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Accreditation Report
for the Postgraduate Study Programme of:

MA in Archaeology, Art and Culture

Department: History and Archaeology

Institution: Aristotle University of Thessaloniki

Date: June 2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **MA in Archaeology, Art and Culture** of the **Aristotle University of Thessaloniki** 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 **MA in Archaeology, Art and Culture** of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. PSARROS NIKOLAOS (Chair)

   Universität Leipzig

2. LAZARIS STAVROS

   UMR Orient & Méditerranée (Paris)

3. Stankovic Vlada

   University of Belgrade--Faculty of Philosophy

4. TSOULAS GEORGE

   University of York

5. Κωστάκης Δημοσθένης

   University of Ioannina

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) was constituted in May 2026 and the accreditation support material concerning the Postgraduate Study Program "Archaeology, Art and Culture" (PSP1) of the Department of History and Archaeology of the Aristotelian University of Thessaloniki (AUTH)) was available via the HAHE Accreditation Management System before the accreditation visit. The review was organized by HAHE and the Department History and Archaeology of the AUTH. The quality of the support material was excellent. Indicatively, the providing documentation included: Course Syllabi, Study Guide, the Guidelines for Academic Advisors, the Senate decision for the Quality Policy and Institutional Strategy, the Student Guide, the Internal Evaluation Report of MODIP, Teaching Staff Information, the Accreditation Proposal, etc.

During the visit, all the participants involved (MODIP, Teaching Faculty, Administrative Staff, and social partners) were very prompt to provide us with all the information we asked for. The meetings with the Department of History and Archaeology and the social partners, which took place on June 15th and June 16th, 2026, were conducted online utilizing Zoom video conference facilities. All meetings took place in a very friendly and cooperative spirit.

The timetable and agenda of the accreditation review were as follows:

On Tuesday, June 15th, 2026, the EEAP members had a short meeting to organize the accreditation review and allocate the different tasks. After this preliminary discussion, later the same day, the EEAP had the preliminary welcome meeting with the following University members:

- Prof. Athanasios Semoglou, Head of the Department of History and Archaeology
- Assoc. Prof. Panagiotis Tselekas, , PSP1 deputy director
- Assoc. Prof. Ilias Sverkos, , PSP2director
- Prof. Phokion Kotzageorgis, OMEA member
- Prof. Nikolaos Maghioros, Vice Rector of Academic Affairs and Development/MODIP Committee Chair
- Prof. Vasileios Fyntikoglou, MODIP Committee Member
- Ms. Alexandra Tzaneraki, MODIP Committee Secretary

Immediately afterwards, the EEAP had the opportunity to meet with the following Faculty members of the PSP regarding the classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. We also had the chance to watch a video (duration of approx. 10 min.) n regarding the facilities and student resources. The faculty members present in this session were the following:

For PSP1

- Ms. Ioanna Giannakidou, Head of Administration
- Ms. Ioulia Kamana, administrative staff
- Ms. Marianthi Dagioukla, Librarian
- Ass. Prof. Athanasia Kyriakou,Classical Archaeology, teaching staff of PSP1
- Prof. Soultana-Maria Valamoti, Prehistoric Archaeology, teaching staff of PSP1

For PSP2

- Ms. Areti Tzintziova, EDIP, Staff of the Folklore Library and Museum of PSP2
- Assoc. Prof. Efstratios Dordanas, Associate Professor, teaching staff of PSP2
- Ass. Prof. Konstantinos Takirtakoglou,teaching staff of PSP2
- Ms. Sophia Alagkiozidou, EDIP, teaching staff of PSP2

On Tuesday June 16th, 2026, the EEAP continued its meetings, first with following teaching staff of PSP1 "Archaeology, Art and Culture:

- Assoc. Prof. Paschalis Androudis, Byzantine and Islamic Art and Archaeology
- Ass. Prof. Ioannis Fappas, Prehistoric Archaeology
- Ass. Prof. Pavlos Karvonis, Classical Archaeology
- Ass. Prof.Maria Ntinou, Prehistoric Archaeology
- Ass. Prof. Eleni Papagianni, Classical Archaeology
- Assoc. Prof. Anastasios Tantsis, Byzantine Archaeology
- Prof. Sevasti Triantaphyllou, Prehistoric Archaeology
- Ass. Prof. Vicky Vlachou, Classical Archaeology

The EEAP discussed various topics of interest with the above-mentioned faculty, e.g. the program's structure and profile, professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the program; strengths and possible areas of weakness.

The members of the teaching staff highlighted the importance of the PSP regarding the provision of specialized knowledge in prehistoric, classical and byzantine archaeology. They also addressed also some challenges the PSP is facing, especially the fact of the five-semester duration of the PSP that includes a three-semester MA Thesis. The extraordinary duration of the MA Thesis is mainly because the students face bureaucratic difficulties in obtaining the needed permissions to access and publish archaeological material. On the other hand, the

duration of both the PSP and the time allotted to the preparation of the MA Thesis give the PSP a character that is closer to a UK M.Phil. program. However, the graduates cannot profit from this arrangement so that the faculty is considering the reduction of the time allotted to the preparation of the MA Thesis to two semesters.

