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HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης
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for Higher Education

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Accreditation Report

for the Postgraduate Study Programme of:

MA in the Classical Archaeology and the Ancient History of Macedonia

Department: Humanities, Social Sciences and Economics

Institution: International Hellenic University

Date: 24/11/2024



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



NOTES

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Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **MA in the Classical Archaeology
and the Ancient History of Macedonia** of the **International Hellenic
University** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of MA in the Classical Archaeology and the Ancient History of Macedonia of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. JOSEPH JOSEPH (Chair)
(Title, Name, Surname)
University of Cyprus (Πανεπιστήμιο Κύπρου)
(Institution of origin)
2. Antoniou Maria
(Title, Name, Surname)
Pace University
(Institution of origin)
3. Chatzikonstantinou Ioannis
(Title, Name, Surname)
Aristotle University of Thessaloniki
(Institution of origin)
4. Christophilopoulou Anastasia
(Title, Name, Surname)
The Fitzwilliam Museum University of Cambridge
(Institution of origin)
5. LAZARIS STAVROS
(Title, Name, Surname)
UMR Orient & Méditerranée (Paris)
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

In reviewing the Postgraduate Study Programme (PSP) of The Classical Archaeology and the Ancient History of Macedonia of the International Hellenic University, the objectives of the External Evaluation and Accreditation Panel (EEAP, hereafter the “Panel”), as described in the “Guidelines for the Members of the EEAP”, are, among others:

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

Following a well-prepared schedule provided by the Hellenic Authority for Higher Education (HAHE), the Panel held several separate interactive online virtual meetings and visits using the Zoom platform.

On Monday, 11/11/2024, the following virtual meetings took place:

- with the Head of the Department, the Director of the Programme, members of MODIP, OMEA, the Steering Committee and staff
- presentation and on-line tour of classrooms, lecture halls, libraries, electronic platforms, digital tools and other facilities related to the Programme. The on-line tour was followed by a discussion about the facilities in which teaching and administrative staff participated.

On Tuesday 12/11/2024, the following virtual meetings took place:

- with teaching staff of the Programme
- with current students of the Programme
- with graduates who have successfully completed the Programme
- with employers and social partners of the private and the public sector
- with the Head of the Department, the Director of the Programme, members and staff of MODIP, OMEA and the Steering Committee.

During the above virtual meetings, the Panel had the opportunity to meet, talk, and interact with all the participants at all meetings. All the participants were encouraged to express their views and they did so. It is worth pointing out that the students were especially encouraged

to 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, informative 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, some additional clarifications were provided, and the Panel made an informal presentation of some initial key findings.

The Panel also had several private online Zoom meetings throughout the review period (11/11/2024 – 16/11/2024) for deliberations, drafting and approval of the Report. The Panel wishes to express its thanks to HAHE for its overall support, especially for providing documentation and creating and securing the possibility for 24-hour Zoom meetings.

The internal evaluation report and other extensive material were made available to the Panel electronically in advance through HAHE. More information and material were made available during the meetings. The Institution and the Department worked diligently in preparing the internal evaluation report and other relevant materials, as well as in organizing and hosting the virtual meetings. It is the feeling of the Panel that the Institution and the Department have performed an excellent job throughout the internal evaluation process and the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. The Panel wishes to express its thanks and appreciation to the Department and the University administration for their co-operation and professionalism.

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

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

This is a three-semester full-time Master's Programme taught exclusively in English. It is also offered in part-time mode. It is one of two postgraduate programmes offered by the University Center of International Programmes of Studies (UCIPS) of the International Hellenic University (IHU). IHU was founded in 2005 as the first Greek public University where all postgraduate programmes are taught exclusively in English. It is based in Thessaloniki with regional campuses in Serres, Aikaterini and Kilkis. UCIPS was established in 2019 and is based in Thermi, a suburb of Thessaloniki. The Programme started in 2015 and offers courses which are consistent with its research-oriented nature and the Department's and the University's overall objectives. Basically, it aims to provide a thorough understanding of the theory, methodology, techniques, and analytical tools of historical and archaeological research with emphasis on ancient Macedonia from prehistoric times until late antiquity. Students have the opportunity to focus on their special interests and write an original thesis making use of the knowledge and research skills acquired during the courses. Graduates are expected to acquire critical and analytical skills and become competitive professionals in their field of expertise. The Programme maintains an international character by facilitating cross-border academic and scientific cooperation with other departments and institutions. There are tuition fees, which currently are €2500 payable in instalments. Some scholarships are available. For the completion of the Programme 90 ECTS are required, which are equally distributed in three semesters (30 for each semester). There are compulsory and elective courses. During the third semester, students are required to write and submit a thesis which counts for 30 ECTS. The thesis is written in English. The Programme is supported by the academic staff of the Department as well as academics from other Departments and other Institutions in Greece and abroad. All teaching staff are Ph.D. holders who are active scholars and researchers in their fields.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

