



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report

for the New Postgraduate Study Programme of:

**Local History, Culture and Protection of Architectural Heritage:
Interdisciplinary Approaches and Digital Applications**

**Department: History and Ethnology
Institution: Democritus University of Thrace
Date: November 2024**



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Local History, Culture and Protection of Architectural Heritage: Interdisciplinary Approaches and Digital Applications** of the **Democritus University of Thrace** 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 new postgraduate study programme of **Local History, Culture and Protection of Architectural Heritage: Interdisciplinary Approaches and Digital Applications** of the **Democritus University of Thrace** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Assoc. Prof. Victor Roudometof (Chair)

University of Cyprus, Cyprus

2. Prof. Dimitris Michailakis

University of Linköping, Sweden

3. Assoc. Prof. Eka Tchikoidze

Iliia State University, Georgia

4. Prof. Nicholas Tsagourias

University of Sheffield, United Kingdom

5. Mr. Dimosthenis Kostakis

University of Ioannina, Greece

II. Review Procedure and Documentation

In reviewing new inter-disciplinary Postgraduate Study Programme “Local History, Culture and Protection of Architectural Heritage: Interdisciplinary Approaches and Digital Applications”, jointly developed by the Department of Architectural Engineering and the Department of History and Ethnology of the Democritus University of Thrace the External Evaluation and Accreditation Panel (EEAP) comprised of five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020.

The objectives of the EEAP, as described in the Guidelines for the Members of EEAP, are:

- to establish whether the data provided from the various resources is consistent among one another and reflect the actual situation.
- to identify strengths and areas of weakness.
- to engage in a constructive dialogue with the Institution, leading to reflection and continuous enhancement of the study programme.

Following a well-prepared schedule provided by HAHE, the Panel held several separate interactive virtual (by electronic means, ZOOM) meetings and visits as follows:

On Monday, 11/11/2024, the EEAP met with:

- Vice Rector: Prof. Marirena Grigoriou,
- Head of the Department: Prof. Georgios Tsigaras
- Director of the postgraduate programme: Assoc. Prof. Aikaterini Markou
- MODIP staff: Mrs. Styliani Gkavaki

On Tuesday 12/11/2024 the EEAP held the following meetings:

- Meeting with the teaching staff (Prof. Dimitrios Polychronopoulos, Assoc. Prof. Eleonora Naxidou, Assoc. Prof. Ioannis Mpakirtzis, Assoc. Prof. Dimosthenis Stratigopoulos, Assoc. Prof. Maria Grigoriadou, Asst. Prof. Anastasia Kapandriti, Asst. Prof. Dimitrios Giouzepas, Asst. Prof. Ioannis Kazanidis, Dionysios Tsentikopoulos, Laboratory Teaching Staff, Konstantinos Serafimidis, Postdoctoral researcher)
- On-line tour: classrooms, lecture halls, libraries, laboratories, and other facilities related to the programme and discussion about the facilities presented in the video produced for this purpose
- Meeting with employers, social partners
- Closure meeting with the Vice-Rector, Director of the programme, the Head of the Department, MODIP Manager

Because this is a new Programme no meetings with students or alumni took place.

During the virtual meetings, the EEAP had the opportunity to meet, talk, and interact with all the participants of all meetings. All the participants were encouraged to express their views and talk freely about their overall learning experience. They welcomed the opportunity to talk

to the Panel and to voice their views. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude.

All the meetings included presentations, discussions, and question-and-answer sessions. During the last meeting the Panel made an informal presentation of some initial key findings. The internal evaluation report and other extensive material were made available to the Panel electronically in advance through HAHE. More information and materials were made available during the meetings.

The Department worked diligently in preparing the internal evaluation report and other relevant materials and organizing and hosting the virtual meetings. It is the feeling of the EEAP that the Department has performed an excellent job throughout its internal evaluation process and that the objectives of the process have been fully met. The eagerness of the Department to answer questions and provide additional information during the meetings is noted. The Panel expresses its gratitude and appreciation to the all the units of the Democritus University of Thrace (that is, the departments involved and the central Administration) for their co-operation and professionalism.

The Accreditation Report is based on information collected and views expressed during the virtual meetings and on information contained in the internal evaluation report and other documents submitted before and during the virtual meetings.

