ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report
for the Undergraduate Study Programme of:

History and Archaeology
Institution: Aristotle University of Thessaloniki
Date: 10 April 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **History and Archaeology** 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 Undergraduate Study Programme of **History and Archaeology** of the **Aristotle University of Thessaloniki** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Emeritus Paolo Odorico** (Chair)
   Ecole des Hautes Etudes en Sciences Sociales – Paris, France

2. **Prof. Christy Constantakopoulou**
   Birkbeck College, University of London, United Kingdom

3. **Assoc. Prof. Evangelos Kyriakidis**
   University of Kent, Canterbury, United Kingdom,
   and Heritage Management Organisation

4. **Dr. Stavros Lazaris**
    CNRS, UMR Orient & Méditerranée, Paris, France

II.   Review Procedure and Documentation

We received the relevant documentation submitted by the Department in good time before the meetings and the virtual site visit were scheduled. The Department submitted a comprehensive and informative proposal for accreditation. We noted that the Department responded to criticisms and feedback provided during the previous accreditation process which took place in 2014. In addition to the proposal for accreditation, the Department and the University's Quality Assurance Unit (ΜΟΔΙΠ) submitted additional relevant documentation, such as the new Undergraduate Study Guide for 2020-21, a description of modules which run in the period 2015-19, and the statistical data relevant to the accreditation process. We would like to note that the statistical data provided by the MODIP team were not easy to navigate for non-experts.

During our visit, the Department and the MODIP team provided promptly all additional documentation that we requested, in a spirit of great collaboration.

The members of the External Evaluation & Accreditation Panel (EEAP) met for an initial distribution of workloads on the morning of the first day of our visit, which was Monday the 5th of April 2021.

Our site visit took place on Monday the 5th of April and Tuesday the 6th of April 2021. As a result of the COVID pandemic, all meetings were held virtually via Zoom. An outline of the timetable of meetings during these two days is as follows:

Monday, 5th April 2021: During the first day of our visit, we held a number of meetings with the Vice Rector of the University and President of MODIP, the Internal Evaluation Group (OMEA) of the Department, and some staff members of the Department. The members of the EEAP met at the end of the day for a short meeting of reflection and organisation of priorities for the following day.

Tuesday, 6th April 2021: During the second day of our visit, we had meetings with current students of the Department, and with members involved in the teaching and support of students (such administrative staff members, members involved in the running of the museums and the libraries of the Department etc). We were sent a video with the virtual tour of the campus, including classrooms, lecture halls, libraries etc. We also held meetings with programme graduates, with external partners of the Department. We held an additional meeting with the Department's Internal Evaluation Group (OMEA) and representatives of the University's Quality Assurance Unit (ΜΟΔΙΠ). The site visit ended with a closure meeting chaired by the Vice-Rector.

III.   Study Programme Profile

The Undergraduate Programme of Study was established in 1984 when the Department of History and Archaeology became an independent Department within the School of Philosophy of the Aristotle University of Thessaloniki. The Department has four sections (τομείς): the section of Ancient Greek, Roman, Byzantine and Medieval History; the section of Modern and Contemporary History, Folklore Studies, and Social Anthropology; the section of Archaeology and History of Ancient and Byzantine Art and Culture; and the section of History of Art.

The programme of study aims to provide a comprehensive education to its graduates in both fields (History and Archaeology), and to provide opportunities for further specialisation through the optional modules included in the syllabus. The duration of studies is 4 years for a BA in History and Archaeology.

The Department proceeded to reform its Undergraduate programme of study during the period under consideration. This resulted to a new programme of study, which was introduced for the first time in the academic year 2020/21. The Department currently caters for students who are under both programmes of study, the old one, and the new one with first year students only.

According to the requirements of the new programme of study, introduced in 2020/21, students need to pass a total of 240 ECTS. Each module has a different ECTS value, related to its role. Compulsory 'general' modules (Υποχρεωτικά μαθήματα κορμού) are 5 ECTS each, compulsory 'disciplinary' modules (Υποχρεωτικά Ειδίκευσης) 6 ECTS, compulsory and optional modules of the History or Archaeology route (Υποχρεωτικά Επιλογής και Ελεύθερης Επιλογής) 6 ECTS, modules related to Philology are worth 7 ECTS, while compulsory Special modules of the History or Archaeology route (Υποχρεωτικά Ειδίκευσης Φροντιστήρια και τα μαθήματα Θεματικής Ενότητας) are worth 7 ECTS. Students have to pass a total of 42 modules in order to graduate.

