ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

**Α Δ Ι Π**

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ
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, Archaeology and Cultural Resources Management

## Undergraduate Programme

## Institution: University of Peloponnese

## Date: 03/02/2019 – 09/03/2019

Report of the Panel appointed by the HQA to undertake the review of the
**Undergraduate Study Programme of History, Archaeology and Cultural
Resources Management** of the **University of Peloponnese** for the
purposes of granting accreditation

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# 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: **Undergraduate Study Programme of History, Archaeology and Cultural Resources Management of the University of Peloponnese** comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Assoc. Prof. Antonios Tsakmakis** (Chair)
   Department of Classics and Philosophy, University of Cyprus, Nicosia, Cyprus.

2. **Assoc. Prof. Anastassios Anastassiadis**
   Department of History and Classical Studies, McGill University, Montreal, Canada.

3. **Prof. Olivier  Feiertag**
   Département d'Histoire, Arts, Patrimoine, Archéologie Université de Rouen, Rouen, France

4. **Assoc. Prof. Georgios Kazamias**
   Department of History and Archaeology, University of Cyprus, Nicosia, Cyprus.

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## 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 and Kalamata, the members of the Accreditation Panel (AP) had the opportunity to study and discuss all relevant documents supplied to them by the HQA in advance, including (a) the Department's Proposal for Accreditation with several annexes and indexes covering all crucial aspects of the Study Programme, (b) the 2014 External Evaluation Report and (c) the HQA Guidelines.

The review procedure began on February, 4th with a comprehensive briefing by Prof V. Tsiantos, Vice-President of the HQA and Dr C. Besta, General Director of HQA. In the briefing and the subsequent discussion with Prof. N. Paisidou, President of HQA, standards and guidelines of QA accreditation process, national framework of HEIs were explained. Then, the members of the AP met in a private consultation to briefly discuss the Accreditation Proposal, to divide tasks among them and to organize in detail the teamwork. In the afternoon, the AP members travelled to Kalamata.

On February, 5th the Accreditation Panel met first with the Deputy Rector and President of MODIP, Associate Prof. Asterios Tsiaras, the Head of the Department, Prof. Nikolaos Zacharias, who gave a short overview of the Undergraduate Programme (history, academic profile), its current status, strengths and areas of concern. The meeting took place at the Head's Office.

At 9.00-11.00 a meeting with OMEA and MODIP representatives took place. Present were Prof. Nikolaos Zacharias, Assoc. Prof. Ioanna Spiliopoulou, Giorgos Bekiaris, undergraduate student (OMEA), Assoc. Prof. Asterios Tsiaras, Assist. Prof. Panagiota Karavia, Ms. Vasilike Gionna, Ms. Anthi Papaporfiriou, and Ms. Anna Papastratakou (MODIP). This, and all subsequent meetings, took place at the Central Meeting Room, in the Administration Building of the Kalamata Campus.

The next meeting of the AP (11:15 - 12:00) was with the teaching staff members Assoc. Prof. Aimilia Banou, Assoc. Prof. Athanasios Christou, Lecturer Maria Kouri, Assist. Prof. Anastasios Nikolopoulos, Assist. Prof. Photeine Perra, Assoc. Prof. Ioanna Spiliopoulou, Assist. Prof. Maria Xanthopoulou, Assoc. Prof. Evgenia Yiannouli, and the Head of the Department Prof. Nikolaos Zacharias.

In a meeting with students Eleni Gaitani, Pierros Demestichas, Christina Floraki, Giorgos Georgakopoulos, Alexia Karampela, Apollon Kikides,   Nikos Koutsolias, Vasilike Papamichail, Christos Saratsiotis, Vasilike Valaveri, Eleni Vallianatou, Nikos Melitsiotis and Eleftheria Laskaridou (12.15-13.00) the AP members were informed about the students' satisfaction from

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their study experience, their input in the quality assurance procedures and their plans after graduation.

At 14.15-15.15 the AP members were guided to classrooms, lecture halls, libraries, laboratories and other facilities of the Department, accompanied by Ms. Evangelia Dolou Head of Secretariat, Ms. Maria Fourtouni, Secretary, Mr. Evangelos Filopoulos Administrative Personnel, Dr. Ioanna Kotsori EEDIP, and Mr. Ioannis Psilloudis ETEP. More specifically, the AP had the opportunity to members visited the School Library (West Wing and East Wing), the Amphitheater, Lecture Rooms, the Computer Lab, the Laboratory of Archaeometry, the Laboratory of Marine Archaeology, the Museum Collection, the Laboratory of Modern and Contemporary History, the Secretarial Services, the Conference Room. Apart from the two buildings the AP members were informed that an adjacent complex of 8 halls has been given to the School and is under renovation. The halls will be used for various purposes (students union, research centers etc.). The construction of two further buildings is also planned.

In the following session the AP members could discuss with graduates (Maria Chatzinikolaou, Dimitris Davos, Georgia Delli, Achilleas Keramekis, Chaido Makropoulou, Orestis Pappas, Kondylia Pineli, Panagiotis Tsakardianos, Vasilike Valantou, Maria Xydia) about their experience of studying at the Department and their subsequent career paths.