The next meeting was with active students of the PSP1, namely:

- Ms. Irene Bakidou, 4th semester (Prehistoric Archaeology)
- Ms. Pelagia Chantzaridou, 4th semester (Classical Archaeology)
- Mr. Diamantis Douzis, 4th semester (Prehistoric Archaeology)
- Ms. Konstantina Gkagkatsi, 2nd semester (Prehistoric Archaeology)
- Mr. Sokratis Isakidis, 4th semester (Byzantine Archaeology)

Mr.KonstantinosKaratzikis,2nd semester (Classical Archaeology)

- Ms. Maria Papageorgiou, 2nd semester (Classical Archaeology)
- Mr. Vassilis Politis, 4th semester (Byzantine Archaeology)

All students expressed their satisfaction with the structure and the content of the program and praised the engagement and the help of the teaching staff, especially the fact that each student is assigned a study counsellor. The students were also content with the fact of the longer duration of the PSP and demanded more excursions and on-site visits of archaeological sites.

After the meeting with active students the EEAP had the opportunity to meet some graduates of the PSP, namely:

- Ms. IfigeneiaGiannopoulou,Main Classical Archaeology, Archaeologist on fixed-term employment contract, Ephorate of Antiquities of Piraeus and Islands
- Mr. Evangelos Gountis, MA in Classical Archaeology, Archaeologist on fixed-term employment contract, Ephorate of Antiquities of Larissa
  Ms. Konstantina Karpeti, MA in Classical Archaeology, PhD candidate, Universita degli studi di Messina
- Mr. Konstantinos Mastoroyiannis, MA in Prehistoric Archaeology, Archaeologist on fixed- term employment contract, Ephorate of Antiquities of Pella
  Mr. Iason Nestoridis, MA in Prehistoric Archaeology, PhD candidate, University of Tübingen
- Ms. Garifallia Prifti, MA in Byzantine Archaeology, Researcher on fixed-term employment contract, University of Princeton
- Ms. Panagiota Priona, MA in Classical Archaeology, Archaeologist on fixed-term employment contract, Ephorate of Antiquities of Chalcidice and Mount Athos
- Ms. Nikoleta Zografou, MA in Prehistoric Archaeology, Researcher on fixed-term employment contract, University of Oxford

The alumni made also in general a positive evaluation of the PSP. However, they pointed out that the organization of more excursions and on-site visits of archaeological sites would be beneficial for the PSP.

The last meeting of the EEAP was with social partners and potential employers of the PSP which included:

• Dr. Konstantinos Filis, Archaeologist, Head
of the Department of Prehistoric and Classical Antiquities and Museums, Ephorate of Antiquities of Chalcidice and Mount Athos
• Dr. Anastasia Gadolou, Archaeologist, General Director of the Thessaloniki Archaeological Museum
• Dr. Georgios Mouratidis, Historian, Assistant Director at the British School at Athens
• MSc Tania Protopsalti, Archaeologist, Deputy Director of the Ephorate of Antiquities of the City of Thessaloniki
• Dr. Giorgos Toufexis, Archaeologist, Deputy Director of the Ephorate of Antiquities of Larissa

The meeting with the employers and social partners was of a very constructive nature and all involved parties highlighted the importance and utility of the PSP. Regarding the extraordinary duration of five semesters, most stakeholders considered it as unnecessary and of low extra added value for the employment chances of the graduates.

After the end of this meeting, the EEAP had their private debrief meeting, where the outcomes of the virtual visit were discussed and the oral report was prepared. Finally, in the closure meeting the EEAP gave a short preliminary report of their key findings.

In the closing meeting the following members of the University were present:
• Assoc. Prof. Panagiotis Tselekas, PSP1 deputy director
• Prof. Athanassios Semoglou, Head of the Deaprtment of History and Archaeology
• Prof. Phokion Kotzageorgis, OMEAmember
• Prof. Nikolaos Maghioros, Vice Rector of Academic Affairs and Development /MODIP Committee Chair
• Prof Vasileios Fyntikoglou MODIP Committee Member
• Ms Alexandra Tzaneraki MODIP Committee Secretary

The EEAP wishes to thank the Department History and Archaeology of the AUTH for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the EEAP over the course of the virtual accreditation visit.

III. Postgraduate Study Programme Profile

The Postgraduate Studies Program “Archaeology, Art and Culture” has been operating since the academic year 2018-2019 at the Department of History and Archaeology of the Faculty of Philosophy of the Aristotle University of Thessaloniki. Its aim is to specialize in archaeological science with an emphasis on cultural change and art, from prehistory to the post-Byzantine period, as well as to familiarize students with modern techniques for the analysis and interpretation of archaeological material. The PSP awards the MA Diploma “Postgraduate Studies Program in Archaeology, Art and Culture” in the specializations of Prehistoric Archaeology, Classical Archaeology and Byzantine Archaeology. The Diploma corresponds to level 7 of the National and European Qualifications Framework.

PSP graduates acquire the skills for professional employment in research centers, museums and archaeological agencies. A significant number pursues a doctoral degree in Greek and foreign institutions, and several obtain scholarships.

The Faculty members are dedicated to maintaining academic excellence, promoting innovative research, and contributing to the advancement of their disciplines.

The number of admitted students per year is 30, 10 per specialization branch. There is a minimum admission threshold of 12 students (4 per branch) for ensuring the operation of the PSP. There are no tuition fees.

The PSP accepts applicants based solely on academic criteria. Eligible candidates include:
Holders of first-cycle degrees from domestic universities or equivalent foreign institutions, provided that the institution of origin and the type of degree are included in the National Registers of Recognized Institutions and Types of Degrees.
Indispensable participation requirement is the certified knowledge of a foreign language at level C1.