Students need to take 10 compulsory 'general' modules, 2 Philology modules, 12 compulsory 'disciplinary' modules, 2 compulsory Special modules of the History or Archaeology route, 2 compulsory 'disciplinary' modules, 13 compulsory modules of the History or Archaeology route, and one free optional module. Students take the compulsory 'general' modules and the Philology modules in the first year of their study. They then progress in years 2, 3, and 4 to more specialised modules, according to the route they choose (History or Archaeology). There is a clear progression between general modules and more specialised modules. Students also take Special modules (φροντιστηριακά μαθήματα) in the specialization route they choose in their final years. Students have the opportunity to participate in several university archaeological excavations, either for credit or for gaining experience in the field. They also have the opportunity to take an internship (Πρακτική άσκηση).

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme Compliance

We have seen an adequate amount of materials provided by the Internal Evaluation Group (OMEA) and the University's QA Unit (MODIP) to say that the Department has thought about all aspects of quality assurance.

The Department has indeed followed the University's Quality Assurance regulations and has responded to them in detail. The members of the Department that we interviewed seem to be participating in the processes for the implementation and improvement of Quality Assurance policies.

With only a few minor exceptions the Department closely monitored all quality assurance regulations.

Specifically:

- The Department fully revamped its own curriculum (which has not yet been fully tested as it was launched in this academic year) in response to the previous review's comments that seems to address a number of issues that have been pointed out previously. Moreover, the Department is currently reviewing the success of the new curriculum and will be making amends. It is worth noting that the Department proceeded to ask its alumni to provide feedback about the overall structure of the degree and their student experience, which is commendable.

- According to the devised strategy of the Department, specific learning outcomes have been highlighted as important for the undergraduate programme and a new curriculum has been designed around them.

- A great improvement has been achieved from previous years in ensuring that students write several long form essays in the second half of their studies. This improves the assessment of student progress and the effectiveness of teaching. Moreover, the Department has devised multiple avenues for student feedback during and after their graduation.

- Teaching staff are well qualified and teach areas of their expertise.

- The notable research outputs and funding success of the Department has a very positive outcome for the quality of teaching as members of staff teach in their areas of their expertise and provide additional opportunities to their students.

- The remarkable number of university archaeological excavations by current staff or emeriti provide a very fertile ground in the linking between teaching and research. The special subjects modules offered to the third and fourth years are research skills oriented and provide a very fertile ground for discussions and research progress.

- History and Archaeology are disciplines that have been much hit by the economic crisis. Some of the alumni verified the very high standard of skills that they have received during their studies. The social partners have also commented on the high quality of the students they work with on an internship basis and consider the opportunities given to the students by the Department as of high quality.

- The quality of the administrative services is quite high and the collections of the libraries of the University and the Department are up-to-date and of high standard. The help of the permanent teaching fellows (EDIP) is invaluable and needs to be integrated more centrally in the planning of the Department.

- Not only does the Department conduct an annual review but also several other types of review of its programmes and conduct. Moreover, recently the staff of the Department

participated in a series of initiatives by students organizing large online meetings regarding the services offered by the Department.

Panel Judgement

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

Panel Recommendations

▪ We encourage the Department to further consider the integration of transferable skills into the learning outcomes of the individual modules and the programme overall.

▪ We suggest that the Department engages in discussions with external and other stakeholders for the development of transferable skills and communicates clearly with the external partners the developments that take place in the programme structure.

▪ We encourage the Department to reconsider the existing imbalance in the number of temporary teaching staff (EDIP) for History of Art and History, in order to improve student access to the existing infrastructure of the Department (such as the section libraries).

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme Compliance

The Department introduced a new structure of their programme of undergraduate study in 2020/21. This was the result of a lengthy process of internal discussion within the Department and as a result of recommendations made during the previous accreditation process, which was completed in 2014. The new programme is a substantial improvement and addresses a number of crucial problems identified in the previous accreditation process. The new programme of study takes into account the institutional strategy, which includes the offer of high-quality education, the continuous improvement of the educational structure and approach of the Department, the need to meet high international standards in the field, and the link between the knowledge acquired and the professional needs that the students must meet when they enter the job market.

The programme of study is discussed regularly in the staff meetings of the Department. We note, however, that student representatives were not involved in the process in an official capacity. We understand that this is the result of the decision by the student body not to send official representatives to the relevant meetings. However, it is regrettable that formal student participation was not achieved during the process of the reformation of the programme of study

in particular and more generally, in all quality assurance processes. It is clear that members of staff have good relations with individual students and that some feedback is taken into account.

We note that the Department has a good working relationship with external partners, including members of staff in Museums, archives and the archaeological Ephoreia. External members regularly give informal feedback related to the improvement of the programme of study and the creation of necessary skills linked with requirements in the job market. It was less clear to us whether such external feedback had a formal place in the process of discussion and creation of the new programme of study.

The new programme of study has created clear pathways for student progression between different levels of study. Students move from general introductory modules in year 1 to more specialised modules in year 2, while they also are free to take compulsory and optional 'special subjects' modules in years 3 and 4. The new programme of study will hopefully address some of the issues related to the relative low graduation rate within the required timeframe of the students in the Department, but as it has been operating only for one year it is difficult to judge whether that will be the case.