At 15.45-16.15 a meeting with employers and social partners took place. Present were Ms. Silvia Karelia (G&V Karelia Foundation), Mr. Xenofon Kappas (V&C Konstantakopoulos Foundation), Dr. Evangelia Militsi (Ministry of Culture and Sports), Prof. emeritus Petros Themelis (Society of Messenian Archaeological Studies), Ms. Ninetta Sotiraki (Kalamata Public Library), and Ms. Anastasia Beloyianni (Kalamata Municipality).

After a debriefing meeting of the AP members, a discussion with OMEA and MODIP members (the same as in the previous meeting) clarified some points and findings; finally a preliminary exposition of the results by the Chair of the AP and a brief discussion with the University representatives took place (16.45-17.30).

On February, 6th the AP members returned to Athens. The final report was discussed and written in meeting that took place in Royal Olympic Hotel from the afternoon of the same day until Friday, February 8th.

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## 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 University of the Peloponnese belongs to the recently founded Universities of Greece (2002); its Departments have their seats in five cities (Tripoli, Corinth, Kalamata, Nafplion, and Sparta). The Department of History, Archaeology and Cultural Resources Management (founded 2003), together with the Department of Philology belong to the School of Humanities and Cultural Studies located in the Kalamata Campus; it is housed in two restored 19th century buildings, given to the University by the Municipality of Kalamata.

The Department has 13 members of staff specializing in History (3), Archaeology (5), Social Anthropology (1), Cultural Resources Management (2), but also Philology (2). Two members of adjunct faculty offer courses in Ancient History and Archaeology. Additional classes in other subjects are offered by members of the Department of Philology.

The Undergraduate Study Programme (SP) offers two study specializations:

- History and Cultural Resources Management
- Archaeology and Cultural Resources Management

The minimum duration of undergraduate studies cannot be shorter than eight semesters, during which students have to successfully attend 47 courses (or 44 courses + thesis).

Courses are divided into core (24), specialization (16) as well as elective subjects (4, or 7 if no final year thesis is opted for).

Core subjects (terms 1-4) are introductory courses, which cover all periods of History and Archaeology and also include courses in Literature (Ancient, Byzantine and Modern Greek, Latin). In the end of the fourth semester students chose one of two specializations of the undergraduate SP. Each specialization (strand) comprises 9 courses in the main subject (History or Archaeology) and 5 courses in Cultural Resources Management (common for students of both strands). In addition, each strand includes two courses in Education (also common to both strands).

The remaining 4 electives can be selected from a list of courses offered by either of the two Departments of the School.

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The character of the SP can be explained with reference to the history of the Greek Higher Education system. In Greece, the single Schools of Philosophy (*Philosophiki Scholi*) were split into specialised Departments in the early 1980s. Usually a Department comprising History and Archaeology was founded in each of the existing Schools of Philosophy. Their programmes of study included philological subjects so that the degree awarded would entitle the bearer to be employed by the state and work as secondary school teacher of the so-called philological subjects (which, apart from Ancient and Modern Greek and Latin, also include history). This structure was introduced in the Department that is being examined in the University of Peloponnese, whose SP tries to secure the career path of a secondary school teacher with the addition of the innovative component of Cultural Resources Management. The inherited structure of a Greek Department of History and Archaeology and the pursuit of multiple aims is evident (and partly responsible) for both the strengths and the weaknesses of the SP under examination.

The SP is the only one in the field offered by a Greek University to include the teaching of Cultural Resources Management and this is one of its major assets. The Programme offers a wide range of courses, which aim to secure an overview and understanding of the subjects and methods of various disciplines. On the other hand, following the External Evaluation Report of 2014, the Department reduced the taught courses from 57 to 47. It is, however, questionable whether the degree in its present form secures expert knowledge and skills necessary for a successful career related to its three subjects. The Programme does not include seminars, archaeologists receive no systematic training and excavation experience as a part of the SP (except as an elective course, which is not offered regularly, or as a part of the optional "Practical Training" module), some subjects are taught by members of staff with limited specialization and research experience in the field, the courses in Cultural Resources Management do not include special courses in the area of Digital Humanities; it is also questionable if students acquire the necessary level of knowledge of Greek and Latin to be successful in the examinations of ASEP.

From the formal and informal meetings during the site visit in Kalamata, the AP members realized that the members of the Department are aware of the problems and the challenges of the present. The Department has taken the necessary action to secure the professional accreditation of its graduates for the manager positions of the Ministry of Culture. It also plans to introduce the essential classes required leading to the Pedagogical Training Certificate.

The Department is encouraged to reflect further on its mission and the factors enhancing the employability of its graduates. It is further encouraged to capitalize on the fact that it is the only Department of History and Archaeology in the Peloponnese, an area with a particularly rich and multi-faceted cultural heritage. This may require some prioritization of sectors or perhaps dropping some of the existing sectors. An optimal solution could mean specializing, if this enhances the employability of graduates.

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# 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;*
i) *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

*Please comment on the compliance with the Principle.*

The structure and organization of the curriculum is probably suitable for a Department of History and Archaeology of the traditional mould. However, the Department (as shown by its title) has other significant advantages (the Cultural Resources Management) as well as other features in teaching (Archaeometry, Marine Archaeology), that render its offering unique in the

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Hellenic Higher Education Sector. This has previously been pointed out in the 2014 external evaluation review. In parallel the SP guarantees career paths in specific domains. The Department should carefully consider the course it wishes to pursue henceforth: does it wish to stay as it is today or alter its character, perhaps significantly? All these should be considered in tandem with the employment paths of the Department's alumni.

