



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the Postgraduate Study Programme of:

History and Documentation

Department: History and Digital Humanities

Institution: Ionian University

Date: March 2026



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 Postgraduate Study Programme of **History and Documentation** 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 postgraduate study programme of History and Documentation of the **Ionian University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. VRANAS PETER (Chair)
Department of Philosophy, University of Wisconsin-Madison
2. Chatzikonstantinou Ioannis
Aristotle University of Thessaloniki
3. CHIKOVANI ANA
Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University
4. LAZARIS STAVROS
UMR Orient & Méditerranée (Paris)
5. Marsico Claudia
Section of Ancient Philosophy at the National Academy of Sciences of Buenos Aires

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) was constituted in February 2026 and the supporting materials concerning the Postgraduate Study Program (PSP) “History and Documentation” of the Ionian University were available via the HAHE Accreditation Management System long before the accreditation visit. The supporting materials were very detailed and of high quality. Indicatively, the provided documentation included: course descriptions, the Study Guide, the programme regulations, the regulations on handling student complaints and objections, student evaluations of courses, the internal evaluation report of MODIP, information on the teaching staff and their publications, sample teaching staff contracts, a study on the financial viability of the programme, the accreditation proposal, etc. All meetings were conducted online using Zoom. The meetings were very friendly and cooperative. The timetable of the accreditation review was as follows.

On Tuesday, March 17th, 2026, the EEAP members had a meeting to organize the accreditation review and allocate the tasks to be completed. Then, on the same day, the EEAP had a meeting which included the Director of the PSP (who is also the Head of the Department of History and Digital Humanities), the President of MODIP, a Steering Committee member of the PSP, two OMEA members, and a MODIP staff member. During that meeting, the Director of the PSP made a detailed presentation on the programme. Immediately afterwards, the EEAP had a meeting with administrative and teaching staff and discussed the facilities of the PSP: buildings, classrooms, offices, library. The EEAP also had the opportunity to watch in advance a well-made and informative video regarding those facilities. Finally, the EEAP had a short debrief meeting.

On Wednesday, March 18th, 2026, the EEAP had six meetings in the following order:

- a meeting with teaching staff of the PSP
- a meeting with current students of the PSP
- a meeting with PSP graduates
- a meeting with employers and social partners of the private and public sector
- a debrief meeting just for members of the EEAP
- a closure meeting which included the Director of the PSP, the President of MODIP, a Steering Committee member of the PSP, an OMEA member, and a MODIP staff member.

During those meetings, the EEAP interacted with all participants. All participants were successfully encouraged to express their views and suggestions and answer the Panel questions. The discussions were very constructive, fruitful, and cooperative. During the closure meeting, the Panel made an informal presentation of some initial key findings, and the Director of the PSP provided some comments in response.

It is the feeling of the Panel that the Department of History and Digital Humanities did an excellent job throughout the evaluation process and that the objectives of the process were

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 gratitude and appreciation to the Department and the University administration for their cooperation and professionalism.

This Accreditation Report is based on information collected and views expressed during the meetings, as well as information provided in the supporting materials that were made available before the meetings.

III. Postgraduate Study Programme Profile

Programme Overview: The Postgraduate Study Programme (PSP) “History and Documentation” focuses on advanced study and research engagement with fields of History. Its aim is the academic and professional training of students, as well as the advancement of their scholarly knowledge in the respective historical periods, and it includes the following stages:

- Familiarization of students with the methodology, tools, and problems of historical research.
- Application of modern analytical and synthetic methods and techniques in the field of Historical Studies.
- Advancement of scholarly knowledge mainly through interdisciplinary collaboration and dialogue with related disciplines in each field of study.

Specializations: The PSP awards a Postgraduate Diploma in “History and Documentation” with the following three specializations:

- Ancient World – Interdisciplinary Approaches
- Byzantium and the Western Middle Ages
- Interdisciplinary Approaches to Modern and Contemporary World History

Structure and Delivery:

- Language of instruction: Greek
- Mode of delivery: Hybrid, though moving towards fully online
- Duration: Four semesters
- Credits: 120 ECTS
- Curriculum: Two courses (of 15 ECTS each) per semester for the first three semesters (for a total of 90 ECTS), plus a mandatory thesis (30 ECTS) in the fourth semester. The courses differ among the three specializations.
- Tuition fee: €1,600 for the entire Programme (€400 per semester)
- Enrollment: At most 20 students per specialization

The Programme adheres to conventional European standards for postgraduate education.