The student workload seems appropriate according to the ECTS system, even if we judge it to be rather heavy. The programme of study allows students to have work experience. This is currently an optional route for students. There is clear evidence of the linking of teaching with research. Members of staff normally teach only modules related to their primary research expertise. The offering of special subject modules is also linked with the research expertise of members of staff.

The programme of study offers a comprehensive cover of most subject areas of history and archaeology. However, the recent reduction to members of staff in the Department means that specific areas, such as History of Art, are vastly under-represented in the curriculum.

The student guide is complete and is available on the website. We noted that the new programme structure, as it was presented in the guide, was occasionally difficult to understand. In particular, the structure of the programme for years 3 and 4 was occasionally difficult to comprehend.

Panel Judgement

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

Panel Recommendations

- We urge the Department to think of suitable ways so that the crucial issue of student representation is resolved within the next accreditation period. We suggest that while formal representation may not be achieved, perhaps the Department could explore avenues where informal student representation is achieved, along the lines of recently held open meetings, both virtually and in person, which include both substantial numbers of students and members of staff.

- We encourage the Department to seek to maintain and strengthen valuable relationships between the Department and external members and create a forum where formal feedback can be incorporated in the design and improvement of the undergraduate programme of study. In particular, we encourage the Department to consider ways to further incorporate transferable skills in their curriculum design (e.g., IT, and analytical skills).

- We suggest that the Department considers ways of making the information provided, especially in relation to the structure of the programme, and the naming of the module categories (such as the different level modules), clearer and simpler in the future.

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

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

Study Programme Compliance

The teaching and learning processes offered by the Department are student-oriented, research-based, appropriate for the level of study, and in line with national and international guidelines and expectations. This applies to all areas, including the method of teaching and learning and the patterns of assessment.

The new structure of the undergraduate programme of study offers clear patterns of student development, which includes offering the opportunity for practical exercise and, in the case of Archaeology, the participation in one of the many university excavations, organised by members of the Department, with the valuable contribution of EDIP members of staff. The programme of

study allows students to choose between the two main pathways, History and Archaeology, relatively early on in their second year. Students then have a certain degree of flexibility in choosing optional modules. We applaud the generous provision of optional modules, which cover a great range of disciplinary approaches in the fields of History and Archaeology, but we also note the relatively poor offering in modules related to specific areas, such as, notably, History of Art and Folklore Studies. We understand that this is related to staffing in the Department. We also note that the number of optional modules is relatively low in number in relation to the overall number of modules required for the acquisition of the BA (42 modules required in total, but only 4 taken from the route of History or Archaeology as the main route of study and 2 further from the other discipline).

The modules are offered using different modes of delivery, which are linked to the level of study. The main delivery mode for the introductory modules are lectures, while advanced and optional modules include workshops, seminars and participation in excavation and practical exercise. The Department evaluates the delivery and pedagogical methods of modules through the regular discussion of student evaluation questionnaires and the regular evaluation of assessment results.

Assessment patterns in the programme of study show a degree of diversity, which is again linked to the level of study. The main form of assessment, as is normal in the Greek HE sector, is exams, written and oral. Students are aware of the assessment pattern for each module through the information provided on the website ahead. Special subjects are assessed by written essays and a combination of presentations and other forms of written work. There is therefore in-built diversity in the assessment patterns.

There is a formal procedure of complaints in place, and students are aware of this.

We did not see any clear guidelines addressing the issue of mitigating circumstances that should be taken into account when student assessments are marked.

Students are asked to evaluate their teaching and learning through the use of student questionnaires. Students and staff reported that participation in the process varies, with students in their final years of their study being more active in the process of evaluation. While the percentages of participation in the process are occasionally low, it is clear that such feedback is taken into consideration and discussed in staff meetings.

Panel Judgement

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

Panel Recommendations

- We encourage the Department to continue discussions with students about the structure of the programme and evaluate regularly whether lecturing in large groups is indeed the best way to engage students in the learning process. We recommend that the Department considers the delivery of the compulsory first year modules and thinks about diversifying assessment patters and teaching pedagogy of these modules.

- We would like to recommend the crucial role played by the EDIP members of staff in providing additional support for students in the production of student essay and the development of overall research skills. We recommend that the Department considers the enhancement of support provided by EDIP members of staff, especially in relation to the subject area of History, where the members of the EDIP team are fewer in number.

- We suggest that publicly available guidelines are produced in relation to mitigating circumstances when marking student assessments.

- As the formal re-examination threshold of 85% is, in our view, too high, we recommend that the Department engages in discussions with the appropriate bodies in order for this threshold to be significantly reduced.