The Academic Unit has established a Quality Assurance Policy for the undergraduate SP that is appropriate and includes a commitment to continuous improvement, in accordance with the European and the National Qualifications Framework for Higher Education. This procedure is undertaken in common with the Institution's Quality Assurance Unit (QAU; MODIP) and Internal Evaluation Group (IEG; OMEA) groups of the University and the Department respectively. The leading role appears to be with the MODIP. Both groups (comprising both academic and administrative staff) seemed to the Panel committed to the achievement of quality assurance process and ready to pursue applicable requirements, as needed. The AP was favorably impressed with the degree of staff commitment and their professionalism.

Continuous improvement is promoted with the publication of the set of goals where improvement is sought (see 'stohothesia.pdf'); it establishes specific, achievable, measurable and relevant goals, on a three-year window. The goals are communicated to the staff and published accordingly.

Overall, the AP observes that while the staff members involved make serious efforts to achieve the quality assurance goals, they are hampered by limited numbers of staff. The AP also notices an overdependence on technology for the communication of the quality assurance policy and practices; the staff could develop and pursue alternative and more human-centered methods to communicate the QA goals, at least on a complementary basis to technology.


The goals were set for the Undergraduate Programme for the 2018-19 academic year, so the future will show how these will be monitored and updated.

Regarding the feasibility and relevance of the goals set, the AP fully supports the goals that increase the internationalization and the outward looking character of the University; the AP finds worthy of mention the goal to encourage outgoing student mobility through the ERASMUS+ programme, with additional funding to supplement airfares; equally worthy are the support for practical training, the goal of increasing research activities and the goal of increasing the number of research proposals submitted for external funding.

However, the AP is rather doubtful about some of the goals set: e.g. the goal of increasing the percentage of students graduating with an overall mark of over 8, to 10% over the next three years, is measurable, but the AP considers prioritizing this rather misleading: in some cases, the progression of all students sitting examinations (no failures in the whole class sitting; extremely high average marks) has been observed in the statistics; this could undermine the credibility of this otherwise worthy goal. What is more, the Department in 2017-8 has, rather suddenly, achieved and exceeded its own set goal (graduating students with a degree of over 8.0 = 28 of 81 total or close to 35%!). The AP would have preferred to see in the goals an improvement of student satisfaction in the student surveys, with an accompanying (and necessary) increase in

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the return rate of student surveys. The selection of graduating marks and their increase to a set percentage, may be a distorted (and distorting) indicator.

The AP also fully endorses the goal of limiting the average duration of enrollment (now around 5,5 years) to "4,5 or 5 years". However, the present legislation leaves significant latitude for the completion of studies to the student. In the present student climate, there seem to be few good reasons for students to speed up their progression from University to the job market.

**Panel judgement**

*Please tick one of the following:*

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

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The Department should set and effectively implement clear procedures for monitoring teaching effectiveness, student satisfaction and research output within the unit. It could also reflect on incentives for staff so that these procedures and goals are internalized and collectively endorsed.

The Department should carefully consider the course it wishes to pursue henceforth.

The Department should reconsider the departmental goals related to student progression; the AP suggests seeking alternative ways, not the % of high graduation marks over a selected number. Student satisfaction with the SP in given appropriate criteria, could be one possible alternative. However, this requires a credible and valid Student Survey return rate.

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## 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

*Please comment on the compliance with the Principle.*

As already indicated, the Department's Study Programme (SP) is the result of a combination of historical and structural factors. Some of them are linked to the Department's genealogy and to the fact that it involves two traditional disciplines, History and Archaeology, and follows with this regard the standards set in other History & Archaeology Departments. The fact though that this Department also caters the rather new field of Cultural Resources Management is both an asset given that this characteristic renders the Department unique on the national level, and a constraint given the fact the SP has to provide students with training in three fields. Moreover, as also already indicated, the SP comprises a number of philological courses necessary for students in order to be qualified to take the examinations organized by the Ministry of Education for the recruitment of secondary education Philology teachers (ASEP).

The 2014 external evaluation set by the HQA had insisted on the innovative undergraduate curriculum (including the training in Archaeometry, Marine Archaeology and Cultural Resources Management), though it had also highlighted the heavy course-load implied by the existence of

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three distinct fields. Following the 2014 external evaluation and its recommendations, the Department proceeded to an overhaul of the SP. Legislation provides the framework and describes the bodies involved in this process, as well the representation of students.

As a result of the above, the Department reduced the number of SP strands. The SP now includes two specializations, History and Cultural Resources Management; Archaeology and Cultural Resources Management. The limitation of the number of strands can be understood in two ways: either the dilution of the Cultural Resources Management aspect into the two "traditional" fields of History and Archaeology, which announces its marginalization, or, on the contrary, the decision to provide students with a mandatory qualification in Cultural Resources Managements, whatever the "traditional strand" chosen. The AP members believe the second option would correspond better to the Department's mission and to the 2014 external evaluation report recommendations. In any case, the circumstances under which the SP revision took place did not allow a thorough discussion with stakeholders and the development of a long-term strategy.

This overhaul also reduced the number of courses required for graduation (from 57 to 44 plus an undergraduate thesis or 47 without thesis). This had as a result an improvement in terms of course-load per semester for the students. Combined to the constraints mentioned above though in terms of training and career paths offered, it has resulted into tightening the SP and rendering it inflexible. The Study Guide, which is clearly structured, comprehensive and informative, offers insights into all these issues.