The admission criteria are:

- written entrance exams (40%),
- degree grade (40%)
- oral interview (20%).

The curriculum of the PSP “Archaeology, Art and Culture” spans five academic semesters and awards a total of 150 ECTS points. It includes a structured combination of coursework, research training, and thesis writing. The teaching language is Greek, and the attendance is mandatory and in person. The total number of credit points (150 ECTS) for obtaining the Postgraduate Diploma is distributed as follows:

- 60 ECTS for the teaching courses (4 courses of 15 ECTS points)
- 90 ECTS points for the MA Thesis (20

points for the courses in methodology and 70 points for the preparation of the thesis).

Each specialization branch consists of four (4) courses in the first study year distributed equally over the winter and the spring term. Each course includes three (3) hours of teaching per week and lasts thirteen (13) weeks.

The teaching takes exclusively in presence and the teaching language is Greek except for Erasmus students, who can obtain teaching in English.

The teaching takes place in appropriately designed and equipped facilities of the New Building of the Faculty of Philosophy of the Aristotle University of Thessaloniki that includes classrooms, the Museum of Casts and the Laboratory of Interdisciplinary Archaeological Research. The evaluation criteria for the students are the participation in the courses and in seminars, the oral presentation of the work in progress and a written essay. Minimum passing score for each course is 6.0 of 10.

The PSP participates in the Erasmus, Erasmus+ and EPICUR programs and offers a broad spectrum of opportunities for study and academic exchanges through the 68 active cooperation agreements of the Department of History and Archaeology with 66 university institutions in 16 European countries.

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 Archaeology, Art, and Culture master's program fully complies with the guidelines set forth in the Quality Assurance Policy, as established by Aristotle University. The goals that have been established are achievable and measurable, clearly defined in terms of time, and refer to academic research, the promotion of the department, the creation of ties between the department and its alumni, student evaluations, etc.

This department has been running since the 2018–2019 academic year and focuses

on various aspects of archaeology, a field in which Aristotle University has a long tradition and extensive experience. This graduate program is a logical extension of the undergraduate program and embodies the faculty's knowledge and experience in delivering high-quality education. Students' participation in conferences in Greece and abroad, as well as their involvement in paleobotany workshops and excavation projects, attests to the department's adherence to the requirements for Higher Education—Level 7.

The existence of this specific graduate program is aligned with the profile of Aristotle University and offers students a high level of expertise. The quality assurance policy followed by the department is accessible to all on the department's website.

II. Analysis

In discussions with the department's alumni and stakeholders, the department's dedication to high academic standards was confirmed. Stakeholders who are involved with students, either through an employment relationship or by providing students and alumni with opportunities to conduct their research, expressed their belief that the students' specialized knowledge exceeds typical job requirements.

The program is offered free of charge to students. However, this does not pose an obstacle to the smooth running of the program. The department's classrooms and laboratories are adequate and fully equipped for teaching purposes. The combination of classrooms, laboratories (Paleobotanical Collection), excavation activities (Philippi and Toumba), and museum visits provides students with a balanced program that integrates both theoretical and practical training. A significant asset of the PSP is the availability of the Department's laboratories, excavation infrastructure, museum collections, and research facilities, which provide students with direct access to practical training and research opportunities. These resources enrich the learning experience and support the achievement of the programme's learning outcomes. The department's faculty members are highly qualified, with publications and an international academic profile, and are ideally suited to provide high-level knowledge.

The department systematically collects, analyses and utilizes quality-related data concerning teaching effectiveness, student satisfaction, learning outcomes and graduate employability (MODIP). The findings of these processes support evidence-based decision making and contribute to the continuous improvement of the program. For example, regarding the recommendation to update the educational program, faculty members maintain a list of offered courses, which they update each year for incoming master's students. Furthermore, regarding the recommendation to increase student participation in the evaluation process, the department is attempting to boost student response rates through additional online evaluations.

Finally, students, graduates, and stakeholders mentioned that there is market demand for archaeologists, whether in museums or on excavation sites. Furthermore, graduates are qualified to work in both private and public education.

This demand, combined with the high number of applications for admission to the master's program, ensures that the program meets the real needs of society.

III. Conclusions

The Master's Programme in Archaeology, Art and Culture fully complies with the principles of HAHE and is also aligned with the quality strategy of Aristotle University of Thessaloniki.

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

A closer collaboration between stakeholders and the department's leadership could potentially help streamline the bureaucratic procedures that currently require a period of 3–4 months for students to gain access to unpublished archaeological material.

A change in the form of the evaluation could potentially increase student participation

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 PRORAMME 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

During the Panel's discussions with the head of the PSP, currently enrolled students, alumni of the PSP and the stakeholders, the design of the PSP in particular has been discussed in great detail and the members o the Panel were in position to assess the reasons behind the PSP's somewhat unusual duration (five semesters), to confirm the current necessity of the existence of the mandatory fifth semester and the compliance of the PSP with the Design of the PSP as stated in the submitted application.

II. Analysis

The PSP in Archaeology, Art and Culture has commenced in 2018 at the Department of History and Archaeology of Faculty of Philosophy of the Aristotle University of Thessaloniki. Despite its broad title, it specialized in Archaeology, divided into three section following the chronological principle: prehistorical, classical and Byzantine archaeology. Building on the tradition of the Department of History and Archaeology its graduate studies program, the PSP offers specialization in those three fields, directed and taught by acknowledged scholars and researchers in their respective field.