Academic Staff: The Programme is supported by academic staff from the Department of History and Digital Humanities and other departments of the Ionian University and by staff from collaborating universities in Greece and abroad. All teaching staff hold doctoral degrees and are active scholars and researchers in diverse areas of history.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP "History and Documentation" applies a Quality Assurance Policy aligned with the Ionian University's framework and the principles set by the Hellenic Authority for Higher Education.

The policy is appropriate for the PSP, aiming to foster historical research, interdisciplinary collaboration, and student familiarity with modern

methodological tools. It includes clear commitments to implementation, continuous improvement, and efficient use of financial resources.

Continuous improvement is promoted through regular curriculum reviews, semester-based student evaluations of teaching, monitoring developments in the discipline of History, and annual reviews of quality goals. The review of goals is conducted at the end of each academic year by programme coordinators, the PSP director, and the Department's Internal Evaluation Group (OMEA), in collaboration with the University's Quality Assurance Unit (MODIP).

The Quality Assurance Policy is communicated to faculty, students, and administrative staff through official documents, the programme's website, and information sessions. The benefits of compliance (enhanced teaching quality, stronger research orientation, better alignment with the labor market) and the implications of non-compliance (loss of credibility, reduced effectiveness) are made clear.

Specific, measurable, achievable, relevant, and timely goals have been set, including:

- Improvement of teaching methods.
- Increase in student participation in course evaluations from 23.4% to 30%.
- Enrichment of the library with 10 new books or subscriptions to electronic collections.
- Appointment of academic advisors to monitor student progress.
- Maintenance of appropriate student-to-staff ratios.
- Improvement of graduation rates.
- Enhancement of outward orientation through Erasmus mobility and guest lectures.
- Strengthening the link between teaching and research through participation in projects, archival missions, and excavations.

Each goal is paired with suitable Key Performance Indicators (KPIs), such as participation rates in evaluations, number of library acquisitions, graduation rates, and staff involvement. Monitoring is conducted annually, with adjustments made as needed, and results communicated to stakeholders, though student interviews suggest feedback communication could be made more visible.

The learning outcomes are appropriate for level 7 of the European and National Qualifications Framework for Higher Education.

II. Analysis

The Quality Assurance Policy demonstrates strong commitment to continuous improvement and responsible financial management. It emphasizes interdisciplinarity and labor market relevance, enhancing the PSP's attractiveness.

Student evaluations and annual reviews provide important feedback mechanisms. Practical training and participation in thesis preparation research projects strengthen applied learning and research skills. Regular curriculum updates

ensure responsiveness to evolving academic and professional needs.

The policy is well disseminated, but student participation in evaluations (currently 23.4%) indicates the need for stronger engagement. The introduction of academic advisors is a positive step toward improving communication and supporting student success.

Goals are clearly defined and measurable, with KPIs that allow effective monitoring. Annual reviews ensure relevance and timeliness, though more frequent interim evaluations (e.g., per semester) could further strengthen responsiveness. However, while procedures foresee feedback dissemination, interviews suggest that students may not consistently perceive or access this feedback, indicating room for improvement in visibility and transparency.

Learning outcomes are fully aligned with level 7 descriptors, ensuring graduates acquire advanced analytical and research skills.

The programme should strengthen student engagement and communication by encouraging greater participation in course evaluations and involving students more actively in quality processes, while also ensuring that achieved improvements, such as enhanced teaching methods, enriched resources, and higher graduation rates, are clearly shared with all stakeholders. Finally, the programme should expand its international and research orientation by increasing Erasmus mobility, joint research projects, and international events, while at the same time offering students more opportunities to participate in funded projects and fieldwork so that coursework is more closely linked with research practice.

III. Conclusions

The PSP “History and Documentation” has established a clear and appropriate Quality Assurance Policy, aligned with institutional and national standards, and supported by specific goals and measurable KPIs. The policy demonstrates commitment to continuous improvement. Overall, the programme meets Principle 1 requirements, showing a strong quality culture, though further progress could be achieved by increasing student engagement and communication, deepening research integration and expanding international collaboration.

Panel Judgement

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

Panel Recommendations

- Strengthen Engagement and Communication: Encourage greater student participation in evaluations and involve them in quality processes.
- Maintain systematic publication of MODIP and OMEA reviews to reinforce transparency and stakeholder engagement.
- Deepen Research Integration: Provide more opportunities for students to participate in funded projects and fieldwork, linking coursework with research practice.
- Enhance international visibility through guest lectures, events, and collaborations.