The number of mandatory courses is extremely high compared to other similar programmes (over 80% of the total courses offered) and the number of electives extremely low. Of course, this also has to do with the limited human resources available within the Department and future recruitments should introduce more possibilities.

Nevertheless, the impact of new recruitments can only be maximized if the Department both enforces regular monitoring procedures of its SP through its Study Programme Committee (SPC) and reflects regularly and collectively on its SP based on the recommendations of this latter committee (See also point 9 hereinafter). The 2014 external evaluation report had noted that the SP tended to be the result of the accumulation of existing staff expertise, rather than a strategically designed tool for rendering the Department more attractive and also improving the student experience and employability. Existing staff expertise is extremely important and in some cases (e.g. archaeometry, cultural anthropology, material culture) the Department can capitalize on unique courses, especially when the expertise is adapted to, and uses the existing cultural environment in order to improve the student learning experience (see points 3-4-5 hereinafter). The Department has tried to tackle this challenge but the absence of indicators in terms of alumni careers inhibits its efforts. Anyway, in the near future, it would be necessary to address issues such as the mandatory preparation for the ASEP examinations and thus the importance of Philology courses on its curriculum but even on its staff composition, given the existence of the Philology department on the same campus.

Moreover, the Cultural Resources Management component is clearly under-represented in terms of the SP. The AP members would have expected to see courses offered in digital humanities, GIS, museology, art history and history of cultural institutions as well as eventually courses on Public or civil law (including questions of copyright and intellectual property etc.),

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accounting and other courses relevant to graduates of a Department destined to work as managers. This would enhance the students' skillset and employability. This is especially the point since the Department has secured the professional rights of its graduates. In some cases, the expertise for these courses is available within the Department. The courses could also be proposed capitalizing on the existing offer of the departments of the Technological Educational Institute situated in Kalamata, which specialize on questions of accounting and public management. In other cases, it will be through the strategic recruitment plan. But at any rate, the development of synergies is not only necessary but also intrinsically choice worthy as the Department may increase its curriculum breadth while at the same time focusing on recruitments in accordance with its strategic research plan, enhancing existing areas of strength or adding new cutting-edge specializations among its core disciplines. In a nutshell, service teaching by other Departments and strategic recruitment in high profile research areas is the answer. On the other hand, it should be mentioned that at this stage adjunct faculty does not always meet the criteria applied internationally, regarding the necessary correspondence between research expertise and teaching (PhD or significant research achievements in the specific area taught).

The AP members note that the Department seems committed to debating its future strategic plan and has instituted a SPC and monitoring procedures for revising the SP in order to improve the student experience and future career options. They will have to be enforced and function systematically, thanks also to a production of concrete indicators that will help the Department make the necessary strategic adaptations (See also Principle 9).

**Panel judgement**

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

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

In the future, the Department should engage in a more thorough, in-depth way in the further development of the SP according to the current situation and the optimal adaptation to the needs of the job-market. For example, should the Department consider preparation for the ASEP examination and/or training in Cultural Resources Management as essential for all its undergraduate students, then it should consider the possibility of reducing the mandatory core courses of the first four semesters in Archaeology for students of the History-strand and in History for students of the Archaeology-strand in favor of courses in Greek, Latin, and Cultural Resources Management.

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On the contrary, should the Department consider preparation for the ASEP examination not a priority, then it should curtail the number of mandatory philology courses.

Strategically, the Department should consider the SP development in a way to reduce the important percentage of mandatory core courses in favor of more electives on diverse high profile areas linked to the research strengths. In the strand of Archaeology the AP would advise the introduction of a course with emphasis on field-work (especially excavation techniques).

The Department is encouraged to examine further possibilities in curriculum development with regard to the SP's mission using the possibilities of service teaching from other nearby Departments.

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## 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

*Please comment on the compliance with the Principle.*

The AP has no evidence about teaching methods and practices, diversified teaching etc. beyond the information included in the Study Guide and Proposal for Accreditation. The AP could not visit classes because the site visit took place during the examination period. The AP members did not have the time to conduct discussions with students and members of staff on pedagogical issues. The SP includes a number of courses on diverse subjects, which have their own requirements. Evidence for diversified teaching is provided in the Accreditation Proposal (also

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under Principle 4). However, these cases seem to be rather exceptional, and the overall impression is that teaching is in most cases based on traditional methods, just as it had already been noted by the Department's external evaluation report in 2014. For sure, the available infrastructures are a constraining factor for more practical exercise; however, the surrounding cultural environment offers rich possibilities for alternative approaches through field work.

Mode of attendance is peculiar, since students are allowed to sit for examinations with full attendance, with little attendance or even following no attendance at all. This encourages over dependence to the written course material(s). However, this is something that is state-regulated and so outside the remit of the university.

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. The AP noticed that some courses do not have a course description, others refer to out of date examination material (ύλη εξετάσεων for 2009 or 2010); in other cases the bibliography is very short (1 or 2 items in the list, usually the ones included in the platform 'Evdoxos').


As a rule, student assessment is conducted by one examiner in both written and oral examinations, with the exception of the thesis (where two examiners are required).

Evaluation of progress is predominantly based on written final exams. Research papers, where they are available as a mode of assessment, are optional in most courses. There are no seminars. Many courses are vaguely mentioned as "lectures and seminars", but there is no evidence about their specific character and the size of the audience (small audiences are a requirement for a seminar according to international practice). It is possible that a student acquires a degree without having written a single paper.