Taking into account the PSP's Accreditation Proposal, detailed design of the program and the stated goals, it is evident that PSP complies with the propositions of the Principle 2 in full. That fact was particularly evident from the discussions with the alumni, who stressed the holistic approach of the PSP, and especially their inclusion already during the attendance of the PSP in scholarly research, excavations conducted by the teaching staff and collaborators of the PSP and cultural institutions of the Republic of Greece responsible for archaeological sights and cultural heritage.

III. Conclusions

The PSP in Archaeology, Art and Culture fully complies with the Principle 2: Design and Approval of Postgraduate Study Programs.

Panel Judgement

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

Panel Recommendations

Given the strict focus of the PSP on Archaeology, the close and more intensive cooperation with the institutions and professionals dedicated to, and specialized in the field of management of cultural heritage would be beneficial for the quality of PSP and the perspective of the students.

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 program lasts for five academic semesters and awards 150 ECTS credits. It is divided into three fields of specialization within archaeology: Prehistoric Archaeology, Classical Archaeology, and Byzantine Archaeology. Courses in all specializations are taught in Greek.

Each specialization is offered only if at least four students successfully pass the

entrance examinations. The maximum number of students admitted to each specialization is ten. Therefore, the total number of students enrolled in the program cannot exceed thirty.

Students complete the program by submitting a thesis of between 25,000 and 40,000 words. Subject to departmental approval, the thesis may also be written in English.
During the second year of study, students are required to present their thesis progress.

II. Analysis

Each course has a final exam, typically a 4,000–9,000-word paper. During the semester, students may give short presentations on their papers. As a rule, assessment is based on the written paper, a public presentation of the topic, and an oral exam. Although this examination format does not cover every possible method, it does include all the basic aspects of academic evaluation. They also have a numismatic museum and a modeling workshop, and they participate in workshops—such as those on paleobotany—as well as in excavations at Toumba and Philippi. In addition, upon request, they organize trips of archaeological interest. In this way, students can develop specialized skills related to their field of study and gain a hands-on understanding of the subject.

The courses for each specialization may change from year to year. However, students in each program know from the very beginning which courses they will take throughout the duration of the master's program. Although the department was provided with a sample of student responses from those who participated in the evaluation — responses that reflect certain student concerns (inadequate supervision during the thesis, limited field trips, insufficient information regarding course registration periods) — these concerns were not confirmed during the meeting with current students and alumni. It should be noted, however, that student participation in the evaluation is particularly low, and therefore any results produced by this evaluation are unreliable.

There is also a procedure that allows students to report to the department any issues related to teaching, faculty conduct, or lack of information. According to students, their academic advisor provides continuous guidance on their academic progress, thesis planning, finding key references, and informing them about academic events such as conferences and lectures. The students in total, appeared satisfied with the teaching methods, their collaboration with faculty, and the department's facilities.

III. Conclusions

The program is fully compliant with student-centered learning. It includes a variety of assessment methods, as well as experiential and laboratory-based teaching. However, the department's resources are limited. Visits to sites of archaeological interest outside Thessaloniki are restricted and often take place at the students' own expense or using faculty members' personal vehicles.

Panel Judgement

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

Panel Recommendations

Since the main reason for the 5-semester duration is the bureaucracy that requires 3-4 months to secure access to primary unpublished material, the program could be reduced to 4 semesters, so that students writing a thesis in the form of a literature review are not unnecessarily delayed.

The lack of resources does not affect the basic teaching process, but it means that students miss out on important experiences, such as field trips.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The EEAP reviewed the PSP's documentation and held detailed discussions with academic and administrative staff, current students and alumni on the principle regarding Student Admission, Progression, Recognition of Postgraduate Studies, and Certification. Regulations governing the operation of the PSP have been developed to support students throughout their studies, contributing to transparency and the smooth functioning of the program.

II. Analysis

In accordance with the institutional framework, the Study Regulation has been developed and is publicly available on the PSP's official website. It covers a range of matters related to student studies, including the governing bodies, the selection criteria and process for prospective students, the duration and conditions of study, students' rights and obligations, and the curriculum and ECTS credits. The ECTS system is fully implemented.

The admission procedure is clear and transparent. Students' progress is monitored by the Department. Special reference is made to the assessment of students' knowledge, which takes place at the end of each semester through written or oral examinations, assignments, or a combination of the above.

An Alumni association is planned for ensuring the contact of the graduates with the

Department.

A Mobility Regulation and a Thesis and Assignment Regulation are in place, covering coursework and the postgraduate thesis. The Department participates in the ERASMUS+ and in the EPICUR exchange programs.

The preparation of all written work is governed by the university's Research Ethics Regulation. Finally, the diploma supplement is issued in both Greek and English, ensuring accessibility and clarity for all graduates.

Issues connected with the additional fifth semester of studies are addressed elsewhere in this report.