III. Postgraduate Study Programme Profile

The Interdepartmental post-graduate “Local History, Culture and Protection of Architectural Heritage: Interdisciplinary Approaches and Digital Applications”, has been jointly developed by the Department of Architectural Engineering and the Department of History and Ethnology of the Democritus University of Thrace.

It is designed to provide an in-depth understanding of architectural heritage in connection to local history and culture, including theory, methodology and practical applications. It is the only postgraduate programme in Greece that involves an inter-disciplinary approach to local history.

The programme includes two tracks or specializations: one track focuses on local history, cultural heritage and digital application in education, and another track focuses on protection and management of architectural heritage. A total of 14 graduate courses have been developed.

Teaching will be done exclusively through distance teaching via a combination of synchronous and asynchronous learning. The teaching method was selected to attract postgraduate students who are otherwise employed and cannot enrol to a post-graduate programme designed in the conventional manner that required physical attendance. In addition, the distance learning method will make the programme competitive throughout Greece and attractive to students residing abroad.

The University has used and integrated e-learning tools and resources and has accumulated considerable experience during the Covid pandemic.

Each semester in Greek universities consists of 13 full teaching weeks. For the award of the Diploma of Postgraduate Studies, 90 ECTS credits are required. The 60 ECTS correspond to coursework in the first two semesters (30 ECTS in each semester, each course is 10 ECTS), with the remaining 30 ECTS correspond either to a thesis or to three additional courses. Students can choose whether to write a thesis or take the additional coursework.

A minimum of 10 and a maximum of 70 students per year is specified. Students who are admitted to the programme should have a bachelor’s degree from a Greek university or similar institution abroad.

The tuition fees are set at 1900 Euros in total.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Study Programme Compliance

I. Findings

The Interdepartmental Postgraduate Study Programme (IPSP) entitled "Local History, Culture and Protection of Architectural Heritage: Interdisciplinary Approaches and Digital Applications" is committed to the implementation of a quality policy that supports the academic character and targets of the curriculum, promotes its purpose and object, implements its strategic objectives, defines the means and ways of achieving them and aims at its continuous improvement.

The IPSP has in place a Quality Assurance System which aligns with European Quality Standards and the Quality Policies of the Department. The implementation of this system is undertaken by the Internal Quality Unit of the Programme (OMEA), which works in close cooperation with the Quality Assurance Unit of the University (MODIP).

For the planning of actions, the IPSP has defined a quality target, according to the template of the HAHE, which includes strategic objectives, with the corresponding quality objectives, the required actions, the persons responsible for their implementation and the conforming timetable.

The IPSP has posted its quality policy on its website: <https://he.duth.gr/localheritage/>, so that prospective and current students can be informed. Newly admitted students are also informed about the quality policy of the IPSP during the reception ceremonies for undergraduate and postgraduate students. The quality policy of the IPSP is also communicated during its contacts with the local community and the Technical, Commercial, Industrial and Craft Chambers, in cases of organizing actions with professional bodies, during the presentation of the results of its research.

An important source of information for improving quality is feedback from external stakeholders. The EEAP heard from the external stakeholders that they have a strong collaboration with the IPSP and are very satisfied with the education provided.

II. Analysis

The Quality Assurance System of the IPSP seems to be well designed and probably effectively implemented. It ensures systematic monitoring and evaluation, involving stakeholders significantly in the implementation of strategic goals and processes. Feedback mechanisms, both internal (from students) and external (from stakeholders), are effectively utilised to drive improvements.

III. Conclusions

The PSP has established a robust Quality Assurance Policy that ensures systematic monitoring and evaluation. Stakeholders contribute significantly to implementing strategic goals and processes. The structure of Quality Assurance Policy provides specific directions for improvement, which are considered necessary for further action.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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).

Study Programme Compliance

I. Findings

The process of developing this programme follows established procedures and complies with the School's and the University's policies and regulations. The design, academic profile, content, learning objectives and delivery modes of the programme are appropriate. The expected learning outcomes are aligned with the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. The programme as well as individual courses seek to deepen students' knowledge and the attainment of transferable skills. There is a quality assurance policy and an international strategy. The attainment of the expected learning outcomes or the general objectives of the programme are mainly gauged through on-going and final assessment as well feedback by students and graduates.