- We encourage the Department to continue to actively engage in the student evaluation process, especially in the next couple of years so that further adjustments to the new programme of study and the development of the curriculum can be made, in line with student concerns.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme Compliance

The documentation received by the Department mentions the existence of an annual welcome event, limited to two hours, for incoming students. New students receive information about the function and structure of the Department, the medical (and psychological) facilities, the university library and the (electronic) access to all services. Moreover, they are informed about the programme of study and the organization of the Department when they arrive at the University. In addition, all information is posted on the website. The programme currently admits about 240 students per year. This number is determined by the Ministry of Education, but the Department only asks for 100 students/year.

The Department discusses student progression in their Departmental meetings. They base their discussions on statistical data gathered by the MODIP team. In addition, informal discussion takes place in the sector meetings, which addresses issues of student progression and completion.

Student mobility, especially with the Erasmus programme, is actively promoted by the Department, since the internationalization of students is one of their strategic goals. They have developed numerous agreements with European universities. Mobility programmes allow them to make their expertise more broadly known to the international and, particularly, the European academic community. According to the students, there is excellent support from teachers in this matter. However, the very low budget contribution by the ERASMUS programme for mobility decreases the motivation for mobility. It is undeniable that mobility programmes allow faculty to make their expertise more broadly known to the international and, particularly, the European academic community.

Diploma Supplements are issued to all graduates. The ECTS System is applied across the curriculum. The Study Programme offers the chance to write a thesis (πτυχιακή εργασία) as an optional subject. The requirements for this are clearly described in the Programme Study Guide.

The Department has made available a clear and useful Thesis handbook. The students are fully aware about the possibilities to continue their education at a post-graduate level. The Department runs a very successful doctoral programme that produces high quality research results and has an excellent international reputation.

The Department actively encourages students to engage in the practical aspects of their education through placements/internships.

We note that students strongly appreciate the support they receive regularly from the Department. Students also appreciate the opportunities offered through the placement/internships.

We note that the percentages of successful progression and completion of study are relatively low. This is recognized as an issue by the Department, and it was highlighted accordingly in their report. We understand that the low percentages of completion overall and of completion within 6 years (ν + 2) is the result of many different factors, such as social factors, economic factors, and so on. Low completion rates can also be linked with the great number of students that the Ministry of Education determines to be admitted in the programme of study. Indeed, this is a permanent source of problems and has negative effects on academic life, workloads, and the student experience. We also understand that the Department proceeded to reform the undergraduate curriculum in an effort to address the problem of relative low rates of progression between levels. We are concerned with the low graduation rates and indeed the fall of the total number of graduates (in 2015, the Department had 291 graduates, while in 2019, only 191, which represents a significant drop – number provided in B.10.10).

Panel Judgement

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

Panel Recommendations

- The EEAP recommends the establishment of a day long Welcome Event for incoming students at a University Level, as the programme of study has a particularly complicated structure.

- We recommend that the Department continues to closely monitor the completion and progression rates of students.
- We recommend that the Department considers providing additional support to students, especially in the first years of study, so that progression rates improve.
- We recommend that the Department considers adjusting the delivery of teaching of large modules so that more support is provided to students (for example, large lectures can be supplemented by group discussions in seminar groups).
- We recommend that the Department continues to closely monitor their assessment strategies and pass/fail rates for modules so that they can identify areas where student pass rates are low. We recommend that the Department considers continuing the recent successful (in terms of rates of participation) mode of distant learning and assessment.
- We recommend that the Department considers enhancing the role of the student advisor, by appointing more members of staff in that role, so that students can be supported in their studies.

Principle 5: Teaching Staff

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

> *The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*
>
> - *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
> - *offer opportunities and promote the professional development of the teaching staff;*
> - *encourage scholarly activity to strengthen the link between education and research;*
> - *encourage innovation in teaching methods and the use of new technologies;*
> - *promote the increase of the volume and quality of the research output within the academic unit;*
> - *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
> - *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

The Department has currently 36 members of staff. There is a relatively even division between the three sectors of the Department, with 11 members of staff in the sector of Ancient, Roman, Byzantine and Medieval History, 12 members of staff in the sector of Modern and Contemporary History, Folklore Studies and Social Anthropology, and 13 members of staff in the sector of Archaeology. We note that the sector of History of Art, which is an integral sector of the Department, and one that should contribute substantially to the overall curriculum of the programme of studies has only one member of staff. This creates clear problems for the Department and makes the proper delivery of the syllabus impossible. We understand that this is the result of the chronic under-funding of the university sector, which is a problem that the Department is not alone in facing. The Department also includes 14 members of EDIP staff, 12 of which belong to the sector of Archaeology. We also note that the Department was successful in creating a new position in the field of History of the Pontus.

We note that the Department has suffered disproportionately because of the depletion of academic staff members engaged in teaching, in all areas.