III. Conclusions

The EEAP concluded that the PSP has put in place solid procedures and regulations regarding student admission, progression, and recognition, ensuring a structured and transparent management of academic processes that supports the overall quality of the program.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The teaching staff of the PSP in Archaeology, Art and Culture comprises of specialist in areas of prehistorical, classical and Byzantine archeology. The three members of the teaching staff from the latter category– Byzantine Archaeology–are also specialists in Byzantine Art (two) and the evaluation and management of culture heritage (one), which is of especial significance, All the members of the teaching staff are recognized and/or acknowledged scholars in their respective fields, depending of the stadium of their professional career path, and in the discussion with the members of the panel have demonstrated their knowledge of the details of the PSP, their commitment to students and continuous care for both the maintaining and developing the quality of the PSP and the development of the young scholars.

II. Analysis

Of the thirteenth members of the teaching staff in all of the PSP, four are full professors, three are associate professors and six have the rank of assistant professors. All the periods of archaeology, the prehistoric, the classical, and Byzantine, have at least one full professor, and the majority of the teaching staff

has been involved with the PSP from its inception.

In discussion with the members of the teaching staff, the Panel was in the position to confirm the high standard of scholarly work of the members of teaching staff, as well as their dedication to the PSP and its students. Given the limited number of the students enrolled in the PSP, up to 30 in total and up to 10 on each specialization, the communication and cooperation between teaching staff and students has been deemed excellent by the representatives of both sides, as well as the time the members of the teaching staff were and are able to devote to each student.

III. Conclusions

The process of selection of the members of Teaching staff of PSP, the teaching burden and responsibilities as well as the mechanisms for evaluating the Teaching staff are in full compliance with the Principle 5.

Panel Judgement

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

Panel Recommendations

Given the very specialized studies and the high academic level of the Teaching staff of the PSP, both the teaching staff and the students could benefit from additional lectures and courses by the specialists from other departments, universities and institutions, from Greece and abroad, given that the vast majority of students are from Thessaloniki and its broader region, and that they finished their graduate studies also at the Department of History and Archaeology of the Faculty of Philosophy of the Aristotle University in Thessaloniki.

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 LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The program has adequate structures in terms of buildings, administrative and teaching staff. The ratio of staff to students is satisfactory. The teaching, laboratory and study rooms are properly equipped and the staff are appropriately qualified.

II. Analysis

The postgraduate program "Archaeology, Art and Culture" is free of charge for students. It has adequate structures in every aspect of student life. Teaching takes place in Room 301C (Αίθουσα 301Γ), which has a capacity of 30 people. There are also computer labs with internet access and specialized equipment such as stereoscopes and microscopes. Seminars and lectures can be held either in the classroom or in the laboratories, as all rooms are equipped with projectors,

networking and air conditioning.
The department has a separate library containing 42,000 volumes, approximately 300 series of Greek and foreign language journals, and rare editions. Students have access to all AUTH libraries and, through their institutional account, to a vast number of archaeology-related repositories. Under certain conditions, students may scan and photocopy material. Additionally, they can search online for books of interest in order to locate them in advance. The university dining hall is available to all students at practically no cost. All core teaching spaces are housed in the School of Philosophy building, and the dining hall is easily accessible on foot.

Across all 3 specializations of the department, 14 faculty members provide teaching. The weekly workload of teaching staff amounts to 20 hours. The ratio of staff to students and the overall workload are considered adequate. It is worth noting that, although concerns were raised regarding the 5-semester duration or the problems caused by underfunding, no one mentioned an excessive workload. Administrative support for the department is provided by 3 staff members. Although in some cases they appear to have a wide range of responsibilities, most of these occur periodically and at different times. Therefore, the workload of the administrative staff is not overwhelming.

III. Conclusions

The program is fully compliant with the principles of HAHE. The facilities are appropriate and the staff are sufficient in number and academically qualified.

The insufficient funding of the library, with €4,500 from the regular budget and €4,500 from the Konstantinos A. Tsagkadas Legacy, raises concerns about the ability to acquire new materials in the long term.

Panel Judgement

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

Panel Recommendations

Seek for sources for further funding the library.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 institutional and departmental frameworks at Aristotle University of Thessaloniki use comprehensive information systems to gather, analyse, and manage academic and administrative data. The evaluation of the PSP highlights an established infrastructure supported by various data points. Student management primarily relies on an integrated Student Information System that systematically tracks the entire student lifecycle, from application and registration to graduation and diploma issuance. This system comprises specialised applications, including the Enrollment Application for prospective students, the Student Application for accessing grades and certificates, the Administrative Staff Application for managing academic records, and the Professor Application for attendance evaluation and grade uploads. Additional supportive platforms include tools like

the Quality Management System of MODIP, the Institutional Repository of Scientific Papers, an electronic research registry, and a digital learning platform. During the

evaluation period, the system recorded exactly 15 students enrolled in the postgraduate program. Quantitative data reveal an average study duration of approximately 2.27 years and an average graduation grade of 9.18 out of 10. Student participation in course evaluations was relatively low, with a response rate of 21.21%, and notably, there were no responses to the overall satisfaction survey upon graduation. Despite this, the evaluated courses received an overall Quality Indicator score of 97.9.

II. Analysis

The evaluation and processing of the gathered information showcase a systematic approach to quality assurance, despite some structural issues related to data representation. Data is automatically extracted from the Quality Management System through central administrative databases, university libraries, and international bibliometric sources, ensuring validation and reducing manual entry errors. Internal systems communicate seamlessly with external regulatory platforms via an API Server that interfaces directly with ETHAAE's National Quality Information System.