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

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

A Quality Assurance Policy has been approved by the School of Humanities, Social Sciences and Economics of the University Centre of International Programmes of Studies of the International Hellenic University and is published, in Greek, on the Programme's website (<https://www.ihu.gr/modip/qa-politic/>). The quality assurance procedures of the Programme are coordinated and carried out under the supervision of the University's Internal Evaluation Team. The development strategy for the Programme aligns with the University's overall strategy for postgraduate studies. It effectively incorporates the strategic goals of the School of Humanities, Social Sciences, and Economics. The Panel found no discrepancies between the information in the provided documents and the presentations and interviews conducted during the meetings.

The development and implementation of the Programme includes activities such as research seminars, mobility, field training and facilitating the participation of students in international conferences to engage with other research groups and explore new opportunities within and outside of academia. The students need to complete 90 ECTS in order to be able to graduate. It takes a minimum of three semesters for full-time students to complete the degree (each teaching term has 13 teaching weeks followed by a 10-day exam period). The third period is dedicated to working on the Master's dissertation. Overall, the Programme's curriculum follows a well-thought-out structure that embraces distinct course categories and has pedagogically meaningful streams of prerequisite courses in place. The overall strategic aims for the Programme are to provide students with high-quality education and equip them with the necessary tools they need for a professional career in Archaeology and History, with emphasis on ancient Macedonia from prehistoric times until late antiquity.

The total cost of the Program is 2,500 euros, but the School of Humanities, Social Sciences and Economics offers a number of scholarships (<https://www.ihu.gr/ucips/scholarships>). The courses are taught exclusively in English. After reviewing the online documentation and meeting with representatives from the Programme, the Department and the Institution, the Panel concluded that the administrative services, libraries, and student welfare office meet high standards. Providing quality services enhances Programme efficiency and fosters a positive learning and working environment.

II. Analysis

The Panel conducted in-depth interviews with University and Programme staff to assess the implementation of policies and the achievement of strategic goals. The Panel believes that the Programme offers a valuable educational service in the Greek context, which makes it highly sought-after. It is supported by high-quality infrastructure and services that are well-suited for further study. The Panel noted

that the English webpage for the Student Ombudsman needs to be updated (<https://www.ihu.gr/ucips/postgraduate-programmes/blacksea#studentombudsman>). In reality, this document is only available in the Greek section of the website (<https://www.ihu.gr/synigoros-foititi>).

The Panel confirms that the financial resources of the Programme, which are primarily sourced from tuition fees, are utilized efficiently and responsibly to meet the Programme's goals. This involves careful budgeting, monitoring of expenditures, and ensuring that funds are directed towards activities that benefit both students and the Institution. These activities include improving infrastructure, enhancing educational quality, and supporting research initiatives. Based on the available internal documents, the Panel concluded that there is a sufficient number of instructors to meet the demands of the Programme, such as covering all courses, offering specialised knowledge when needed, and maintaining appropriate student-to-teacher ratios. Teaching staff from Greece and other countries have the necessary academic qualifications, professional experience and specialist knowledge in their subjects.