We also note a significant gender disparity in the Department. While overall the members of staff are 55% male and 45% female, out of 11 members of staff who belong to the rank of Full Professor, only 4 are female (or 36%); on the other end of the scale, all 14 members of EDIP staff are female (100%). It is clear that female staff occupy the lower positions of the university hierarchy, while male staff occupy the top positions in the university hierarchy.

All members of staff, including the EDIP members of staff, are actively engaged in research. We note the impressive research publications record by members of staff in their respective areas

and we also note that the Department is very successful in attracting research funding. These initiatives are to be applauded. The regular income of additional research funding through European research projects covers much needed funding concerns, as state funding has substantially diminished over the last decade or so. Staff mobility is also encouraged through the active participation of members of staff in the ERASMUS programmes.

The workload of members of staff is heavy, due to the recent reduction in the number of staff active in the Department. We note that the recent advertisement of a number of jobs in the Department will alleviate some of the more urgent problems. We also note that the EDIP members of staff play an integral role in the delivery of teaching in the Department. This is not restricted in an auxiliary role. Members of the EDIP team, in addition to their research duties, and participation in the excavations (which are linked with specific modules), take care of the various museums of the Department, keep the libraries open for students, offer library support (such as scanning and running the libraries), offer supplementary support in the teaching of specific modules, especially those that require the submission of a research paper by students (the so-called Special Subject modules), but also teach whole modules in specific fields, or offer substantial teaching in modules taught by regular members of staff. We understand that not all teaching by EDIP members of staff is recognized in the workload model adopted by the Department (i.e., the MODIP database).

Teaching staff is regularly evaluated by students through surveys. Such surveys are adequately discussed in the staff meetings and in the discussions in the relevant sectors.

The Department has a strategy for the creation of new positions. The strategy is generic and shows understanding of the urgent staffing needs of the Department. We note that there are currently sectors that are severely depleted: the sector of History of Art has only one active member of staff, while there is only one member of staff engaged in the teaching and research of Social Anthropology. We note that the Department has advertised two positions, in the field of History of Art and in the field of Social Anthropology. We also note that the Department is currently opening up further positions in the fields of Classical Archaeology and Byzantine History. We note that the new positions will hopefully address some of the disciplinary teaching needs of the Department. We would like to note, however, that the description of the new positions is occasionally too restrictive for the kind of needs that the Department is facing right now.

We also note that the Department is making some progress in addressing some of the concerns raised by the previous evaluation committee. The evaluation committee noted in their report in 2014 that the "Department could do more to serve their students' needs and modernize some aspects of their curriculum to align it better with the fields of Archaeology and History internationally". The external stakeholders of the programme of study also noted that further enhancement of technological skills and knowledge related to the job market would be a desideratum. The creation of new jobs should reflect these concerns and should be taken into consideration in any appointment policy adopted by the Department. While it is essential that the core values and disciplines of History and Archaeology are catered for by the Department, the Department should also ensure that it stays in line with international developments in the teaching and research of History and Archaeology through the appointment of relevant members of staff.

Panel Judgement

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

Panel Recommendations

▪ We recommend that the department considers establishing opportunities for professional and research development of the EDIP members of staff, such as participation in conferences.

▪ We would like to encourage the Department to actively engage in a discussion about career progression of female members of staff with an aim to address what is a clear gender discrepancy.

▪ We strongly suggest that all teaching by EDIP members of staff is recorded in the MODIP database and that EDIP members of staff are consulted in advance of the publication of the teaching schedule for the following academic years in all cases. The allocation of EDIP members of staff to relevant modules should take place in consultation with the EDIP members of staff and be delivered in writing by the head of Department or head of sector. As the EDIP members of staff play such a central role in the delivery of such a large number of modules, an ad-hoc, verbal and last-minute arrangement of their teaching responsibilities goes against the spirit of collegiality, transparency, and equitability that we would expect from the Department.

▪ We urge the Department to carefully consider the need to modernize further their curriculum, through the further appointment of members of staff that promote the inclusion of modern approaches and techniques. We encourage the Department to consider as key strategic areas of expansion of their staff expertise the areas of Heritage Management, GIS, Gender Studies and so on.

Principle 6: Learning Resources and Student Support

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

> *Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.*
>
> *When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*
>
> *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

Study Programme Compliance

This is a Department with more than two thousand undergraduate students as well as a great number of postgraduate (MA and PhD students). We acknowledge that difficult task of supporting the students achieved by all members of staff, considering that the Department is severely understaffed. Considerable support is possible through the contribution of the EDIP members of staff who undertake administrative, research support (excavation preparations and teaching), teaching (especially supporting full-time lessons).

The online library resources are adequate. However, they could be enriched (we do understand this has nothing to do with the Department as the library resources are administered centrally). What could be improved is the computer literacy and the training of students to access online resources. The library is one of the best libraries in the country for classics, history and archaeology and the archival materials owned by the Department and other Departments (such as the Philology Department with its Classics, Ancient History, and Byzantine collection) are substantial.