Assessment criteria and methods are included in the course descriptions. However, the AP members noticed that in some subjects (e.g. Ancient History, Byzantine culture, Introduction to Historical Studies) success rates are 100% (sometimes with an average mark over 8), despite the large number of students examined (sometimes over 100). This is a source of concern about the consistency of standards applied for assessment. 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.

Provisions for a procedure for student appeals is included in the legislation, but students are not well-informed about it. There is no clear Departmental policy on this point. The good interpersonal relations between students and staff may act as a mitigating circumstance in this case but there should be a formal, established avenue for cases where the quality of relations does not prove sufficient.

The Department applies regular evaluation of teaching through questionnaires but the response of students is extremely low, as very few students engage in the evaluation process. Thus, the findings (in some cases disquieting) are of limited value.

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**Panel judgement**

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

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

Introduce two (2) small group upper level seminars in each strand (with a limited number of students). Also use a more consistent terminology for the characterization of the nature of courses (avoid using "σεμιναριακός, σεμινάριο" in a misleading way).

Ensure that the e-class platform is systematically used by all members of the staff and is regularly updated (the weekly descriptions of lectures or the powerpoint presentations prove particularly welcome by students, according to their own statements).

Increase the number of students who write assingments/papers.

Introduce the practice of a second examiner in oral examinations.

The pass rates should be monitored (perhaps by the Chair of the Department) and discussed with the staff member concerned following each examination period. A follow-up procedure should also be devised.

The OMEA should elaborate a strategy for increasing the students' response to the evaluation of teaching and monitor the data more effectively.

Elaborate and publicize a policy for student appeals.

Continue to enhance the student-centered teaching element.

Monitor the data about success rates more effectively.

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## 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

*Please comment on the compliance with the Principle.*

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. Universities based at a certain distance from the largest cities of Greece, usually receive applicants who have scored lower marks in the entrance examinations. Universities outside Athens frequently suffer from the loss of admitted students who are allowed to move to another University through transfer. A positive side of this phenomenon is that the number of enrolled students who are inactive or do not complete their studies within a reasonable time is at the Department of History, Archaeology and Cultural Resources Management small, compared to other Greek Universities.

According to the annual reports the number of foreign enrolled students is insignificant.

The transition from high school to University seems to be unproblematic for students of the Department. The Department organizes a welcome event for incoming students. Information on studies and student life is easily accessible through the Department's and the University's web-pages. A briefing for students in the 4th semester facilitates their choice of one of the two strands of specialization. In addition, members of staff function since the current academic year as academic advisors for students. All the students we met were aware of the existence and role of academic advisors.

Due to the culture of good interpersonal relations and contact between students and academic staff, problems are easily solved and students have pointed out that the academic environment is friendly and attractive.

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For the thesis, which is also optional, the relevant regulations are available on the webpage. Although the Department recognizes plagiarism as a threat of academic quality, and while the University provides access to special software for the detection of plagiarism, the Department has not specified a policy preventing and reprimanding plagiarism.

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.

The practical training is a valuable component of the Programme. Thus, students are offered the possibility to replace one elective by Practical Training. However, Practical Training is optional and the available positions are limited. The Department has created a network of collaborations with local authorities, cultural foundations and research institutes, libraries, etc. which should be further expanded. The Accreditation Proposal includes sufficient evidence for possibilities of practical exercise as a part of certain courses. The Laboratories for Archaeometry and Marine Archaeology as well as the Department's "Museum" collection, which offer opportunities for the practical training of students attending courses in these subjects, deserve special mention.

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. The number of outgoing students is low, because Erasmus grants are limited.

The number of bilateral agreements is satisfactory for the size of the Department; 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.

The ECTS system is applied across the curriculum.

The Diploma Supplement is issued from this academic year.

The Undergraduate degree is officially recognized as sufficient qualification for manager positions of the Ministry of Culture. It also secures access to the national competition for appointment as high school teachers in secondary education.

**Panel judgement**

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

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**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

Students' progress should be monitored more systematically in order to reduce failure and drop-out rates with appropriate actions (advising, student-centered teaching, etc. – not grade inflation!).

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 School).

In future, the School could co-ordinate (and advertise accordingly) the offering of certain courses in English in order to attract incoming Erasmus-students.

Specific measures against plagiarism should be adopted and the policy should be publicized on the webpage and in the Study Guide.

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## 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.**

*The 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

*Please comment on the compliance with the Principle.*

The teaching staff of the Department is composed of 15 (13+2) members: 3 full professors, 4 associate professors, 5 assistant professors, one lecturer and two adjuncts.

The main opportunity for professional skills development of the teaching staff consists in the integration of its members in various activities of research at different levels:

- University level, through participation at activities in research laboratories.
- Local and regional level, through many links with numerous cultural and social partners, like the ephorates of Antiquities, the Karelia Foundation or the Society of Messenian Archaeological Studies, etc.
- National and international levels, through the personal research networks of the teaching staff.

The legal framework for academic staff recruitment is set by the state and conforms with international standards. This ensures the appropriate level of qualification and competence. As the pioneering time of the founders of the University in 2002-2003 is drawing to a close, the Department, now mature, has the opportunity to re-define itself in the years to come.

Some improvements may be highlighted in order to strengthen the link between teaching and research.