III. Conclusions

Quality policy controls are institutionalised at all University levels. This is undoubtedly a popular Programme, attracting excellent students with different academic backgrounds. Indeed, it is very well-designed regarding curriculum, course sequence and overall framework (e.g., clearly defined learning outcomes and appropriate balance between core and elective courses). In addition, students can structure their studies efficiently, complete their Programme requirements on time and receive the necessary academic and administrative support. There is no doubt that this is a popular Programme that will attract outstanding students from a variety of academic backgrounds. However, the Panel considers that there is still room for improvement, particularly concerning the internal quality assurance policy procedures, which need to reflect better the Programme's objectives, scope, and future strategic objectives. Finally, the Panel commends the professionalism and dedication of the teaching staff and acknowledges that the Programme fully complies with Principle 1.

Panel Judgement

Please tick one of the following:

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	

Partially compliant	
Non-compliant	

Panel Recommendations

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

- Consider updating the English webpage for the Student Ombudsman.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme is designed to promote specialized learning and analytical skills in the subject areas of history and the archaeology of ancient Macedonia, taking a wide chronological view from the Mycenaean period until the Roman era. The learning outcomes include acquisition of specialist knowledge on issues concerning public and private life in ancient Macedonia and other sociocultural issues in the province of Macedonia and the greater Hellenistic world. The course design emphasizes the acquisition of a holistic, in depth grounding in the study of ancient Macedonia, yet it is offered to a variety of students from different humanities backgrounds. The Programme is thus adapted to cater for the needs of this diverse group. The division of taught units versus the dissertation requirement aims to equip the students with research skills and understanding of analytical processes, and enable them to promote the study of Archaeology and Ancient History in its wider Mediterranean context.

Courses taught enable students to develop a historical, political and economic perspective on ancient Macedonia, with the option to follow the Programme as a full-time and intensive one-year Programme, or as a part-time Programme. Students in both categories have the same opportunities to participate in archaeological practice, through the Programme's excavation project and to work on a dissertation topic of their choice. Furthermore, the Department and faculty members have substantial links and collaborations with relevant academic and cultural institutions, a relationship that ensures a multiplicity of voices in the design and implementation of the teaching curriculum.

II. Analysis

The Programme is offered in a fully hybrid form, including face to face teaching and online. The students enroll in core and electives courses corresponding in total to sixty (60) ECTS. In addition, they need to complete a dissertation by research, which corresponds to thirty (30) ECTS. The Panel was informed during the evaluation process that the hybrid format of the taught classes functions well, and is well received and evaluated by the students. The curriculum adheres to international standards for an MA of this nature, and students reported high levels of satisfaction in terms of the study workload per semester, and crucially the student–lecturer interaction throughout their studies and the production of

their dissertation.

III. Conclusions

The popularity of the Programme is undeniable, as it has successfully managed to attract a viable pool of students, from within Greece and internationally. It remains an ambitious Programme, which at the same time competes with a plethora of other conventional and hybrid taught MA Programmes in Classical Archaeology and Ancient History. As the Programme receives applicants from different educational backgrounds, it seems worthy to enhance the core courses of the Programme that are unique to its content: the rich cultural and historical identity of Ancient Macedonia.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- May wish to consider enhancing the core courses of the Programme that are unique to its content: the rich cultural and historical identity of Ancient Macedonia.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme ensures active student participation in the learning process through continuous monitoring of the curriculum implementation and evaluation of their results. The Programme is characterized by the student-centered learning as it focuses on enhancing student motivation and encouraging active participation in the learning process. It adopts flexible learning paths and various teaching methods (synchronous online, in-person and hybrid) to cater to diverse student needs. It continuously assesses teaching methods and their effectiveness by incorporating student feedback.

II. Analysis

The Programme provides adequate guidance and support to students by professors and academic collaborators, thus promoting mutual respect and addressing student complaints. The teaching staff are well-versed in the existing system and examination methods. They receive support to develop their skills in these areas, ensuring they can effectively evaluate students. The criteria and methods for student evaluation are published in advance, providing transparency. Evaluations are designed to reflect the degree of achievement of the expected learning outcomes. Students receive information and advice regarding the learning process, helping them understand how they are assessed. Where possible, student evaluations are conducted by more than one examiner to ensure fairness and objectivity. The evaluation process is consistent and applied fairly to all students, adhering to established procedures. Final evaluations include written exams and assignments, ensuring integrity, objectivity, and transparency. Special provisions are made for students with disabilities or special educational needs to ensure equal treatment. There is a formal procedure for student appeals, ensuring that students have a clear path to address complaints and injustices. Students can submit concerns and complaints to the academic coordinator, course office, or during meetings with student representatives, which are then forwarded to the Programme's management for resolution. The academic mentor system operates smoothly, with the support of academic collaborators, providing guidance and support to students and fostering open communication between students and faculty. An extenuating circumstances form is available for students to address any special situations affecting their studies. Courses are taught in English, combining in-person and distance learning methods, utilizing modern technology. Both the language and the multiple instruction methods have been highly appraised by current students and alumni during the online meetings with the Panel. Special provisions are made for students with disabilities or special educational needs to ensure equal treatment and access to knowledge.

