



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

**Adriatic Studies -The Adriatic: Territoriality, Regionality, Mobility (14th -
18th centuries)**

Department: History

Institution: Ionian University

Date: 26 June 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Adriatic Studies -The Adriatic: Territoriality, Regionality, Mobility (14th - 18th centuries)** of the **Ionian 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 new postgraduate study programme of **Adriatic Studies -The Adriatic: Territoriality, Regionality, Mobility (14th - 18th centuries)** of the **Ionian University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Christophilopoulou Anastasia (Chair)**
The Fitzwilliam Museum, University of Cambridge
- 2. Antoniou Maria**
Pace University
- 3. Psarros Nikolaos**
Universität Leipzig
- 4. Kostakis Dimosthenis**
University of Ioannina

II. Review Procedure and Documentation

In reviewing the proposed (new) Postgraduate Study Programme (PSP) 'Adriatic Studies -The Adriatic Territoriality, Regionality, Mobility (14th-18th centuries) designed and proposed by the Ionian University, the External Evaluation and Accreditation Panel (EEAP, hereafter the "Panel"), as described in the Guidelines for the Members of the EEAP, implemented the following objectives:

- to establish whether the data provided from the various Faculty and University resources is consistent among one another and reflect the actual situation
- to identify strengths and areas of weakness within the remit of the Postgraduate Study Programme.
- to engage with the Faculty, institution and the wider group of stakeholders and supporters of the new programme, in a constructive dialogue, leading to reflection and continuous enhancement of the study Programme.

Following a well-prepared schedule provided by HAHE, the Panel held several interactive on-line virtual meetings and visits using the Zoom platform, organized and hosted by the Institution.

On Wednesday, 12/06/2024, the following virtual meetings took place:

with the Vice-Rector/President of MODIP, the Head of the Department and the Director of the proposed PSP

On-line tours of: classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. Discussion about the facilities presented in the video produced for this purpose.

With the EEAP, administrative staff members and teaching staff members of the PSP

A Debrief meeting for the EEAP members only, ensued after.

On the same day we also held the following virtual meetings:

- An additional meeting with the Director of the PSP, the Head of the Department, MODIP, Steering Committee/ OMEA members, MODIP members and Steering Committee
- Other employees and associated staff of the proposed programme
- With employers and social partners of the private and the public sector who have agreed to contribute to the good running of the programme and enhancing the employability of its prospective students
- A final recap and closure meeting was then held with the Vice-Rector, the Director of the PSP, the Head of the Department, MODIP, Steering Committee and OMEA members

Please note as this is a proposed new programme, there are no with graduates who have successfully completed the Programme, with whom the panel could consult.

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 freely. Faculty members and associated teaching and research staff very much view, the creation and running of this programme as an initiative who will greatly enhance not only the remit of the specific department (Department of History) but also of the whole Institution as well (Ionian University). All contributors welcomed the opportunity to

talk to the Panel and to voice their views and ambitions for the programme. 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 clarifications were provided, and the Panel made an informal presentation of some initial key findings.

The Panel also had several private online Zoom meetings on the days leading towards the main day of presentations and following the 12 of June 2024, allowing 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 recurrent 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 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 Department and other units and individuals involved 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 about the Programme 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, including additional information requested by the panel and provided by the department in a timely manner.

III. Postgraduate Study Programme Profile

The proposed Postgraduate Study Programme 'Adriatic Studies -The Adriatic Territoriality, Regionality, Mobility (14th-18th centuries) is a three-semester interdisciplinary intensive Master's Programme which will be taught exclusively in English language, the first of its kind at the department. It is intended as the fourth postgraduate programme joining the existing three programmes operating already in the Department of History of the Ionian University. The Ionian University was founded in 1984 and makes part of some of the newest higher education institutions of Greece, alongside the University of Thessaly and the University of the Aegean. The university comprises five faculties and twelve departments, with its main seat in Corfu and additional units in the islands of Lefkada, Kefalonia, and Zakynthos.