The IT infrastructure received a considerable upgrade in the last few years with new computers and AV equipment in classrooms as well as wireless access to a considerable number of locations in the school building. Moreover, the pandemic enhanced the use of pre-existing online tools and has made several online resources developed previously more useful (such as opencourses.auth.gr, elearning.auth.gr, and digital.lib.auth.gr). Additionally, the pandemic helped create online infrastructure for a better communication and community building among

students (through the FB page of the Department) online pastoral support and online career and health services.

Students have access to the remarkably rich archaeological, historical and art museums/collections in the city of Thessaloniki not only for their research projects but also for paid internships. The internships programme as well as the Erasmus programmes are very actively promoted by the Department offering unique opportunities for students to expand their horizons.

The University has a remarkable array of practical projects, labs (such as the Osteology lab) and excavations that are available to all students. Nine excavations are funded directly or indirectly by the University offering a unique array of opportunities to all students that are pursuing a relevant degree.

We note that there is adequate, yet limited, administrative support that ensures the smooth operation of student services. We are concerned that the current understaffing situation in the Department affects negatively the smooth operation of the libraries that belong to the Department, and particularly those that cater the history collections.

We applaud the Department's efforts for the development of online lessons on digital archaeology.

We note with great satisfaction the creation of a new English language module on the history of the city of Thessaloniki for Erasmus students.

Panel Judgement

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

Panel Recommendations

- We encourage the Department to consider developing a strategy for ensuring that all students are fully equipped with the necessary technical and computer literacy skills.
- We recommend that the Department develops the relevant platforms so that all students have access to online resources for all modules.
- We encourage the Department to both expand the English language modules for the benefit of the visiting students but also to make them available to local students so as to allow them to read and write academic English before graduating.
- We recommend that the Department explores ways to support the operation of the relevant sector libraries, especially those related to the history collections.

Principle 7: Information Management

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

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

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

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

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

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

Study Programme Compliance

Student evaluations are the main tool in measuring the pedagogical performance of the Department. These are based on a standardized questionnaire. The Department maintains a directory of former graduates and alumni with relevant information regarding their career paths (through questionnaires). According to the gathered data, a significant number of graduates are employed in the secondary, and some also in the primary, education sector as well as in the adult education sector. Some pursue careers in academia and in the broader civil service sector. Other graduates have achieved higher positions in state administration. The alumni interviewed were extremely positive about their experience.

The Department has designed and implemented the necessary mechanisms for the collection, management and analysis of the information concerning the undergraduate study programme and related activities. This is done in an integrated, effective and easily accessible manner.

Data related to entrance exams, module questionnaires, feedback from collaborators as well as exit surveys from graduating students are collected and discussed.

Panel Judgement

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

Panel Recommendations

- Student participation in filling the module questionnaires is generally low and this affects statistically the performance indicators. We encourage the Department to continue exploring ways to increase student participation in the evaluation process.
- We recommend that the Department establishes an alumni office which may liaise with alumni and survey alumni in the areas of career progression and student experience. Alternatively, the Department should actively strengthen its collaboration with the central Alumni office of the University.

Principle 8: Public Information

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

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

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

Study Programme Compliance

The Department maintains a comprehensive and regularly updated website that contains a wide variety of information about news, classes, personnel, curriculum, research activities and contact information. The information is well categorized and easily accessed, both in Greek and in English. Student brochures present in a clear fashion the direct correlation between the academic programme and real work opportunities. Moreover, the University maintains a LinkedIn page that has about 5500 members. The Department maintains a Facebook page.

The teaching, learning and assessment procedures used by the Department are all explicitly presented on the website as are the reports of all past external and internal evaluations.

The Department has made available online its Policy for Quality Assurance.

We are satisfied that the online material provided is clear, accurate, objective, up-to date and readily accessible.

Panel Judgement

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

Panel Recommendations

We recommend that the Department further increases its efforts to advertise its activities and accomplishments in its website. This may help the Department expand its appeal in the local and wider community, including alumni, students in other universities, high school students, and other external partners.

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

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

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

The above comprise the evaluation of:

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

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

Study Programme Compliance

The Department is following good practice at all levels of quality assurance. There are appropriate procedures followed by the internal evaluation group in good collaboration with the University Quality Assurance Unit (ΜΟΔΙΠ).

The Department regularly discusses in all appropriate levels (Department and individual sections) processes related to quality assurance with self-reflection.

We applaud the Department's efforts in successfully restructuring their undergraduate programme of study in a relatively short timeframe and in a period when staff members were drastically reduced.

Panel Judgement

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

Panel Recommendations

None

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

Study Programme Compliance

The Department was subject to an external evaluation under the Quality Assurance and Accreditation Agency in 2014 which looked through all programmes, undergraduate and postgraduate. There were some strong recommendations of that evaluation that the Department has taken very seriously.