III. Conclusions

Based on the submitted materials and the online discussions with all interested parts, the Panel confirms that the Programme is fully compliant with Principle 3.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Provide lecture recordings online: Uploading lecture recordings to the Programme's online learning platform will enable students to review the material at their own pace. This approach will be particularly beneficial for students with learning difficulties, fostering a more inclusive academic environment.
- Increase library hours. Extending the library's operating hours will support working students, especially since classes are scheduled in the late afternoon and evening.

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

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

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

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

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme is being offered by the School of Humanities, Social Sciences and Economics of the University Center of International Programmes of Studies of the International Hellenic University, following the Policy for Student Admission, Progression, Recognition of Postgraduate Studies, and Certification established by the International Hellenic University. Indeed, the admission and progression criteria, such as the Recognition of Postgraduate Studies, are clearly articulated in the Programme's official materials, mainly in the well-structured and user-friendly website, including a brief Student Guide. The admission process provides comprehensive instructions on completing and submitting the application, including deadlines and required documents.

The total cost of the Programme is 2500 Euros, while the amount can be payable in instalments. Scholarships offered by the University and external institutes are available for the students who are eligible to apply with high rates of success. Applicants are encouraged to consult the official website for admission criteria, application procedure, student visa requirements, and deadlines. Candidates are selected following an international call for expressions of interest. The Programme can receive and evaluate applications from prospective students throughout the entire year, until the maximum number of students permitted is reached. The academic year starts every October.

The submission criteria are academically selected following international standards. Students should complete an application form, collect all required documents and submit their application online (via email). It is noteworthy that neither the website nor the Student Guide provides any information regarding the maximum number of participants.

The required documents involve a personal statement of 500 words, a copy of their CV detailing their academic and professional background, a proof of English language proficiency (IELTS: academic 6.5 or above, TOEFL: IBT, 95 and above, TOEIC: 745 and above, or a recognised by the Greek State certificate of advanced C1 knowledge in English). Moreover, the candidates should possess an undergraduate degree in a relevant subject from a recognized university. For graduates of Greek universities, a clearly legible photocopy or scanned copy of the degree certificate and transcripts are required, detailing the courses studied and grades attained. For Graduates of Non-Greek Institutions, copies of the degree certificate and transcripts are required detailing the courses studied and grades attained. The documents must be officially translated into English and validated by an appropriate authority.

The students' progression during their postgraduate studies is attentively followed, and their tutors and academic advisors provide guidance on research opportunities and career development. Moreover, a clear and logical sequence of courses facilitates student progression, combined with free seminar options made by the students. All the necessary information about courses, teaching and administrative staff, student mobility, and student life in general is available on the website and in the Student Guide. Students' progress is monitored by their performance in oral presentations, general discussions during seminars, performance on written assignments, and the master thesis.

The assessment of the courses is based on exams and work assignments. A blind marking is applied to all coursework and exams. The assignment of the Master thesis is made after the completion of eight courses. The thesis must be individual, original, of the nature of research, and written in compliance with international writing guidelines. The language of the postgraduate thesis is English. For the thesis to be approved, the student must defend it to a three-

member examination committee. Prior to its evaluation, each thesis can be checked for plagiarism and AI use through the available tools of the International Hellenic University. A three-member examination committee evaluates the postgraduate theses. Following their approval, the theses are deposited in the electronic repository of the university.