The Programme offers courses which are consistent with the department's interdisciplinary nature and the University's overall objectives. The programme will aim to provide a thorough and multi-disciplinary understanding of the history of the Adriatic, including familiarity with the interdisciplinary methodology of understanding the historicity of an area, a research structure based on analysis, synthesis and critical approach, opportunities for professional development through liaisons with stakeholders and collaborators at other universities, organizations and institutions specialising in the area of Adriatic studies. The programme will also aim to develop digital research skills for its graduate students and is committed to creating an international character by facilitating cross-border academic interaction and scientific cooperation with other departments and institutions.

The programme will be available to prospective postgraduate students after fulfilling the admissions criteria, and will operate as a programme with tuition fees, which will be probably around €2800. For the completion of the Programme, four-semester of study will be required, and the entire programme will be taught as a distance learning set of modules, with a total of 120 ECTS with 1 ECTS point corresponding to ca. 25,6 hours of study. It consists of three course semesters and one semester – the fourth – devoted to the composition of the diploma thesis that yields the final 30 ECTS points. The Programme will be supported by the academic staff of the Department as well as scholars and academics from other Departments and other Institutions. All teaching staff are Ph.D. holders who are active scholars and researchers in their respective fields.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY. INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

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

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

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

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

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

In assessing compliance with this principle, the accreditation panel (AP) examined:

- The Programme's Academic Accreditation Proposal (A1)
- The Quality Policy (A6)
- The Quality Goal Setting (A7)
- The Student Guide (A8)
- The Module Outlines (A9)
- The Internal Regulations of the PSP (A11)

According to the above-mentioned materials, the AP confirms that the Institution has in place a developed strategy with clear goals. The Ionian University aims to establish cutting-edge postgraduate programs (PSPs) by collaborating with universities abroad through the utilization of programmes such as Erasmus Mundus, Joint EU Masters, etc., which will align with labour market needs and adopt modern pedagogical practices. In this context, it supports the establishment of new, innovative postgraduate programs, both in foreign languages and otherwise, which will incorporate the following in their philosophy:

- Participation in international mobility, research, and science dissemination networks
- Invitation of internationally renowned lecturers
- Attraction of foreign students

- Continuous improvement of teaching activities
- Promotion of a student-centred approach through the expansion and deepening of the learning experience
- Integration of new technologies and digital tools that support collaboration and communication between students and the educational community.

The above-described goals of the academic unit seem to apply in the specific PSP programme that the AP examined.

Furthermore, there is a well thought through plan for the financial viability of the programme. Although we have not seen specific market research suggesting that there is a demand for the programme, we have seen that the Institution and the Department of History have well laid out plans for the financing of all aspects of the programme.

II. Analysis

The academic unit has established a Quality Assurance Policy which is appropriate for the PSP and includes a commitment of the academic unit for its implementation and continuous improvement. The Quality Assurance Policy for the PSP is in line with the institutional Policy on Quality. The responsible institution for applying the Quality Assurance process is the Internal Evaluation Committee (OMEA) in effective collaboration with MODIP.

Continuous improvement is promoted through regular fine-tuning of strategic goals and the Quality Assurance Policy is communicated to all parties involved.

The panel, following the presentation and discussion that ensued and the study of the relevant documents is satisfied that to the extent that it is possible to predict the programme is well designed in that it serves the stated strategic aims which are set both at institution level and at department level but which are in effect forged at national level and form part of the strategic planning of many institutions. As far as the judgement that this panel is called to make - namely whether the strategic planning is thorough, and whether the appropriate resources are made available for the delivery of the programme, the plans seem to us to be appropriate and relevant.

III. Conclusions

Based on the above analysis, the EEAP finds that the PSP fully complies with Principle 1 and all sub-principles.