II. Analysis

The process of designing and setting out the content, learning outcomes and delivery modes of the programme is well-structured and is compliant with the School's and University's policies and regulations. There is a process of continuous and multilevel assessment - 'Αξιολόγηση για το Μάθημα (ΑγΜ)' - which is commendable, however there is no information as to how the fairness and transparency of these methods and of the assessment itself will be ensured and how students will be supported to attain their full academic potential. One of the selling points of the programme is its interdisciplinarity. However, there is no information as to how interdisciplinarity is maintained across the programme and in particular in relation to the dissertation. The programme offers courses which have a methodological content but there is no general course on research methods which is also necessary for the dissertation. There is also no general course on new technologies which is necessary for the second stream of the programme. During our meeting with external stakeholders, it became apparent that they did not play an active role in the design of the programme. There is also no information in the submitted materials as to how external stakeholders will participate in the delivery, development or revision of the programme. The programme wants to establish links with the labour market. From the provided information regarding the employment rates and job destination of graduates, we cannot identify the added value of the programme. Moreover, we were told that most post-graduate students in the school are already employed. The programme does not offer internships and does not require internships. During our meeting with faculty, we were informed that the second stream ΠΡΟΣΤΑΣΙΑ ΚΑΙ ΔΙΑΧΕΙΡΙΣΗ ΤΗΣ ΑΡΧΙΤΕΚΤΟΝΙΚΗΣ ΚΛΗΡΟΝΟΜΙΑΣ – ΕΦΑΡΜΟΓΕΣ ΨΗΦΙΑΚΗΣ ΤΕΧΝΟΛΟΓΙΑΣ offers more opportunities for practice. This is welcome but this may cause disparities between the two streams.

III. Conclusions

The programme is compliant with certain aspects of this principle but falls short in others. The programme should:

1. Introduce clearer and measurable indicators to assess the extent to which the programme has attained its goals;
2. Provide grade descriptors to make assessment fair and more transparent;
3. integrate external stakeholders in the design, delivery or revision of the programme;
4. update its content regularly and link it to market needs;
5. offer a module on research methods and a module on new technologies;
6. update the content of existing modules regularly to include new knowledge and/or technologies
7. ensure as far as possible practical experience or internships

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

1. Introduce clearer and measurable indicators to assess the extent to which the programme has attained its goals;
2. Provide grade descriptors to make assessment more transparent;
3. integrate external stakeholders in the design and delivery and revision of the programme;
4. update its content regularly and link it to market needs;
5. offer a module on research methods and a module on new technologies
6. ensure as far as possible practical experience or internships

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Study Programme Compliance

I. Findings

This programme has robust policies to support students and monitor their progress. The programme provides for student mobility and offers scholarships. There is support for e-learning.

II. Analysis

The programme demonstrates strengths in its approach to student support, progression, e-learning, recognition of studies, and certification. The ECTS credits are equally distributed among the modules. The opportunities for international mobility and participation in conferences and workshops are commendable. There is no information about the admission and selection criteria and process (the A11 document on the University regulations regarding PGTs is generic). This policy should include information about required grades, disciplines, professional experience, interviews and so on. There is also no specific information about data retention and handling which is important since this is an online programme. As stated in relation to principle 2, a general course on research methods will be necessary in particular with regard to dissertation which is research based and needs to be interdisciplinary. There is also need for a course on new technologies since the programme requires knowledge of new technologies. These courses will help bridge any knowledge and skills gaps among students and help students attain the objectives of the programme. Practical experience is also important.

III. Conclusions

The programme has established a robust framework to address student support, progression, recognition of studies, and certification. However, there is no programme-specific policy on admissions.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Adopt and publicise admission criteria and selection methods.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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.

Study Programme Compliance

I. Findings

The PSP “Local History, Culture and Protection of Architectural Heritage: Interdisciplinary Approaches and Digital Applications”, Department of Architectural Engineering and Department of History and Ethnology of the Democritus University of Thrace.

The Programme has a Teaching Staff of 58 members.

There are 3 categories of employment relationship they belong: 1. University personnel salaries (Αμοιβές Πανεπιστημιακών/Αμοιβές Έμμισθου Προσωπικού), 2. Salaries of Faculty Members of other Higher Education Institutions (Αμοιβές Πανεπιστημιακών/ Αμοιβές Μελών ΔΕΠ άλλων Α.Ε.Ι.) and 3. Third Party Salaries (Αμοιβές Τρίτων/Σύμβαση Έργου).

