory basis in exchange for graduation of students.
- Ensure that key data information is equally communicated clearly (for instance, the number of graduates each academic year).
- Enhance student group and independent learning, allowing students to organise and take part in the professional setting up of an exhibition, with the assistance of external stakeholders.

III. Recommendations for Follow-up Actions

- Ensure that the website is fully bilingual, with the English version functioning.
- Strengthen curriculum structure especially in modules where co-teaching is present.
- Embed and enhance the work of existing internal evaluation committees, MODIP and OMEA.
- Enhance and formalise existing collaborations with external stakeholders, ensuring that good practices can be continued irrespective of academic staff members that have generated the relationship in the first instance.
- The EEAP recommends alternative formats of acquiring student feedback, that can for example, occur in a group environment and not necessarily tied to a feedback form.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 7, and 10**

The Principles where substantial compliance has been achieved are: **3, 8, and 9**

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. Prof. Stella Baraklianou
2. Prof. Dr. Ulrich Moennig
3. Prof. Stavros Lazaris
4. Mr. Konstantinos Thalys Ropotos