Panel Judgement

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

Panel Recommendations

None at present.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The PSP is conceived as an autonomous four-semester study program in distance learning of 120 ECTS with 1 ECTS point corresponding to ca. 25,6 hours of study. It consists of three course semesters and one semester – the fourth – devoted to the composition of the diploma thesis that yields the final 30 ECTS points. In the first three semesters, students attend four 7,5 ECTS courses per semester. There are no elective courses.

The study program is arranged in three thematic blocks, each block corresponding to a semester. The first semester is devoted to the topic of regionality, the second to the topic of territoriality and the third to the topic of mobility.

The teaching takes place exclusively in the form of teleconferences. The teaching methods include lectures, participations in exercises (so called “laboratories”) and in seminars. The workload for the participation in these three forms of teaching amounts to ca. 82 hours per semester. The overall weekly workload per student amounts to 34 hours per semester. This workload includes also the individual studies and the composition of essays and written exams. The teaching as well as the composition of essays, written exams, and the final diploma thesis take place solely in English language.

The final diploma thesis aims at demonstrating:

- a) The methodological and theoretical competence of the candidates,
- b) Their ability to use archival sources and bibliography, and
- c) Their ability to compose autonomously a scientific study.

The topic of the diploma thesis is determined at the end of the second semester of studies in collaboration with one member of the faculty chosen by the student, and who will act as the supervising professor. The students must communicate with their respective supervising professor every two weeks. The diploma thesis must have a length of 20,000 and 30,000 words (text, notes, bibliography, appendices), and it must be submitted one month before the exam period, so that the supervising professor and the student have time for corrections.

The study program has no provisions for a practical exercise or an internship during the studies. Student mobility is provided by the participation of the Ionian University in the ERASMUS+ program.

II. Analysis

The structure of the courses is adequate for the topic. The workload of four courses per semester is adequate for a specialized postgraduate study program. The quality of the teaching staff is excellent. The total tuition fees of max. 3000 € represent a very good cost-to-benefit ratio for the students. Up to 30% of the students can be exempted from the tuition fees according to the provisions of article 86 of Law 4957/2022.

Despite the excellent quality of the teaching the EEAP has detected following problematic issues:

- a) The total workload assigned to the 7,5 ECST points per course and semester varies between 192 and 197 hours. There is no explanation for this inconsistency.
- b) From the course description it is not clear how the hours devoted to lectures, laboratories and seminars are distributed during a typical week during the duration of the semester.
- c) The PSP aspires to cooperate with various regional institutions as for example the Dino Zoli Foundation in Forlì (Italy), the Institute of Historical Studies in Dubrovnik (Croatia), or the Jewish Community of Venice. Additionally, the students shall have access to various archives in Greece, Italy, Croatia, Slovenia and other countries. However, in the study program there is no provision for at least elective courses in Latin, Italian, Albanian, or the languages of the Adriatic Slavic Nations. There is also no provision for courses in the regional languages prevailing in the region between the 14th and the 18th century, e.g. Venetian, Ragusian, or Osmanic Turkish.
- d) It is also not clear, how the students will be granted internet access to archives and resources outside of Greece, especially when the courses are offered by persons working at the collaborating institutions in Croatia or Italy.

Additionally, the fact that the PSP been conceived purely as distance learning in digital form poses some special challenges on the teaching and the methods employed. From the description of the courses was not clear if the special demands of a purely digital class have been taken into consideration.

III. Conclusions

Having carefully examined the structure of the PSP “Adriatic Studies - The Adriatic: Territoriality, Regionality, Mobility (14th-18th century) the EEAP concludes that, in its current form, the PSP is substantially compliant with the needs and the aims of a modern specialized postgraduate study program.