There is the possibility of volunteer internships in research programs, excavations, archives, museums, and collaborative research centers to gain the required practical experience under the supervision/cooperation of the supervising faculty member. International Hellenic University has its own excavation at Neo Rysio, Thessaloniki. The excavation employs a novel interdisciplinary approach to archaeological methodology, affording students the opportunity to receive training in both the excavation of an archaeological site and the detailed study of the material recovered from it. The excavation team is comprised of qualified archaeologists with expertise in a range of disciplines.

The excavation is still in its infancy, and some modifications are required to better serve the needs of the students. To date, the students have been responsible for bearing the costs of travel and accommodation. A similar approach is adopted at other Greek universities, with all or a significant proportion of travel costs covered, as well as accommodation and a minimum of one meal. In light of the favourable relationship between the University and the municipality of Thermi, it is recommended that the municipality play a more active role in supporting the excavation by providing accommodation for the duration of the project.

Moreover, students can join the Erasmus+ Programme for study or traineeship, spending a certain period of time at a university or research center abroad. All the information is accessible on the Department's website. The mobility of students for internships abroad aims at gaining work experience relevant to the subject of their studies. It can be done in person at the host institution in the host country. Any public or private organization active in the labor market or the fields of history, archaeology, research, and innovation can be an eligible host organization.

II. Analysis

The Programme has a well-structured and user-friendly website, which is up to date. The website includes the institutional regulations, encompassing all the essential information a postgraduate student from abroad is entitled to. The students' rights and obligations are well-defined and explained. Despite the limited funding opportunities for scholarships or internships, the students are aware of them through the recommendations of their academic advisors and the announcements of the Department's administrative office. Students also know the procedures and terms for drafting assignments and the final thesis. At the same time, they are well informed concerning the procedure of award and

recognition of their degree and the duration of their studies. European mobility is highly recommended by academic supervisors, mainly in the form of a funded traineeship after the completion of their studies.

III. Conclusions

Students are fully aware of the possibilities to pursue their education. The Panel notes that students strongly appreciate the support they regularly receive from the teaching and administrative staff. It also believes that the methods of student admission, progression, recognition of postgraduate studies, and certification are precisely described and adequate.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- It is strongly recommended that the University considers covering travel and accommodation expenses for students participating in the excavation.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department (University Center of International Programmes of the International Hellenic University), in which the Programme is offered, recognising the importance of teaching and research, follows a clear, transparent, and fair process for the recruitment of qualified staff. Their expertise, international background, high qualifications, and enthusiasm enhance the quality of classroom teaching and research output. All of them are Ph.D. holders, active researchers, productive scholars, and dedicated teachers. Visiting professors and guest speakers from other countries and institutions, deliver lectures and participate in

teaching and other academic activities of the Programme and the Department. The Programme relies, to a good degree, on visiting professors and teaching staff employed on a contractual basis. New technologies are widely used for teaching in the classroom (when courses are offered with physical presence or hybrid form) as well as when courses are offered exclusively on-line. Electronic means including teaching platforms, websites, email and social media are widely also used when interacting with students. The staff-student ratio is very good.

II. Analysis

The teaching staff follow innovative and widely used pedagogical practices and instructional methods that meet international standards. There is enthusiasm and skills in utilizing new technologies, for teaching, communication and interaction among faculty, students and University Services. The Panel had the opportunity to talk and listen to students and received the impression that they think very highly of their teachers. Current students as well as graduates, who have successfully completed the Programme, talked with respect, gratitude and admiration about their professors, the Departmental and Programme culture, and the learning environment. They confirmed that their teachers are committed, accessible, understanding, and ready to provide support and guidance. Overall, the teaching, encouragement and advising provided by faculty members are evident and highly appreciated by the students.