Internal evaluation bodies, including the Internal Evaluation Group, the Steering Committee, and the Departmental General Assembly, review these statistics annually to refine strategic and operational goals. Feedback from course surveys is relayed directly to instructors to improve pedagogical practices and inform curriculum adjustments. However, the analysis reveals a significant discrepancy in survey engagement, with a notably low course evaluation rate of 21.21% and no responses to the final program assessment.

To address the low feedback volume, the program has implemented targeted administrative measures within its Compensatory Action Plan, such as requiring regular updates to students about the importance of quality metrics, aiming to enhance engagement and data quality.

III. Conclusions

The PSP demonstrates a high level of compliance with Principle 7 concerning Information Management. The implementation of centralized, interoperable databases guarantees that all essential student, academic, and financial data are monitored accurately and transparently throughout the educational lifecycle. The information management infrastructure adheres to stringent national and institutional standards, as evidenced by its automated data extraction and integration with the ETHAAE regulatory platform. Nevertheless, the operational value of this information management framework is somewhat limited by low student survey participation. While the program effectively monitors key performance indicators such as grades and graduation timelines, it must systematically implement its scheduled promotional initiatives to establish a reliable, statistically significant feedback loop with its student cohort.

Panel Judgement

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

Panel Recommendations

None

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 "Archaeology, Art and Culture" maintains a dedicated, stand-alone bilingual (Greek and English) website for the promotion of the program, hosted on the AUTh infrastructure (cited in the proposal as https://websites.auth.gr/maarchaeology/en/homepage/ and served at https://maarchaeology.hist.auth.gr/). The site is interconnected with the Department's website and the central AUTh portals, and is built in accordance with the AUTh web-construction standards, which follow the relevant HAHE / ΕΘΑΑΕ guidance, so as to provide timely and valid information to postgraduate students, teaching staff and the wider community. The teaching staff keep their academic profiles current through the institutional people.auth.gr service and the Quality Assurance Unit (ΜΟΔΙΠ / QAU), and these updates feed automatically into the PSP website.

Through the website, visitors can find detailed information on the programme of study, the timetable, the full curricula vitae of the teaching staff, and near-daily updates on the organization of teaching, on conferences, workshops and events held within the PSP, on practical training (Πρακτική Άσκηση), on scholarships relevant to the continuation of students' studies, and on participation in research projects. The site also publishes the intended learning outcomes of the programme — including the use of the theoretical and methodological tools of archaeological science, art history and cultural history, and familiarity with the latest research findings and interdisciplinary approaches.

The updating, renewal and overall monitoring of the PSP website, the Department website and the associated social-media channels have been assigned to a dedicated Website and Social Media Committee (Επιτροπή Ιστοσελίδας και Μέσων Κοινωνικής Δικτύωσης), established by decision of the Department Assembly

(Συνέλευση). The Committee works in close cooperation with the Department's technical staff and with the AUTh Digital Governance Center (Κέντρο Ηλεκτρονικής Διακυβέρνησης), which is responsible for technical maintenance. The Panel notes that, at the time of review, certain pages of the English-language version of the site still carried template placeholder ("Lorem ipsum") text in place of finalized content; the corresponding Greek pages are populated, and the maintenance mechanism described above provides the route for completing the English content.

II. Analysis

The Standard requires public information to be direct, readily accessible, up-to-date, objective and clear, addressing prospective and current students, graduates, other stakeholders and the public. The programme meets these requirements: information is published through a purpose-built bilingual channel constructed to ΕΘΑΑΕ-aligned institutional standards; the content spans the full range expected by the Standard (programme content, learning outcomes, degree awarded, teaching and assessment arrangements, scholarships and research activity); and a clear governance arrangement — a standing Assembly-appointed committee supported by the central digital-governance service — secures regular maintenance and the currency of the material. The automatic synchronization of staff profiles from the institutional registry further protects accuracy. The remaining placeholder text on parts of the English site is a localized content-completion matter rather than a deficiency in the information architecture or the maintenance arrangements, and is readily remediable through the established committee.

III. Conclusions

The PSP publishes comprehensive, accurate, objective and current information about its teaching and academic activities through a dedicated bilingual website, interconnected with the Department and Institution portals and supported by a defined maintenance mechanism. The information is clear, well organized and accessible to all stakeholder groups, with the English version requiring completion in a small number of pages.

Panel Judgement

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

Panel Recommendations

Replace the remaining template placeholder ("Lorem ipsum") text on the English-language pages and bring the English version to full parity with the Greek, so that the bilingual provision is complete and consistent throughout.

Foreground the programme's distinctive assets in its public communication — in particular its connection to the Department's university excavations and its specialized collections — to

strengthen its appeal to prospective applicants and the wider community.
Enrich the public-facing data set with summary information on completion/pass rates and graduate outcomes, presented consistently in both language versions.

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

In alignment with the AUTh Strategic Plan and Quality Policy, the Department of History and Archaeology has formulated a Quality Policy and quality goal-setting (Πολιτική και Στοχοθεσία Ποιότητας) specifically for the PSP "Archaeology, Art and Culture", monitors its implementation, and undertakes improvement actions where required. The internal evaluation of the PSP by ΜΟΔΙΠ is carried out within Process 4 of the Internal Quality Assurance System (ΕΣΔΠ / IQAS) for the continuous improvement of the educational process, and the programme's competent bodies act upon any recommendations issued by ΜΟΔΙΠ, as well as upon those arising from prior external evaluation of the Department.