According to DUTH’s Special Accounts for Research Funds (ELKE)’s document “Funding and Management Guide (December 2023)”:

1st and 2nd categories include the additional payment received by members of the staff of the DUTH for additional work not included in the regular salary of the faculty members of other higher education institutions. 3rd category: Third party payment with project assignment contract. This category includes payment received by third parties - non-members staff of the DUTH, as well as employees of other Higher Education Institutions and research centres or public bodies.

Before the beginning of each academic year, the Coordinator Board (Σ.Ε.) of the Interdepartmental Programme of Post-Graduate Studies (D.P.M.S.) assigns teaching work and

appoints as responsible/coordinators Professors for each course. The supervisors/coordinators will assess the needs of each course and draw up course plans and a list of recommended teachers for each teaching unit. The Coordinator Board reviews the outlines and recommends to the Board of Post- Graduate Studies (Ε.Π.Σ.) the assignment of teaching tasks to additional teaching staff. The Board of Post-Graduate Studies, taking into account the research- scientific and independent teaching work, as well as the professional work of the teaching candidates and available evaluations of each lecturer by undergraduate and postgraduate students, decides whether to invite the proposed lecturers or to reject some of them.

Procedures for the selection of adjunct/ assistant faculty members (επιλογή μελών επικουρικού διδακτικού προσωπικού) are as follows:

After the Coordinator Board of the Programme of Post-Graduate Studies' recommendation, an invitation is issued to the doctoral candidates of the faculty. The applications are submitted to the Secretariat of the Department and are examined by the Coordinator Board, which makes a recommendation to the Department's Assembly, which decides on the assignment of the teaching assistantship.

At the University functions the Centre of Teaching and Learning/ (<https://ctl.duth.gr/>). Its goal is to promote and create a community of learning, innovation, and continuous improvement of teaching at the DUTH. The Centre supports faculty members and lecturers into exchanging views and creating good practices of learning and teaching, to record their needs, to reflect, to develop modern and effective educational actions, including the use of ICT in the teaching of university courses. The Centre supports teachers and informs them about the use of New Information and Communication Technologies. The Centre enhances initiatives and synergies with other corresponding structures of higher education institutions, institutes or bodies with similar activities operating in Greece or abroad.

The PSP "Local History, Culture and Protection..." offers totally 14? (in the reality there are 12) courses, from which it is compulsory to complete successfully 6 (3 in the 1st and 3 in the 2nd Semesters, with the 60 ECTS). In the 3rd Semester there is a possibility either to compose the post-graduate thesis (with the 30 ECTS), or to choose 3 additional courses. It means that there are 2 possibilities, and each student can choose between them: either 9 courses (with the 90 ECTS) without composing the MA thesis, or to choose 6 courses and to compose the MA thesis (with the same 90 ECTS).

Per course consists of 30 hours of synchronous and 9 hours of asynchronous teaching. In total the PSP includes 76.92% of synchronous and 23.08% of asynchronous teaching.

In the 1st Semester there are 2 compulsory and 6 elective courses. In the 2nd Semester there are 3 compulsory courses. In the 3rd Semester for those who prefer to choose 3 courses there are 1 compulsory and 6 the same elective courses offered in the 1st Semester.

The staff is encouraged to participate in the Erasmus+ Mobility Programmes, which enables them to make short-term visits to the Universities with which the DUTH collaborates.

Among good practices of encouraging the teaching staff is a special Award for Excellent teaching. The award (a plaque and a diploma) is awarded annually by the Rector of the DUTH at public ceremony held during the celebration of the Three Hierarchs (January 30th).

The teaching work of the PSP is divided into:

- ✓ Lectures/Seminars
- ✓ Preparation of assignments and support of students in their carrying out of them.
- ✓ Correction of assignments and personalized feedback to each student.

Both Departments involved in the PSP organize and participate in scientific workshops, presentations, and other research activities inside and outside Greece.

The evaluation by the students is done by filling out a questionnaire, online; the electronic system fully ensures the anonymity of participants. For evaluation of the teaching staff, the main axes are:

- ✓ Teacher's skills,
- ✓ the quality of teaching,
- ✓ the quality of the course.

The DUTH follows quality assurance processes for all staff members including processes focused on the educational material, in the material and technical infrastructure and in the administrative services.