III. Conclusions

The Department and the University provide encouragement and adequate opportunities for the professional development of the faculty, although there is room for improvement. All teaching staff should be commended for their firm commitment, concentrated effort, and enthusiasm in maintaining high-quality teaching and research despite the obstacles and difficulties created by limited resources and other external factors for which the Department and the University cannot be blamed. It is pointed out that there is a collaborative climate in the Department and the Programme built on, and reflecting, mutual respect and collegial spirit, not only among faculty members, but also between students and teaching staff. Considering the small number of permanent teaching staff (μέλη ΔΕΠ) supporting the Programme, it would be a good idea for the Institution and the State provide to consider providing resources for hiring more permanent teaching staff.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects. This is in line with the broader need and duty of the State to address the general systemic problem of an inadequately funded public university system.
- Faculty members could intensify further their efforts and enhance their high-quality research output, especially by publishing in international peer-reviewed journals and publishing houses.
- The excellent collegial atmosphere in the Department and the Programme, and accessibility of faculty by the students should be maintained and further enhanced, as it is instrumental in sharing experiences and getting feedback.
- The Institution and the State may wish to consider providing resources for hiring more permanent teaching staff (μέλη ΔΕΠ) to support the Programme.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme is committed to providing an inclusive learning environment that supports the diverse needs of all students, regardless of age or biological sex. Furthermore, those undertaking the Programme have the option of studying on a part-time basis. Students have the option of attending compulsory courses in person or online. Once the academic advisor and academic staff have given their approval, students can access flexible modes of student-centred learning and

teaching. All students are aware of the full range of services available, as detailed on the website. Furthermore, the Institution's internal quality assurance process ensures the quantity and quality of the available facilities and services.

II. Analysis

The Programme and the International Hellenic University have the necessary resources and infrastructure to support learning and academic activity on a long-term basis, ensuring that students have access to the best possible level of studies. In addition to the University library, students have full access to multiple libraries and archives in Thessaloniki. The students also noted that numerous subscriptions to journals and series of books require renewal, in addition to further subscriptions to more specialised journals concerning archaeological sciences, and ancient Macedonia. Furthermore, the library's opening hours are currently insufficient for the needs of many students. In order to extend the working hours, additional personnel is required. Besides attending the academic Programme, students are encouraged to participate in a range of activities that facilitate collaboration and knowledge exchange. These include field trips, group assignments, seminars and conferences. Furthermore, the students' involvement in the university excavation project provides them with invaluable experience in teamwork, collaboration and leadership. The students and recent graduates interviewed by the Panel expressed high levels of satisfaction with the academic and administrative support they received. The teaching staff were consistently accessible for any academic-related queries, while the administrative staff provided ongoing assistance to students throughout their studies.

III. Conclusions

The Programme has a high level of satisfaction among its student body and alumni. To further enhance the already positive outlook on student assistance throughout the educational process, it would be beneficial to consider the enrichment of libraries with up-to-date international publications, as well as the extension of library working hours.

Panel Judgement

Please tick one of the following:

Principle 6: Learning resources and student support
--

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

- Enrichment of libraries with up-to-date international publications, as well as extension of library working hours.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Institution uses the Unitron-Ylida information system to manage and monitor student data, faculty information, course structure and organization, teaching, and services provided to postgraduate students. Reliable data is crucial for accurate information and decision-making, as well as for identifying areas that are functioning well and those that need more attention. This information system feeds data into the internal quality assurance system of the Programme.

II. Analysis

The Institution collects information on key performance indicators, student demographics, academic progress, success and dropout rates, student satisfaction with their postgraduate programs, availability of learning resources and student support, faculty evaluations, and more. Various methods are used for data collection, with both students and staff participating in the collection and analysis of information and in planning its future management. At the beginning of each calendar year, the Hellenic Authority for Higher Education (HAHE) requests the submission of Annual Internal Evaluation Reports for the previous academic and calendar year. These reports include specific details about each Postgraduate Programme within the Academic Unit. Each year, data from the Institution, Departments, Undergraduate Programmes, Postgraduate Programmes, and Doctoral Programmes are submitted to the Hellenic Authority for Higher Education's Integrated National Quality Information System (INQIS), covering the previous academic and calendar year. Twice each academic year (during the winter and spring semesters), evaluations are conducted by university students on courses, faculty members, facilities, and administrative services. These evaluations are carried out through the Quality Assurance Unit's Information System of the International Hellenic University (IHU). The data collected from these evaluations are processed by the Internal Evaluation Team (OMEA), which is appointed by the General Assembly of each Department of the IHU. For some postgraduate programmes with specific course cycles, more than two evaluations may be conducted annually.