The programme has activated its internal-evaluation process in cooperation between its Steering Committee (Συντονιστική Επιτροπή / ΣΕ), the Department's Internal Evaluation Group (OMEA / OMEA) and the AUTh Quality Assurance Unit (ΜΟΔΙΠ), following guidance issued by ΜΟΔΙΠ in accordance with the

requirements of the ΕΘΑΑΕ certification template. It monitors and assesses a defined set of quality indicators, including the attractiveness of the PSP, the student evaluation of courses and teaching staff, students' research output, mobility, student support services, duration of studies, the appraisal of studies, and the tracking of graduates' progress. Within the annual cycle, the programme is subject to a regular process of reflection, evaluation and revision conducted through consultation with all those involved — teaching and administrative staff, students and the Steering Committee — and the relevant findings are recorded, presented and discussed in the competent bodies: the Sector of Archaeology (Τομέας Αρχαιολογίας), the Department's OMEA, the ΣΕ of the PSP, and the Department Assembly.

The programme operates a clearly defined "close-the-loop" mechanism. The OMEA is responsible for coordinating the internal evaluation and drafting the Internal Evaluation Report, processes and presents the annual results to the Assembly, and — following study and discussion — improvement actions are proposed and, where necessary, the Department's strategic planning and quality policy are revised or updated. The annual Internal Evaluation Reports, monitoring indicators and related tables are taken into account by the Director of the PSP, the Department Assembly and the institutional ΜΟΔΙΠ in their decision-making. All those involved in delivering the PSP are then informed, by a dedicated text sent to their email accounts, of the results of the internal evaluation, the changes made to the programme as a consequence, and the quality goal-setting for the coming academic year. The President of the Department and the OMEA also have direct access to the ΕΘΑΑΕ indicator tables (e.g. staff and enrollment trends, grade distribution across courses and the thesis, numbers of graduates and duration of studies, and course-level data including pass rates).

The reflection on the structure, operation and content of the PSP focuses on the responsiveness of the courses to current scholarship and societal needs, on teaching methods, on student workload in line with ECTS and international norms, on the assessment of student performance in oral presentations, written assignments and the Master's thesis (ΜΔΕ) — which is reported to be of a high standard overall — and on the student evaluation of the programme via the anonymous ΜΟΔΙΠ questionnaire. The proposal candidly records that, despite systematic efforts by the teaching staff, student participation in the questionnaire remains low, and identifies the need to develop methods for informing students more systematically and to mobilize the Department, the ΣΕ, the OMEA and the teaching staff so as to raise participation.

II. Analysis

The Standard requires an internal quality assurance system providing for audit and annual internal review across six evaluation dimensions — currency of programme content, the changing needs of society, student workload/progression/completion, the effectiveness of student-assessment procedures, student expectations/needs/satisfaction, and the fitness for purpose of the learning

environment and support services — with stakeholder involvement and the communication of actions to all parties concerned. The programme addresses these dimensions through a mature, well-governed mechanism embedded in the AUTh IQAS and operated jointly by the ΣΕ, the ΟΜΕΑ and ΜΟΔΙΠ. It is particularly well served on the final requirement of the Standard — communication to all parties concerned — through the documented email notification of evaluation results, the resulting changes and the next year's goal-setting, which constitutes a clear and auditable feedback loop. The one element openly acknowledged as still maturing is the low rate of student participation in course evaluations; the programme has itself identified this and proposes concrete measures to address it, which is characteristic of a functioning, self-reflective quality culture.

III. Conclusions

A complete and well-governed internal monitoring and periodic-review system is in place for the PSP, fully integrated with the AUTh IQAS and ΜΟΔΙΠ, operating across all dimensions required by the Standard, and distinguished by a transparent, documented mechanism for communicating outcomes and resulting changes to all parties concerned. The programme demonstrates a candid, self-critical approach to the one point still maturing.

Panel Judgement

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

Panel Recommendations

Increase student participation in the course and teaching evaluations — for example through structured reminders, dedicated in-class time and clear communication of how feedback has been used — so that questionnaire results more fully inform the annual review.

Extend the existing "close-the-loop" communication to include current students and graduates explicitly, so that the parties who provide feedback also receive a visible account of the resulting changes.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP "Archaeology, Art and Culture" commenced operation in the academic year 2018–19 and is undergoing external evaluation for accreditation for the first time through the present procedure; it has not previously been subject to a separate periodic external evaluation of its own. As an integral part of the activities of the Department of History and Archaeology — its teaching staff are faculty members (ΔΕΠ) of the Department and the decisions concerning it are approved by the Department Assembly (Συνέλευση) — it has, however, been evaluated indirectly within the external evaluation of the Department, which produced general recommendations that can be related to the PSP.

The Department's External Evaluation took place in April 2014 (final report deposited 25 April 2014). The report commended the Department's high standing in the academic community, to which contributed the quality of its undergraduate programmes and its distinguished teaching staff, held in high regard nationally and internationally for their research; a noted strength was the Department's extensive international network of bilateral and multilateral agreements facilitating collaboration and staff/student exchange. For the Department's postgraduate provision specifically, the panel noted two very well-designed PSP that met international standards, were taught by high-quality staff, and attracted candidates from other departments and universities; these programmes aimed at the teaching of research methods and specialised subject areas and enabled students to use original material for their theses and to develop specialised knowledge, critical thinking and technical skills as a basis for proceeding to doctoral research. For the Archaeology programme in particular, the report singled out its close connection to the Department's university excavations and the use of unpublished archaeological material in postgraduate theses (pp. 9–10).