Panel Judgement

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

Panel Recommendations

- Provide a clear and transparent account of the workload distribution between lectures, seminars and laboratories.
- Adjust the total workload hours in each course so that there is a constant workload to ECTS points ratio.
- Create space for elective courses in the languages of the region in order to facilitate the use of archival resources by the students.
- Provide internet access to resources outside of Greece.
- Seek professional counselling and assistance regarding the structuring of the digital classes and distance learning.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

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

Indicatively:

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

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

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

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The postgraduate program is conducted entirely remotely. This provides the opportunity for all of the students to participate on equal term in the educational process. The access to the literature will be by a VPN, which has access to Heal-Link's on-line repositories, which include books and journals from internationally accredited Publishers and to the online repositories of other Greek universities.

Moreover, in the presentation of the department by the faculty members and as well in the description of the curriculum, it seems that there is a provision for students to have asynchronous access in the courses. This provision not only helps to overcome extraordinary circumstances that may arise for the student but provides a broader opportunity for students from a different time-zone to attend classes asynchronously.

II. Analysis

The announcement of the new master's program is communicated by placing a press release on the department's website and on other media relevant to the field of education. Candidates are invited to submit their curriculum vitae, their bachelor's degree, relevant to the humanities, or to the social sciences, a language certificate of at least C1 for English and a proposal for a project plan (Πρότασης Εργασίας) demonstrating why they wish to participate in the program. Finally, an oral interview is conducted with the students.

The monitoring of students' progress is the responsibility of the teaching staff, who are required to plan and structure the teaching at their personal choice. In addition to classroom sessions, each course includes workshops, seminars, exercises and quizzes, and ends with the writing of a student research assignment. The assignment requires the use of literature and access to primary sources.

Each course requires a similar level of workload from students. The workload ranges between 192-200 points, while the ECTS per course is 7.5. So, in summary, each semester requires a workload of between 773 and 776 points and the total ECTS is 30. In the last semester, in which students are required to participate in the Colloquium and prepare their thesis, the total workload is 798 points, and the ECTS points this semester are 30.

During the last semester, students are required to write a thesis of between 20,000 and 30,000 words. The introduction should be at least two pages long and the conclusion three pages long. The total bibliography may contain no less than 20 references. In addition, technical specifications are detailed, such as chapter numbering, bibliography style and font size to be used. Although so far, students are not able to access previous dissertations of the department, the

access via VPN will allow them to access online dissertations of other departments. Finally, the diploma, it is planned to be issued in both Greek and English.

Also, the department offer opportunities for mobility. The main way of encouraging student mobility is through the participation in the Colloquium, which takes place during the last semester at the History Department's base in Corfu. Academic staff were aware that they would need to take action to assist with technical issues, such as visa acquisition for those international students who needed it. In addition, it can cover part of the accommodation costs through the partner accommodation units, which are already being used to accommodate undergraduate students.

Furthermore, there is provision for student mobility through the Erasmus+ program, which provides financial support to students who are accepted. In theory, there is also the possibility of moving for traineeships to organizations belonging to the UniAdrion, FAIC and AIE networks. However, the lack of funding for traineeships may act as a barrier to students.

III. Conclusions

The PSP program is harmonized with HAHE principles.

Panel Judgement

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

Panel Recommendations

- A supporting seminar could introduce students to the usage of the digital required tools for the course (VPN, access to repositories, etc.)
- Considering that students will come from different scientific fields, the teaching of the methodological tools of history could be a required course.
- Traineeships could be further supported either by the granting of a remuneration or by reciprocal benefits.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The faculty involved in the PSP "Adriatic Studies" consist at the time being of five tenured professors at the Ionian University and eleven adjunct professors, from which nine hold tenure positions in neighbouring countries, mainly in Italy and Croatia. The number of the adjunct teaching staff may change when the PSP has reached its full functionality.

All members of the teaching staff are active in research, publishing and presenting their scholarly work in appropriate venues. The tenured staff members of the Ionian University have been appointed and promoted through the ranks following the established Greek legislation and the information system found at and supported by the Apella system. Tenure and promotion committees include external members and follow procedures that are common to all universities in Greece.