III. Conclusions

The Panel attests that the Programme is fully compliant with Principle 7.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

Maintain and enhance the good practices of collecting, analyzing, and using information to effectively manage the Programme in a unified, functional, and easily accessible manner. Data-driven insights can lead to better support services, improved course offerings, and overall enhanced student satisfaction.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department managing the Programme has implemented a variety of web based and conventional resources in order to disseminate its scope, ambitions and learning outcomes. These resources are available to a variety of prospective student audiences both within Greece and in other countries. Simultaneously, the website dedicated to the Programme, acts as a catalyst of disseminating public information and promoting recruitment of prospective students. The main website for the dissemination of the Programme is accessible in this address: MA in the Classical Archaeology and the Ancient History of Macedonia – University Center of International Programmes of Studies. The website covers all aspects of necessary information for prospective students, looking for a MA program, in Classical Archaeology and Ancient History with an emphasis on Ancient Macedonia. The content is well written and functional and includes sections such as: the Programme's overview and course content, the teaching schedule and information on various teaching methods and resources, information on excavation participation opportunities, the faculty members and their scholarly remit, the evaluation procedures for student work, as well as information on the Programme's fees and scholarships. The architecture of the website is similar and consistent with that of other MA programs offered by the International Hellenic University. The website highlights the main aspects of the Programme, including the regulations pertaining to the operation of the Programme, recent amendments in the structure of the Programme and an important section offering testimonies of past students' experience with the Programme. This is particularly

useful for the orientation of foreign prospective students who might be interested in understanding better how the Programme functions.

II. Analysis

The measures implemented by the Faculty and the Hellenic International University for the public dissemination of the Programme are adequate and have good functionality. Current and previous postgraduate students have reported very high levels of satisfaction with the usability of the website that provides the core information for the Programme. Faculty and additional teaching staff also report being pleased with the system provided. The website dedicated to the Programme includes information on content and courses covered, teaching methodology, the schedule of courses taught per semester, and information on the requirement of the final dissertation. The website also includes information about the offer for graduate students to participate in practical assessments, such as participation in the excavation programme, conducted by the University. The website also includes a section with a digital copy of the handbook, which is easy to navigate and contains many extension links on areas covered by the Programme

(Handbook_MA_in_the_Classical_Archaeology_and_Ancient_History_of_Macedonia_2024-2025xyz.pdf). The Faculty have also undertaken measures to advertise the offer of the MA to websites and other conventional resources, i.e. newsletters of relevant scholarly institutions and press magazines addressed to prospective postgraduate students. These seem to be effective and they need to be encouraged, emphasizing the main strengths of the Programme i.e., the fact that it is exclusively taught in English and that it is formulated to attract students from a variety of humanities disciplines and not just archaeology and history graduates.

III. Conclusions

Overall, the provision of public information on the Programme is good and emphasizes its interdisciplinary approach to the study of the Archaeology and History of Ancient Macedonia. As a way of improving future provision, it could be added, that as the Programme competes with a variety of other offered (some long-standing programmes of postgraduate study in Ancient History and Archaeology), in order to ensure it will continue to attract a healthy pool of applicants, both web and conventional dissemination and marketing of the Programme should make very clear what the unique aspects of this Programme are versus others.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

None

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
 - b) the changing needs of society*
 - c) the students' workload, progression and completion of the postgraduate studies*
 - d) the effectiveness of the procedures for the assessment of students*
 - e) the students' expectations, needs and satisfaction in relation to the programme*
 - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The internal and external evaluation of the Programme is following the requirements of the HAHE standards. The self-assessment, the external evaluation, the MODIP indicators, and the questionnaires of students and graduates are the key sources that contribute to the ongoing monitoring and periodic review of the Programme. Indeed, institutions should monitor and periodically review their programmes to ensure that they achieve their objectives and respond to the needs of students and society. These reviews should lead to

continuous programme improvement, which is the case for this Programme. In fact, the curriculum reflects the most current research, theories, practices, and innovations within the discipline. This ensures that the Programme remains academically rigorous and that students acquire the most recent knowledge and skills.

II. Analysis

The Panel believes that the Programme has adopted appropriate procedures concerning the implementation of the curriculum and quality indicators and utilizes data collection for further and regular evaluations. Procedures for evaluating students seem very well established. All students and graduates interviewed expressed their satisfaction with the evaluation process and felt that it has strengthened their critical capacities and the Programme's accountability. The Panel is satisfied with ongoing monitoring of the Programme as well as with the students' evaluation results and feedback.