The Department has responded to most of the external evaluation recommendations and most prominently by entirely revamping the curriculum. A long time has passed since the previous evaluation but also a lot has been achieved. Despite the severe dearth of new positions and the serious understaffing of the Department, which caused problems for parts of the curriculum and especially in the fields of classical archaeology and the history of art, the Department managed to respond to the previous evaluation's concerns.

Panel Judgement

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

Panel Recommendations

We recommend that the Department considers adopting measures to further strengthen its international profile.

PART C: CONCLUSIONS

I.   Features of Good Practice

The Department is following good and appropriate practice at all levels of quality assurance, following the University's Quality Assurance regulations, making also available online its policy for Quality Assurance. It has responded to most of the external evaluation recommendations of 2014 and most prominently by entirely revamping its own curriculum. The new structure of the undergraduate programme of study offers clear patterns of student development, which includes offering the opportunity for practical exercise.

The documentation received by the Department mentions the existence of an annual welcome event for incoming students.

The teaching and learning processes offered by the Department are student-oriented, research-based, appropriate for the level of study, and in line with national and international guidelines and expectations. It exists a provision of optional modules, which cover a great range of disciplinary approaches in the fields of History and Archaeology, but we also note the relatively poor offering in modules related to specific areas, such as, notably, History of Art and Folklore Studies. The University has a remarkable array of practical projects, labs and excavations that are available to all students. The Department actively encourages students to engage in the practical aspects of their education through placements/internships. The programme of study allows students to have work experience.

The ECTS System is applied across the curriculum. The students are fully aware about the possibilities to continue their education at a post-graduate level.   The remarkable number of university archaeological excavations provide a very fertile ground in the linking between teaching and research. All members of staff, including the EDIP members of staff, are actively engaged in research. The Department is very successful in attracting research funding.

The Department has designed and implemented the necessary mechanisms for the collection, management and analysis of the information concerning the undergraduate study programme and related activities. The Department evaluates the delivery and pedagogical methods of modules through the regular discussion of student evaluation questionnaires and the regular evaluation of assessment results. Student evaluations, based on a standardized questionnaire, are the main tool in measuring the pedagogical performance of the Department.

The Department maintains a comprehensive and regularly updated website. Student brochures present in a clear fashion the direct correlation between the academic programme and real work opportunities.

The Department has a good working relationship with external partners, who regularly give informal feedback related to the improvement of the programme of study. The Department actively promotes student mobility, especially with the Erasmus programme.

II.   Areas of Weakness

The Department introduced a new structure of their programme of undergraduate study in 2020/21, but student representatives were not involved in the process in an official capacity, as result of the decision of the student body. The student workload seems to be rather heavy.

The recent reduction to members of staff in the Department means that specific areas, such as History of Art, are vastly under-represented in the curriculum.

The new programme structure presented in the student guide is occasionally difficult to understand, in particular the structure of the programme for years 3 and 4. The annual welcome event for incoming students is limited only to two hours.

 The percentages of successful progression and completion of study are relatively low.

There is a significant gender disparity in the Department : the members of staff are 55% male and 45% female, but only 36% are female belonging to the rank of Full Professor; on the other end of the scale, all 14 members of EDIP staff are female (100%). It is clear that female staff occupy the lower positions of the university hierarchy, while male staff occupy the top positions in the university hierarchy.

The EDIP members of staff play an integral role in the delivery of teaching in the Department. This is not restricted in an auxiliary role. Despite their huge activity, the Department does not recognize fully all teaching by EDIP members of staff in the MODIP database.

The Department has a strategy for the creation of new positions, but there are currently sectors that are severely depleted. The description of the new positions has been on occasion too restrictive for the kind of needs that the Department is facing right now.

Further enhancement of technological skills and knowledge related to the job market is still a desideratum. The creation of new jobs should reflect these concerns and should be taken into consideration in any appointment policy adopted by the Department.

III.   Recommendations for Follow-up Actions

We encourage the Department to further consider the integration of transferable skills into the learning outcomes of the individual modules and the programme overall.

We suggest that the Department engages in discussions with external and other stakeholders for the development of transferable skills and communicates clearly with the external partners the developments that take place in the programme structure.

We encourage the Department to reconsider the existing imbalance in the number of temporary teaching staff (EDIP) for History of Art and History, in order to improve student access to the existing infrastructure of the Department (such as the section libraries).

We did not see any clear guidelines addressing the issue of mitigating circumstances that should be taken into account when student assessments are marked. . We suggest that publicly available guidelines are produced in relation to mitigating circumstances when marking student assessments.

We encourage the Department to continue discussions with students about the structure of the programme and evaluate regularly whether lecturing in large groups is indeed the best way to engage students in the learning process. We recommend that the Department considers the delivery of the compulsory first year modules and thinks about diversifying assessment patters and teaching pedagogy of these modules.