In this perspective, the external mobility of the teaching staff through the Erasmus+ program plays already a significant role. This should be encouraged, including also increasing the number of incoming professors, which is the main goal of the Erasmus+ program.

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The attractivity of a good Department depends basically on its research strategy.

The focus on Archaeology appears in this respect as very relevant, as the University of the Peloponnese is the only university in Greece to host laboratories in Archaeometry and Marine Archaeology (the presence of the ephorate of Marine Antiquities in Pylos being an asset to be taken advantage of), and to provide a curriculum combining training in History, Archaeology and Cultural Resources Management. Given the Department's cultural environment, similar initiatives should be welcomed for other historical periods or on a transversal mode (e.g. material culture and/or fortifications from pre-history to the 19<sup>th</sup> century, etc.). These initiatives could provide opportunities to reinforce the link between research and teaching and strengthen ties among colleagues leading even to research grant proposals.

The Department has obviously suffered from loss of personnel and limitation of staff recruitment over the last years. It has only completed a recruitment in the Medieval and Early Modern period (with an emphasis on the *Latinokratia* or post-Crusader states, a period of prevalence in the history of the Peloponnese).

As the Department plans further recruitments in the near future, the AP members would like to stress the importance of ensuring the implementation of globally accepted standards in terms of recruitment. Indicators showing the number of candidates per position, the number of on-site interviews, the departmental strategy, and the actions taken in order to attract qualified candidates could be used in future evaluations of the Department.

Since the Department emphasizes Cultural Resources Management and could examine the possibility of introducing other subjects such as classes in Digital Humanities, Accounting, Public or Business Law etc. (see also point 2), collaborations with other institutions such as the Technological Educational Institute could be solicited. This would ensure the offering of a variety of courses necessary for this specialization, while at the same time it would not atomize completely the Department by the recruitment as full members of individual teaching staff, who would not find a research team in which they could be integrated, and would only serve for teaching purposes. In a similar manner, and on the basis of the more general discussion about the SP and the role of Philology in it, the collaboration with the neighbouring Philology Department and having Philology courses taught through this latter Department should be pursued and reinforced.

**Panel judgement**

| Principle 5: Teaching Staff | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

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**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

Take actions to reinforce the links between teaching and research.

Actively promote excellence in teaching using the feedback provided in student surveys, seeking expert advice, introducing inducements etc. The creation of a Centre for Teaching and Learning in the University would greatly support this effort.

Elaborate recruitment priorities not on the sole basis of covering specific fields, but also taking into account innovation with regard to research, command of new technologies, curriculum design and capacity of introducing courses in various streams of the curriculum.

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## 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.).**

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*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.*

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### Study Programme compliance

*Please comment on the compliance with the Principle.*

The academic unit has the essential facilities to ensure an appropriate learning environment. In this respect, the restauration and reuse by the University of the old Kalamata barracks is a success. It provides adapted space at human scale for classrooms and laboratories. However, the course timetable indicates that classrooms are used at maximum capacity.

These facilities provide the adequate IT infrastructures and resources for all students, including through the internet platform of the UOP.

There are neither dormitories nor sports facilities inside the campus.

Generally speaking, there is also an adequate range of support services essential to the students, including services for disabled students.

The library provides an acceptable basis for undergraduate students in a teaching university.

The annual funding of the Library (3000€ in 2018-2019) is obviously inadequate.

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**Panel judgement**

| Principle 6: Learning Resources and Student Support | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

Strengthen library provision (starting with the Library budget) in order to take it beyond the limitations of a teaching-only institution and closer to research university standards. The resources of the library could be improved, in order to give the students broader access to more specialized bibliography, especially in Archaeology, which implies a coverage in many European languages, including French and German. The electronic resources do not suffice to fill these gaps.

The AP supports the Department's request for an increase of the Library budget.

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## 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

*Please comment on the compliance with the Principle.*

The main means of the collection of information are 1) the student data submitted to the Departmental Office at the beginning of studies and subsequently 2) the student surveys for each class (completed by the end of the semester when the class is offered). The completion of the survey is at this stage optional; as a result, very few students complete them, rendering its validity and usefulness doubtful at best. Steps should be taken as a matter of urgency, to encourage students to complete, if possible, all surveys for all classes of each semester. A possible solution would be to link the completion of the survey to the release of class marks, but there may exist alternative paths to get effective results. It may not be legal to publicize results for individual classes for reasons of data protection legislation. What is publishable is presented in graphs, where the trends may be interpreted and compared.

The Department has established procedures for the collection of data of student body characteristics, teaching methods and student progression. Greek legislation allows students to abandon their studies only at their own request and initiative; this creates the phenomenon of

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'eternal students'. Therefore, no reliable data is available on the drop-out rates or its reasons, except on an occasional basis.

The employability and career paths of graduates are only available on an empirical basis, i.e. what individual staff members get to know of their former students' progress, through individual contact. It is recommended that the university alumni / careers office, should be strengthened and encouraged to collect employment data and provide information on career paths and employability of graduates. A completion of studies questionnaire could also be introduced; this should be sent out by the alumni office on graduation and subsequently, at set intervals.