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

I. Findings

The PSP "History and Documentation" program is a well-established second-cycle curriculum that has recently been restructured to align with contemporary legislative requirements as outlined in Law 4957/2022. The program offers three distinct areas of specialisation: (a) Ancient World – Interdisciplinary Approaches, (b) Byzantium and the Western Middle Ages, and (c) Thematic Approaches to Modern and Contemporary World History.

The overall structure of the program comprises four semesters, totalling 120 ECTS credits, thereby conforming to Level 7 of the European Qualifications Framework (EQF). Among its requirements, students are obligated to complete a research-based Master's thesis worth 30 ECTS credits.

The formal approval of this program is substantiated through decisions made by the Senate in March 2018, accompanied by updated Internal Regulations. Furthermore, the program's implementation adopts a hybrid model that effectively integrates traditional face-to-face instruction with synchronous distance-learning platforms.

II. Analysis

The design of the programme exhibits a strong alignment with the "Dublin Descriptors" for Level 7, particularly in the areas of critical research methodologies and specialised historical analysis. The programme comprises 120 ECTS over a four-semester period, providing a balanced student workload and aligning with European standards for intensive graduate studies. Transparency is upheld through the provision of a comprehensive Student Guide and regularly updated course outlines (syllabi), which clearly articulate learning outcomes, assessment criteria, and relevant bibliographic resources. Furthermore, the approval procedures integrated within the programme encompass multi-level institutional review involving the Programme Committee, Departmental Assembly, and Senate, thereby ensuring both academic rigour and institutional oversight.

III. Conclusions

The PSP is fully compliant with Principle 2. Its academic orientation is well-defined, its structure is robust, and its implementation procedures are transparent and institutionally grounded.

While the programme successfully bridges History and Informatics, some international counterparts (e.g., at ETH Zurich or Université Paris Cité) place a heavier emphasis on technical certifications and industry-standard software from the outset, rather than focusing predominantly on historical theory.

Panel Judgement

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

Panel Recommendations

None

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The programme applies a variety of teaching and assessment methods, including lectures, seminars, written assignments, oral presentations and the preparation of a master's thesis, in accordance with the study guide and course outlines. The intended learning outcomes, teaching modes and assessment procedures are described in the course

descriptions and appear consistent with the overall aims of the programme. Teaching is supported through the institutional digital platforms, which are used for the distribution of teaching material, communication between staff and students and submission of assignments. Different modes of delivery are used depending on the course, allowing a degree of flexibility that is appropriate for postgraduate studies. The programme has established procedures for the evaluation of teaching by students through structured questionnaires, the results of which are processed within the institutional quality assurance system. Regulations for dealing with complaints and appeals are in place, and students confirmed during the interviews that these procedures function effectively. Multiple communication channels are available through the secretariat, the programme director and the teaching staff, contributing to a positive academic environment. The role of the academic advisor is clearly defined in the regulations and appears to function effectively. Students and graduates emphasised that the advisor plays an important role in guiding their academic progress and in supporting them during the preparation of assignments and the master's thesis.

Special provision is made for the preparation of the thesis through methodological courses and training in academic writing, which begin early in the programme. These activities are coordinated by the teaching staff and in several cases involve cooperation between different courses, ensuring continuity in the development of research skills. Students and graduates considered these elements particularly effective for the successful completion of the programme.

Assessment criteria are published in advance, and students reported that the evaluation procedures are demanding but fair and consistent. Feedback is provided in all courses, often in written form, and is considered useful for improving performance. During the interviews, the teaching staff demonstrated familiarity with the principles of student-centred learning and described concrete methods for monitoring student progress, providing feedback and adapting teaching practices. Students confirmed that teaching methods are flexible and engaging, and graduates highlighted the positive impact of the programme's approaches on their professional development. Stakeholders also referred to collaborative initiatives carried out with members of the teaching staff, indicating that the programme promotes innovative activities and maintains constructive relations with the wider professional environment.

Participation in student evaluation procedures exists, but the response rate is not always high. The programme leadership and the quality assurance team are aware of this issue and reported that measures are being considered to increase participation.

II. Analysis

The programme demonstrates substantial compliance with the requirements of student-centred learning, as it provides flexible teaching methods, clear assessment procedures and effective academic guidance. The existence of methodological training, early engagement with research and coordinated supervision of the thesis constitutes a particularly positive element, as it supports the development of autonomous learning and research skills, which are essential

at the postgraduate level. The effective functioning of the academic advisor, the existence of clear procedures for complaints and appeals, and the positive feedback from students and graduates indicate that the programme promotes mutual respect and constructive interaction between staff and students. The interviews confirmed that the teaching staff are aware of student-centred learning principles and actively apply them, which strengthens the credibility of the documentation. However, the relatively low participation in evaluation questionnaires limits the effectiveness of the feedback system and reduces the ability of the programme to rely on systematic data for improvement. Although the programme leadership recognises the issue and is considering solutions, further efforts are needed to ensure more consistent student involvement in quality assurance procedures.