II. Analysis

The EEAP reviewed all documents submitted electronically, including all updated documents and presentations offered during the interviews, and took into consideration the discussions with staff about the processes of staff recruitment, workload, and the supporting system in place for the advancement of the scientific work of the academic staff. It also took into consideration discussions with employers and other stakeholders regarding the link between teaching and research. The DUTH provides staff with a supportive environment that promotes the advancement of their scientific work. It applies fair and transparent processes for the recruitment and development of the teaching staff. Collaboration between two different departments of the DUTH within this PSP is constructive and effective.

III. Conclusions

The EEAP members confirmed through their review of the applicable documents that the DUTH has adopted all the relevant rules and has taken all appropriate measures to monitor the adequacy of the teaching staff in the academic unit of the Programme, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, and the staff development policy.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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.

Study Programme Compliance

I. Findings

This postgraduate programme is interdepartmental and is co-organised by the Department of History and Ethnology of the School of Classical and Humanistic Studies and the Department of Architectural Engineering of the Faculty of Engineering. The programme is offered remotely and is available in Greek only.

23.08 % of the courses will be delivered asynchronously. The instruction will be provided through MS Teams, and the department has an on-line secretariat for the convenience of the students.

II. Analysis

Both departments have libraries with a sufficient number of documents and interlibrary loan facilities, which could facilitate the borrowing of documents by students. In addition, they have access through Heal-Link to a large number of books and articles in the international literature, as well as with the free available repositories such as Academia or by using E-class, which has the possibility of hosting files of different formats (Pdf, Video, PPT, etc). However,

they do not have their own electronic library. The representatives of the department informed that they have electronic files related to the master's degree in the departmental laboratories, which exceed 600GB and which will be available to students according to their needs. In addition, the department employs 17 people in the IT department, who will deal with technical difficulties that may arise.

Both of the cooperating departments have specially designed classrooms with the appropriate technical equipment for the execution of online teaching, as they have already used them in the past for the same purpose. In addition, the Department of History and Ethnology has secured funding to further equip its laboratories with the necessary material and technical infrastructure.

58 teachers are expected to be employed in educational work in order to cover the 14 courses offered, with a workload of 0.15 to 3 hours per week. Most of them have a considerable amount of writing activity. The number is considered sufficient, as the total number of students in both subjects will not exceed 70. It should be noted that students are required to attend a total of 6 courses out of 14 or 9 if they choose not to write a thesis. Moreover, they can evaluate lecturers by completing anonymous questionnaires.

Students are required to pay a tuition fee of €1900 to participate in the programme. However, it is not stated whether the payment of the fees will be a one-off payment or in instalments. This money will be used to cover the salaries of teachers and administrators, travel needs when they arise, maintenance of equipment and the purchase of new equipment and new tools to facilitate the educational process, while a symbolic amount is expected to be given as a scholarship. In addition, some of the stakeholders have ensured their intention to provide a scholarship to the students.

An Academic Advisor is assigned to each student, who is randomly selected. Through them, the students can be informed about their studies, about the next step in their career, get help with personal issues that may be appeared as an obstacle to their studies and even be informed about the services offered by the department to students. In addition, in collaboration with the Student Advocate, they guide the student through the complaint process when there is student dissatisfaction with the quality of services provided by the department.

Students also have access to Erasmus+, which offers students the opportunity to do a short internship or study abroad. Through this programme, students have access to 12 universities in Europe and the Balkans.

As the programme website is not yet published, information about services and benefits is only available on the department's website. However, about the present programme there is no trace of it on the internet yet.

III. Conclusions

The programme is substantially compliant to the HAHE Principles regarding the learning resources and the students' support.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The construction of an Online Library would ease the bibliographic research of students.
- There is not yet a postgraduate site.
- The syllabus does not state that the thesis omission requires an academic paper in addition to the additional courses.
- Faculty members have secretarial duties due to lack of the necessary administrative staff.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- the entailed students' workload for the progression and completion of postgraduate studies*
- the satisfaction of the students' expectations and needs in relation to the programme*
- the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Study Programme Compliance

I. Findings

The evaluation of the educational process by students of all levels is carried out on a semesterly basis during the teaching period. The process of electronic evaluation of the teaching work is carried out, in total for all the courses of the current semester, exclusively by the members of the Department's Quality Assurance Unit. The questionnaire completed by the students includes three groups of questions concerning (i) the competences of the lecturer, (ii) the quality of teaching and (iii) the quality of the course.