III. Conclusions

During the meetings held, the Panel verified that all teaching staff involved in the Programme are aware of the importance of external evaluation and were actively involved in the process of the Programme's accreditation. The Programme has competent bodies, procedures and mechanisms to review essential aspects of Program implementation regularly. The Panel confirms that this practice ensures the highest quality, supportive, and effective learning environment for its students.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

None

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

During the current external review, the Panel had the opportunity to assess the initial internal review and accreditation proposal, as well as the documentation provided in accordance with the principles, standards and quality procedures of the Institution's internal quality assurance system. The internal review report and accreditation proposal as well as other extensive material were made available to the Panel electronically in advance through HAHE. More information and material were made available during the on-line meetings with representatives of the Programme, the Department and the Institution. All of them worked diligently in preparing materials, presentations, as well as in organizing and hosting the on-line virtual meetings with the Panel. All the meetings included presentations, discussions, and question and answer sessions. The Panel had the opportunity to meet, talk, and interact with all the participants at all meetings. The discussions were very constructive, informative and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department and the staff supporting the Programme to answer questions and provide additional information and clarifications during the meetings are worth noting. It is the feeling of the Panel that the Institution, the Department and the internal quality assurance units (MODIP, OMEA, Steering Committee etc.) performed an excellent job throughout the external evaluation process and the

objectives of its objectives have been fully met.

II. Analysis

Based on the materials submitted and the information gathered during the on-line presentations and discussions, it seems that all members of staff (teaching, administrative, support services), as well as social partners and other stakeholders are aware of the importance of the external review, its usefulness and the contribution it can make in improving the Programme. Throughout the current external evaluation process, it was convincingly demonstrated that the Department and the Programme are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they pointed out during the meetings, it will help them become better by enabling them to identify any problematic areas and find suitable solutions.

III. Conclusions

It is the impression of the Panel that the Programme, the Department and the Institution have in place appropriate quality assurance mechanisms and procedures, and are committed to external evaluation and monitoring. They worked diligently to facilitate the current external review and meet its objectives. Overall, their positive approach towards quality assurance and external review is expected to have a positive impact on the Programme and contribute to its continuous improvement, while upgrading support services and the learning environment.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Maintain and further enhance the existing positive attitude towards the external review

process, its findings and recommendations.

- The Department's and the Institution's quality assurance units may wish to consider having a more structured procedure -- such as regular scheduled meetings and timeframes -- to ensure that ongoing monitoring and periodic reviews are sustained and further enhanced.

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

- Positive attitude toward the internal and external review process.
- Student-centred pedagogical approach to teaching and learning.
- Excellent collegial atmosphere in the Programme and the Department.
- High quality of faculty.
- Transparency, meritocracy, impartiality and accountability.
- Accessibility of faculty by the students which is instrumental in sharing experiences and getting feedback.
- Departmental strategy encouraging and ensuring that students complete the Programme on time.
- The Programme's cosmopolitan profile and multicultural character.
- Interdisciplinary Programme taught exclusively in English.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

- The Programme needs additional permanent teaching staff (μέλη ΔΕΠ) and

recommends that the Institution and the State pay attention to the teaching staff needs and provide necessary funds to remedy them.

- Limited sources to support research, which is in line with the broader need and duty of the State to address the general systemic problem of an inadequately funded public university system.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Consider conducting a survey for collecting views and feedback from alumni that could play a role in updating and improving the Programme.

- Explore options for further improving, modernizing, and updating the website.

- Intensify efforts to attract external research funding, especially through international and European projects.

- Consider ways of boosting participation rates for the course evaluation to gather a more comprehensive understanding of students' views on course and teaching quality.

- Ensure updating and enriching the annual Study Guide.

- Consider enhancing the core courses of the Programme that are unique to its content: the rich cultural and historical identity of Ancient Macedonia.

- Faculty members could intensify their efforts to enhance their high-quality research output, especially by publishing in international peer-reviewed journals and publishing houses.

- Consider expanding library hours.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

None

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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