We would like to recommend the crucial role played by the EDIP members of staff in providing additional support for students in the production of student essay and the development of overall research skills. We recommend that the Department considers the enhancement of support provided by EDIP members of staff, especially in relation to the subject area of History, where the members of the EDIP team are fewer in number.

As the formal re-examination threshold of 85% is, in our view, too high, we recommend that the Department engages in discussions with the appropriate bodies in order for this threshold to be significantly reduced.

We encourage the Department to continue to actively engage in the student evaluation process, especially in the next couple of years so that further adjustments to the new programme of study and the development of the curriculum can be made, in line with student concerns.
We encourage the Department to consider developing a strategy for ensuring that all students are fully equipped with the necessary technical and computer literacy skills.
We recommend that the Department develops the relevant platforms so that all students have access to online resources for all modules.
We encourage the Department to both expand the English language modules for the benefit of the visiting students but also to make them available to local students so as to allow them to read and write academic English before graduating.

We recommend that the Department explores ways to support the operation of the relevant sector libraries, especially those related to the history collections.
Student participation in filling the module questionnaires is generally low and this affects statistically the performance indicators. We encourage the Department to continue exploring ways to increase student participation in the evaluation process.

We recommend that the Department establishes an alumni office which may liaise with alumni and survey alumni in the areas of career progression and student experience. Alternatively, the Department should actively strengthen its collaboration with the central Alumni office of the University.

We recommend that the Department further increases its efforts to advertise its activities and accomplishments in its website. This may help the Department expand its appeal in the local and wider community, including alumni, students in other universities, high school students, and other external partners.

We recommend that the Department considers adopting measures to further strengthen its international profile.

We urge the Department to think of suitable ways so that the crucial issue of student representation is resolved within the next accreditation period. We suggest that while formal representation may not be achieved, perhaps the Department could explore avenues where informal student representation is achieved, along the lines of recently held open meetings, both virtually and in person, which include both substantial numbers of students and members of staff.

We encourage the Department to seek to maintain and strengthen valuable relationships between the Department and external members and create a forum where formal feedback can be incorporated in the design and improvement of the undergraduate programme of study. In particular, we encourage the Department to consider ways to further incorporate transferable skills in their curriculum design (e.g., IT, and analytical skills).

We suggest that the Department considers ways of making the information provided, especially in relation to the structure of the programme, and the naming of the module categories (such as the different level modules), clearer and simpler in the future.

The EEAP recommends the establishment of a day long Welcome Event for incoming students at a University Level, as the programme of study has a particularly complicated structure.

We recommend that the Department continues to closely monitor the completion and progression rates of students.

We recommend that the Department considers providing additional support to students, especially in the first years of study, so that progression rates improve.

We recommend that the Department considers adjusting the delivery of teaching of large modules so that more support is provided to students (for example, large lectures can be supplemented by group discussions in seminar groups).

We recommend that the Department continues to closely monitor their assessment strategies and pass/fail rates for modules so that they can identify areas where student pass rates are low.

We recommend that the Department considers continuing the recent successful (in terms of rates of participation) mode of distant learning and assessment.

We recommend that the Department considers enhancing the role of the student advisor, by appointing more members of staff in that role, so that students can be supported in their studies.

We recommend that the department considers establishing opportunities for professional and research development of the EDIP members of staff, such as participation in conferences.

We would like to encourage the Department to actively engage in a discussion about career progression of female members of staff with an aim to address what is a clear gender discrepancy.

We strongly suggest that all teaching by EDIP members of staff is recorded in the MODIP database and that EDIP members of staff are consulted in advance of the publication of the teaching schedule for the following academic years in all cases. The allocation of EDIP members of staff to relevant modules should take place in consultation with the EDIP members of staff and be delivered in writing by the head of Department or head of sector. As the EDIP members of staff play such a central role in the delivery of such a large number of modules, an ad-hoc, verbal and last-minute arrangement of their teaching responsibilities goes against the spirit of collegiality, transparency, and equitability that we would expect from the Department.

We urge the Department to carefully consider the need to modernize further their curriculum, through the further appointment of members of staff that promote the inclusion of modern approaches and techniques. We encourage the Department to consider as key strategic areas of expansion of their staff expertise the areas of Heritage Management, GIS, Gender Studies and so on.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **2, 4, and 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   **Signature**

1. **Prof. Emeritus Paolo Odorico** (Chair)
   Ecole des Hautes Etudes en Sciences Sociales – Paris, France

2. **Prof. Christy Constantakopoulou**
   Birkbeck College, University of London, United Kingdom

3. **Assoc. Prof. Evangelos Kyriakidis**
   University of Kent, Canterbury, United Kingdom,
   and Heritage Management Organisation

4. **Dr. Stavros Lazaris**
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