II. Analysis

The Ionian University has set up and follows transparent processes for the recruitment of qualified faculty. Special emphasis is given to highlighting the

importance of teaching and research.

The tenured faculty and adjunct teaching staff are evaluated in all areas of their work using the process determined by the Ionian University's Quality Assurance Committee (MODIP) through its internal quality assurance system and through the process determined by the Committee on Internal Evaluation (OMEA).

The faculty evaluation process follows global best practices and takes into account student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service. The student evaluation form is online, and it is a comprehensive one, covering every facet of a module, including instruction. The results of the student evaluations are analysed statistically, and the results are used by the supervising faculty to make decisions concerning revision of module teaching material and retention or further professional development of teaching staff members. The statistical analysis results of these surveys are shared with the faculty members. The evaluation by students is made possible by completing a carefully structured questionnaire, using one of the common internet browsers. The electronic system fully ensures the anonymity of participants.

The Ionian University encourages academic members to collaborate with colleagues in Greece and abroad. A considerable amount of research output produced individually by faculty members appears in peer-reviewed journals and conference proceedings. The mobility of the faculty is achieved through individual initiative, but also through the participation in the ERASMUS+ program. The PSP gives the opportunity for faculty members to teach or train in the framework of cooperation with European Universities and research institutions, and strongly supports the research work of its members.

There are no provisions for ensuring that the language proficiency of the future teaching staff is adequate for the demands of teaching and supervising international students.

III. Conclusions

The PSP follows best practices. The EEAP acknowledges this fact and recommends this path to be continued.

Panel Judgement

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

Panel Recommendations

- Introduce greater financial motives for the participation in conferences in Greece and abroad, including the adjunct teaching staff (SEP).
- Establish prizes, e.g. An “Award for Excellence”, for the teaching staff
- Ensure the language proficiency of the teaching staff.

Principle 5: Learning Resources and Student Support

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Since the course is entirely online, virtual classrooms will be used, as they offered by recognized e-learning platforms, having the support of the e-library. These platforms, in addition to the opportunity to provide lectures, include the possibility of displaying multimedia and quizzes, offering the option of an interactive learning experience. Five faculty members will teach in the program, and it is planned to be supported by visiting professors, mainly from abroad.

II. Analysis

The department has its own e-class platform, which offers several amenities in the educational process. Through the e-class, students can communicate with the lecturer, submit their assignments, and they can have access to announcements and to educational material related to their course.

Concerning the access to the library, students will have access only to the available electronic materials. The library has access to 14.800 journals and 201.000 e-books, but these are not exclusively related to the science of history. However, the graduate department does not have its own autonomous repository of electronic resources.

Finally, students are required to pay a tuition fee of €3,000, which can be paid in instalments per semester. The revenue is expected to be used for the salaries of teachers and administrators. A smaller part of the revenue is expected to cover part of the travel costs of students and teachers for the organization of the Colloquium.

III. Conclusions

Bearing in mind that this is the department's first foreign-language postgraduate program, the department seems prepared to face the challenges that arise.

Panel Judgement

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

Panel Recommendations

The e-library provides access to a wealthy bibliographic material, but the access to original archival records and manuscripts is a point of concern.

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

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

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

The above comprise the assessment of:

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

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

Documentation

- The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The programme does have an internal system for auditing its continued quality by means of the evaluation of courses, the teaching staff and the performance of students.

According to the proposal for the establishment of the PSP "Adriatic Studies - The Adriatic: Regionality, Territoriality, Mobility, 14th – 18th Centuries" quality assurance procedures have been adopted and there is a firm intention to be carried out on a

regular basis. These evaluation procedures include an assessment of the teaching work, as well as other academic functions and activities. There is a provision for the systematic evaluation of the Curriculum on an ongoing basis with the participation of students and the suggestions of other stakeholders.