The Department has also recently introduced a new Course Information Survey (Απογραφικό δελτίο εξαμηνιαίου μαθήματος) to be completed by the teaching staff for each course they taught. The AP members note that this form is highly detailed and could provide valuable qualitative and quantitative data for both the self-evaluation and the strategic planning of the Department's SP. At this stage, the AP members do not have the impression that this recently introduced measure has not been fully implemented. Nevertheless, the AP members also note that there is a recent trend in requesting academic personnel to fill more and more forms. The data collected through these surveys can be useful, only if there is sufficient administrative support either at the Department, School or at the University level ensuring its collection, treatment and production of metadata that would help the Department's faculty to collectively reflect on its SP. If not, this survey will be perceived as a mere measure of fastidious bureaucracy and will not have any effect.

**Panel judgement**

| Principle 7: Information Management | |
|---|---|
| Fully compliant | |
| Substantially compliant | X |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

Encourage students to complete surveys for all classes of each semester, if possible. A possible solution would be to link the completion of the survey to the release of class marks.

Encourage the filling of the staff course survey and guarantee that administrative support is available for the production of metadata derived from it.

Strengthen alumni / career office, encourage them to collect employment data and provide info on career paths and employability of graduates.

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Introduce 'completion of studies questionnaire' filled in by graduates upon graduation and subsequently sent out at set intervals by the alumni office. This could also in time build up a base of popular support for the Department.

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## 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

*Please comment on the compliance with the Principle.*

Most necessary information is on the Departmental website (in some cases on the central website of the University). Staff CVs are available in Greek and in English. The academic unit policy is also available online. Information is clear, up to date and easily accessible.

The course outlines are available in the department's Study Guide (in fact they take up most of the overall study guide).

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP recommends that the website be regularly updated and that a faculty member is assigned to oversee this procedure.

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## 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

*Please comment on the compliance with the Principle.*

The Department has established a Study Programme Committee (SPC). As judged by the one report of the SPC submitted and the minutes of its latest meeting, the AP members observe that the SPC is comprised only of full and associate professors. Standard practice requires that the SPC be representative of the composition of the Department in order to allow for the input of both senior and junior colleagues as well as of the diverse thematic sectors within the Department. This had already been indicated in the Department's overall external evaluation report in 2014. Moreover, student participation would be welcome in order to be able to take into account the students' perspective and comments, as already indicated in the Department's external evaluation report in 2014. In certain cases, non-academic personnel, such as the representatives of the Library, could be invited by the SPC in order to discuss questions regarding the support services allowing to enhance the learning experience.

Judging from the latest report and minutes, the committee's annual role seems to be limited to deciding the courses to be offered the following year and eventually added to or dropped from the curriculum. In these cases, the minutes do not explicitly reflect the rationale leading to a decision. The SPC doesn't seem to discuss important questions for the development of the Study Programme (SP) such as the students' workload, progression and completion rates, the effectiveness of the evaluation procedures in courses, the learning environment, support services and their fitness for the purpose of the SP, as it had already been requested in 2014. Though the AP members acknowledge that the students audited by the AP indicated their

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satisfaction with the SP, the SPC's taking into account the regular feedback of students as well as its engagement with indicators such as student evaluations, rates of participation in courses, rates of success in examinations or completion of courses, would be useful for its functioning and planning of further actions to be undertaken by the Department. Just as it had been noted in 2014, the Department should pursue the effort to produce concrete and trustworthy indicators.

The outcomes of the SPC's deliberations seem to be communicated to all the members of the academic staff. It remains uncertain whether any clearly documented action plans proposed by the SPC, debated and adopted (or rejected) by the Department exist, and, as a consequence, implemented. The AP members note with satisfaction though that the SPC's action did lead (twice) in the recent past to a complete overhaul of the SP following the suggestions of the Department's overall external evaluation report in 2014.

**Panel judgement**

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

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP members suggest:

- the overhaul of the SPC in order to be as widely representative as possible of the faculty as well as include student representatives;
- the clear attribution of a self-assessment role to the SPC leading to regular monitoring of the SP based on impact-making decisions made on other levels (School, University, national), the evolution of research in the different disciplines included in the Department, as well as on concrete qualitative and quantitative indicators reflecting student performance and student learning experience;
- the communication of the debates and suggestions of the SPC to present and future members of the Department; the SPC's minutes could be stored in a specific part of the website reserved to faculty only (this could also include the minutes of Departmental meetings since the latter is the Department's decision-making instance);
- a detailed and documented presentation of any action plans proposed by the SPC including, when possible, a tentative timeline of implementation.

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## 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 administrating 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

*Please comment on the compliance with the Principle.*

The Department's SP underwent an external evaluation set by the HQA in 2014. Subsequently, the Department engaged with the evaluation results of 2014 as indicated in the Department's proposal for certification submitted in 2018. The AP was not made aware of the Department undergoing any other external evaluation in the meantime.

The AP members noted that the Department members present during the AP visit seemed perfectly aware of the importance of the external review and seemed whole-heartedly committed to ensuring the success of the Department through the implementation of the recommendations made. The AP also noted that external stakeholders were also committed to their interactions with the Department and seemed available to enhance this relationship.

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**Panel judgement**

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

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP would like to suggest the following actions:

- Following the communication of the evaluation results by the HQA and the University's QAU, the Department's Internal Quality Assurance Group (IQAG) should assess and reflect on the results, as well as establish a first plan of action; this should be communicated to all Department members.
- Following the Departmental discussion on the HQA external evaluation report and the Department's QAG suggestions, identify concrete tasks, a specific timeline and the Departmental committees that should be entrusted with their implementation.
- Communicate the Department's resolutions to outside stakeholders who have an interest in the Department's success and to the students (possibly through a town-hall meeting).