The subsequent AUTh Institutional External Evaluation (2015) judged all of the Institution's PSP to be excellent across an impressively broad range of scientific fields and supported the Institution's plans to develop English-language PSP. It also identified institution-wide points for attention — a coordinated mechanism to promote interdisciplinarity and inter-departmental cooperation, teaching-staff capacity, the institutionalization of organised postgraduate research seminars, the harmonization of study duration (2–4 semesters), and the requirement that independent research and a thesis be mandatory in all PSP — while the AUTh ΜΟΔΙΠ Progress Report to ΕΘΑΑΕ (2018) recorded that disciplinary specificities require such recommendations to be applied through the decisions of individual Departmental Assemblies. In organizing the PSP "Archaeology, Art and Culture", the Department acted within that remit, setting the programme's duration and structure and embedding the independent research thesis (ΜΔΕ) as a core, assessed component, consistent with the institutional recommendations and with the programme's distinctive reliance on primary archaeological material.

II. Analysis

The Standard requires programmes to enter the HAHE-administered external-evaluation process regularly with a view to accreditation, and academic units consistently to consider and act upon the resulting conclusions and recommendations. The present procedure constitutes the programme's first such external evaluation, which the programme has entered as required. While the PSP has not previously undergone an external evaluation of its own, it has been substantively engaged with external-evaluation findings through the Department's 2014 evaluation and the 2015 institutional evaluation, and it can evidence a disposition to act upon them within the remit of Assembly decisions. A defined route for the future use of external-evaluation recommendations exists through the cooperation of the ΣΕ, the ΟΜΕΑ, ΜΟΔΙΠ and the Department Assembly. The programme therefore demonstrates both participation in the external process and a consistent disposition to consider and implement its conclusions.

III. Conclusions

The PSP duly enters the HAHE external-evaluation process for accreditation through the present procedure and has demonstrably considered the conclusions of the external evaluations to which it has been subject indirectly, reflecting them in the design and structure of the programme — notably in its strong, documented connection to the Department's excavations and primary archaeological material. The mechanisms required to take account of future external-evaluation recommendations are in place.

Panel Judgement

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

Panel Recommendations

Ensure that the progress and improvements achieved since the present accreditation are systematically documented and carried forward as the evidential basis for the next external-evaluation cycle.

Maintain and formalize the procedure for receiving, assigning and implementing future external-evaluation recommendations (ΣΕ / ΟΜΕΑ / ΜΟΔΙΠ / Assembly), with explicit ownership and timelines.

Build on the program's distinctive international and field-based profile — its excavations, collections and primary-material research — to deepen international collaborations and exchange, consolidating a recognized strength identified by the external evaluators.

PART C: CONCLUSIONS

I. Features of Good Practice

• The department systematically collects, analyses and utilizes quality-related data concerning teaching effectiveness, student satisfaction, learning outcomes and graduate employability.

• Great variety of assessment methods, as well as experiential and laboratory-based teaching.

• High standard of scholarly work of the members of teaching staff

• Student participation in excavations, archival research on local history, international conferences, and academic research abroad.

• The maximum of 30 students per annum, up to 10 in each specialization, provides the bases for almost individual or work in small groups, close supervision of their advance and graduate thesis and the close oversight of their work with primary historical sources.

• The program successfully demonstrates the operationalization of student-centered learning by replacing rigid, memory-based examination structures with continuous, research-led formative assessments.

• No tuition fees.

• Publication of comprehensive, accurate, objective and current information about the PSP's teaching and academic activities through a dedicated bilingual website.

II. Areas of Weakness

• The exceptional duration of five semesters does not result in measurable benefits for the graduates.

• Insufficient funding of the library

• Insufficient funding of necessary excursions

• Insufficient student participation of students in quality assessment procedures.

III. Recommendations for Follow-up Actions

•A closer collaboration between stakeholders and the department's leadership could potentially help streamline the bureaucratic procedures needed for obtaining permissions to publish primary material.

• Change the form of the evaluation to increase student participation

• Omit the fifth semester so that students writing a thesis in the form of a literature review are not unnecessarily delayed.

• Find resources for financing necessary excursions to relevant archaeological sites in Greece and abroad.

• Introduce the possibility to attend additional lectures and courses by specialists from other departments, universities and institutions,

• Find resources for further funding the library.

• Replace the remaining template placeholder ("Lorem ipsum") text on the English-language pages and bring the English version to full parity with the Greek, so that the bilingual provision is complete and consistent throughout.

• Foreground the program's distinctive assets in its public communication to strengthen its appeal to prospective applicants and the wider community.

• Enrich the public-facing data set with summary information on completion/pass rates and graduate outcomes, presented consistently in both language versions.

• Increase student participation in the course and teaching evaluations.

• Extend the existing "close-the-loop" communication to include current students and graduates explicitly, so that the parties who provide feedback also receive a visible account of the resulting changes.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

None

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
PSARROS NIKOLAOS	Signed by PSARROS NIKOLAOS
LAZARIS STAVROS	Signed by LAZARIS STAVROS
Stankovic Vlada	Signed by Stankovic Vlada
TSOULAS GEORGE	Signed by TSOULAS GEORGE
Κωστάκης Δημοσθένης	Signed by Κωστάκης Δημοσθένης