There has been no previous external evaluation report specifically for the PSP “Adriatic Studies - The Adriatic: Regionality, Territoriality, Mobility, 14th – 18th Centuries”. Therefore, the panel’s judgement is based on the detailed presentations during the teleconference with the Vice Rector for Quality Assurance, Student Care and Lifelong Learning, the Head of the Organising Department, and the Director of the PSP, as well as its interviews with members of the teaching staff and the understandably limited number of stakeholders present during our online meetings.

II. Analysis

The following features of the PSP are assessed during the initial report of MODIP (Appendix A3) : a) the feasibility and suitability of the subject matter of the PSP to be organized using distance learning methods, b) the proposed methods for organizing the educational process (in-person, synchronous, asynchronous) for each educational activity of the curriculum and the distribution of teaching hours for each educational activity of the PSP by implementation method, as well as the percentage of any asynchronous distance learning per educational activity and overall in the program, c) Documentation regarding the material and technical infrastructure of the academic unit, particularly the suitability and adequacy of the digital infrastructure for organizing PSP using distance learning methods, d) Documentation regarding the digital skills and expertise of the teaching staff in using Information and Communication Technologies, d) Methods of digital student assessment.

In the process of internal evaluation, all those involved in the implementation of the actions and activities of the PSP participate, and more specifically, the students, the members of the teaching staff, the members of the administrative and technical support and the Department's OMEA. The annual Internal Evaluation process highlights the strengths and weaknesses of the PSP’s operation and aims, among other things, at setting new objectives and matching them with the desired quality levels.

The PSP also follows all the procedures for the regular external accreditation of academic programmes established by the Hellenic Accreditation Agency (HAHE). The PSP will take into account any recommendations provided by the external panel of experts through the accreditation process to improve and further develop the program in the future. This process takes place in coordination of the academic unit within the institution (the Ionian University). The first external evaluation procedure of the PSP is for the time being running.

III. Conclusions

Through these internal and external evaluation procedures of the PSP, the continuous improvement of the quality of the studies and the programme's services, the assurance of the sustainability and the adequacy of the resources and infrastructure required for its implementation, the feedback of the lecturers to improve the teaching approach, and in general the improvement of all the processes on the basis of which the programme is implemented are achieved. Therefore, the PSP is fully compliant with the requirements of Principle 6.

Panel Judgement

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

Panel Recommendations

We encourage the PSP to continue on this trajectory of self-reflection and development. In the future it will be important to keep track of how the internal review process leads to concrete actions and provide examples for future accreditation reviews.

PART C: CONCLUSIONS

I. Features of Good Practice

- The feature of asynchronous teaching.
- The involvement of international professors in teaching.
- The structure of the courses is adequate for the topic of the PSP.
- The structure of the curriculum reflects adequately the focus of the PSP on the aspects and the chosen historical framework.
- The University has set up and follows transparent processes for the recruitment of qualified faculty.

II. Areas of Weakness

- The library could offer access to additional resources.
- The self-onboarding access of the students to the e-services is unclear.
- It is not clear how the hours devoted to lectures, laboratories and seminars are distributed during a typical week during the duration of the semester.
- There is no provision for elective language courses in the languages of the region with respect to the historical framework.
- There are no provisions for ensuring that the language proficiency of the future teaching staff is adequate for the demands of teaching and supervising international students

III. Recommendations for Follow-up Actions

- The partnership with the stakeholders could provide additional access to archival material.
- Students' mobility could be further encouraged.
- Provide a clear and transparent account of the workload distribution between lectures, seminars and laboratories.
- Create space in the curriculum for elective courses in the languages of the region.
- Ensure the English language proficiency of the teaching staff.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 5, and 6.

The Principles where substantial compliance has been achieved are:

2.

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. Christophilopoulou Anastasia (Chair)**
The Fitzwilliam Museum, University of Cambridge
- 2. Antoniou Maria**
Pace University
- 3. Psarros Nikolaos**
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- 4. Kostakis Dimosthenis**
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