At the end of the academic year the steering committee evaluates: a. the proposals of the lecturers, b. the completeness of the entire dossier of each course of the PSP (outlines, learning outcomes, educational material posted in DUTHNET eClass or on the departmental website), c. the volume of work and the progress of the students' studies, d. the general learning environment provided by the specific IPSP. The steering committee works with the

internal evaluation team to ensure a fruitful process of adjusting, reassessing and updating the course syllabus in accordance with the data emerging from the evaluation. With the discussion and input of all stakeholders, any adjustments or revisions deemed necessary are formulated and decided upon.

The members of the Internal Evaluation Team shall communicate the semi-annual evaluations to the Steering Board. The Steering Board shall communicate the evaluations to each lecturer. The lecturers, after taking into account: a. current scientific and research developments in their field of knowledge, b. the evaluation of the questionnaires by the students, c. and the contents of PSP, submit to the steering committee proposals for the improvement of the teaching work. These proposals shall include a. suggestions for changes or reformulations of the courses that concern them. b. issues of coordination between different courses to improve synergies.

II. Analysis

The EEAP believes that the PSP has adopted mutually agreed procedures concerning the implementation of the curriculum and quality indicators of the entire PSP and will focus on data collected through a common evaluation form in all departments. With regard to the University, the PSP will be regularly internally reviewed and revised with the participation of students and faculty members. The information collected will be analysed, and the PSP may be modified according to the internal and external evaluation data.

III. Conclusions

The EEAP members confirmed through their review of the relevant documents that the Department have in place the competent bodies and mechanisms to regularly review essential aspects of the PSP. These aspects concern the objectives, the content, and the structure of the curriculum, the knowledge offered, and the level of science and technology in the subject, to ensure the modern nature of the PSP.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

1. The PSP is clearly an innovative post-graduate programme and uniquely combines two areas that are not traditionally connected.
2. The programme has a robust Quality Assurance Policy (QAP) that ensures systematic monitoring and evaluation. The QAP structure provides directions for improvement, which are considered necessary for further action.
3. Stakeholders contribute significantly to implementing strategic goals and processes.
4. There is a capable framework in place addressing matters related to student support, progression, recognition of studies, and certification.
5. The University and by extension the programme have ample learning resources available as well as the necessary digital tools for implementation.
6. The two Departments have in place the competent bodies and mechanisms for overseeing and reviewing the PSP's objectives, content, and the structure of the curriculum.

II. Areas of Weakness

1. The PSP lacks measurable indicators to assess goal attainment.
2. Grade assessment is insufficiently transparent.
3. External stakeholders are insufficiently integrated in the design and delivery of the PSP.
4. There are no mechanisms to update content and link it to evolving market needs.
5. There are no transparent and publicized admission criteria and methods.
6. There is no Online Library to aid bibliographic research of post-graduate students and no postgraduate site.
7. No mention is made that omitting a thesis requires an academic paper in addition to the additional courses.
8. The assumption of secretarial duties by faculty members and the lack of the necessary administrative staff.

III. Recommendations for Follow-up Actions

1. 1: The PSP should introduce clearer and measurable indicators for future goal attainment
2. It should develop and publicize grade descriptors to make assessment more transparent.
3. The PSP should integrate external stakeholders in its design, delivery and revision.
4. There should be a mechanism in order to ensure that content is updated and linked to market needs.
5. It should consider offering a module on research methods and a module on new technologies.

6. Further efforts should be undertaken in order to ensure practical experience or internships to the extent possible.
7. The PSP should adopt and publicise admission criteria and selection methods.
8. The construction of an Online Library could help the bibliographic research of students.
9. Once the PSP is running, a postgraduate site should be developed.
10. It is important to clearly state in the PSP that the thesis omission requires an academic paper in addition to the additional courses. Incoming students should be informed about it in advance.
11. Efforts should be undertaken in order to fill the necessary administrative staff positions in order to alleviate faculty members from excessive workload.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1,4,6**

The Principles where substantial compliance has been achieved are: **2,3,5**

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

- 1. Assoc. Prof. Victor Roudometof (Chair)**
- 2. Prof. Dimitris Michailakis**
- 3. Assoc. Prof. Eka Tchoidze**
- 4. Prof. Nicholas Tsagourias**
- 5. Mr. Dimosthenis Kostakis**