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## I.        Features of Good Practice

*Please state aspects of good practice identified, with regard to the Study Programme.*

Within the recent context in Greece, the Department of History, Archaeology and Cultural Resources Management seems as a whole committed to the accomplishment of its mission. The support staff is dedicated and the academic staff seems, in general, engaged in ensuring the success of its students and the production of quality research. There exist a certain number of cutting-edge research fields (e.g. archaeometry) that, in addition to their research output, secure research grants. These research fields seem to function as a beacon for the Department and spillover in other fields (e.g. the Kalamata 1821-2021 project) and could serve as model for the development of similar research clusters in other areas, given the research profile of staff members (e.g. material culture). The Department is situated in a particularly rich institutional and cultural environment which offers opportunities in some highly valued research fields (e.g. the presence of a rich architectural heritage from prehistorical to modern times in Messinia and nearby); the presence of the Ephorate of Marine Antiquities; the Museum of costumes in Kalamata etc.)

The Department is also unique in offering courses in certain unique fields (archaeometry, marine archaeology, Cultural Resources Management). The development of these fields, or of synergies around them, especially when supported by research, gives the Department a distinct character, an aspect that should be further developed. The use of the existing laboratories, museum collections (whether inside or outside of the Department) is capital for the training of the students and should be reinforced. The Department has managed to secure the professional rights of its graduates in a variety of fields. Despite the crisis and the lack of academic staff, the Department has also managed to avoid, for the moment, the phenomenon of stagnating students compared to other similar Departments. Degree completion rates seem acceptable and the student experience appears in general to be positive, thanks to the small size of the Department, the intimate atmosphere cultivated on-site and the relatively good quality and optimal use of the existing support services. Collectively, the teaching staff appears to be responsive to remarks about enhancement of the students' learning experience, curriculum design and Study Programme organization. The Department has the opportunity of maximizing collaborations with nearby institutions of higher learning in order to increase the breadth of its SP thus enhancing the job opportunities and diversifying the career trajectories of its graduates without risking the atomization of research through the transformation of the staff into an ad hoc collection of individual profiles in very different fields.

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## II.     Areas of Weakness

*Please state weak areas identified, with regard to the Study Programme.*

1.  A strong path dependency, which impairs the ability of the department to adapt its SP to a changing environment and to comply with the best international standards.

2.  The absence in the skillset of the students of digital humanities, accountability, and public and private law.

3.  A limited visibility and under-employment of the *niche* combining Archaeology, History and Cultural resources management

4.  Limited effective monitoring of the SP, teaching and students' progress.

5.  A limited international mobility of academic staff and students.

6.  Absence of data about the professional career of former students.

7.  The limited resources of the Library.

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## III. Recommendations for Follow-up Actions

*Please make any specific recommendations for development.*

The Evaluation and Quality Assurance processes undoubtedly increased bureaucracy and administrative workload for staff members. Their implementation required a considerable investment of effort and time, which, for a small Department may have been a source of discomfort. However, the benefits of these procedures should be maximized (at present this is not exactly the case, although the Department superficially conforms to all guidelines). It is important to create an environment of accountability, collectivity and self-reflection. The active and substantial involvement of all members of academic staff in the actions planned has to be encouraged.

The Department should articulate a strategy which maximizes the benefits of its present structure and resources, capitalizes on its major assets and achievements, and sets priorities for the future, taking into account the environment (the economy, the situation in higher education in Greece and internationally, the geographical location of the University).

More specifically, the Accreditation Panel emphatically recommends the following initiatives to be taken by the Department of History, Archaeology and Cultural Resources Management:

Intensify and widen the scope of interconnections between research and teaching in all subjects.

Increase the participation of students in teaching evaluation (set measurable targets).

Monitor and effectively improve the quality of teaching by taking measures that would enhance quality teaching. Adopt diversified approaches to teaching and assessment.

The quality and development strategy should lead to the definition of feasible and measurable targets and actions in almost every area of activity, as follows:

- Collect and evaluate data about the alumni (Employment, Experiences from their studies, Suggestions), use these data for future revision of the SP.
- Intensify contacts with alumni (create a database), tap on their experiences for the purpose of consultation, fund-raising etc.

Capitalize on the Department's geographical location and broaden the network of collaborations for both teaching and research. Develop a strategy for research synergies with emphasis on activities related to the History and Archaeology of the Peloponnese.

Elaborate the procedure for student appeals.

Complete the implementation of all recommendations of the external evaluation of 2014 and of the MODIP.

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## IV.    Summary & Overall Assessment

The Principles where full compliance has been achieved are: 4, 5, 6, 8, 10.

The Principles where substantial compliance has been achieved are: 1, 2, 3, 7, 9.

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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

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# The members of the Accreditation Panel History, Archaeology and Cultural Resources Management of the University of Peloponnese

**Name and Surname**                                                        **Signature**

1. **Ass. Prof. Antonios Tsakmakis (Chair)**, University of Cyprus, Nicosia, Cyprus

2. **Ass. Prof. Anastassios Anastassiadis**, McGill University, Montreal, Canada

3. **Prof. Olivier  Feiertag**, Université de Rouen, Rouen, France

4. **Ass. Prof. Georgios Kazamias**, University of Cyprus, Nicosia, Cyprus

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