Overall, the programme provides a supportive learning environment and demonstrates a genuine commitment to student-centred teaching, but the monitoring mechanisms could be strengthened through higher participation in evaluation processes.

III. Conclusions

The programme satisfies the requirements of Principle 3 to a high degree. Student-centred learning is effectively implemented through flexible teaching methods, structured supervision, clear assessment procedures and active academic support. Further improvement is needed in the systematic use of evaluation data.

Panel Judgement

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

Panel Recommendations

- Strengthen the mechanisms encouraging student participation in evaluation procedures, in order to ensure more reliable feedback for the quality assurance cycle.
- Continue supporting the structured supervision of the thesis and the coordination between courses, which constitute a strong element of the programme.
- Further develop the use of evaluation results in order to document more clearly the link between student feedback and programme improvement.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The programme operates under a published regulatory framework that governs all stages of study, including admission procedures, student progression, preparation of assignments and thesis, recognition of prior studies and certification. These regulations are included in the Internal Regulation, the Study Guide and the relevant institutional documents, which are available to students through the programme website and the university information system. Admission criteria, required qualifications and supporting documents are clearly defined in the programme regulations. The selection process follows the national legislative framework for postgraduate studies and is carried out according to transparent procedures approved by the competent institutional bodies. Student rights and obligations, the duration of studies, the conditions for successful completion of courses and the requirements for the preparation and defence of the master's thesis are described in detail in the Internal Regulation and the Study Guide. The programme is structured according to the ECTS system, and the allocation of credits appears consistent with the workload expected at postgraduate level.

The procedures governing assignments and the master's thesis are clearly specified. The documentation defines the appointment of supervisors, the stages of thesis preparation, the evaluation procedure and the criteria for successful

completion. Methodological training and guidance for academic writing are included in the curriculum, supporting the gradual development of research skills. Student progression is monitored through the institutional information system and through the programme secretariat, which maintains individual student files including admission documents, course registrations, grades, thesis evaluation reports and certification records. Procedures for the award of the degree and the issue of certification documents are defined in accordance with national legislation and institutional regulations. The diploma and the diploma supplement follow the relevant national standards.

Provisions for student mobility and scholarships exist within the framework of the university and the national system; however, the available documentation provides limited detailed information regarding their practical implementation. During the interviews, students and graduates confirmed that the general procedures related to admission, course registration, thesis preparation and certification are clear and function effectively. They emphasised that administrative support through the secretariat, the teaching staff and the programme leadership is easily accessible and that no significant difficulties arise during the implementation of the regulations. At the same time, both students and graduates indicated that information regarding scholarships and mobility opportunities is not always widely disseminated, and awareness of such possibilities appears to depend largely on individual initiative rather than on systematic guidance.

II. Analysis

The programme has established a clear and comprehensive regulatory framework covering all phases of study, as required by the Standards. The relevant procedures are published in the Internal Regulation and the Study Guide and appear to be consistently applied. The monitoring of student progression through the institutional information system and the programme secretariat ensures transparency and traceability of academic records. The documentation concerning assignments and the master's thesis is detailed and appropriate for postgraduate level studies, and the inclusion of methodological training supports the timely completion of the thesis. The interviews with students and graduates confirm that the procedures are not only formally defined but also effectively implemented in practice. The availability of multiple communication channels through the secretariat, the teaching staff and the programme leadership contributes to the smooth functioning of the programme. However, the information provided to students regarding scholarships and mobility opportunities appears to be limited. Although the relevant provisions exist at the institutional level, the programme could ensure more systematic dissemination of this information in order to guarantee equal access to available opportunities and to strengthen the international and academic dimension of the studies.

Overall, the programme demonstrates compliance with the requirements of Principle 4, with minor weaknesses related to the communication of mobility and financial support opportunities.

III. Conclusions

The programme has established clear and transparent procedures governing admission, progression, thesis preparation, recognition of studies and certification, which are publicly available and effectively implemented. Minor improvements are needed in the systematic dissemination of information concerning scholarships and mobility opportunities.

Panel Judgement

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

Panel Recommendations

- Ensure more systematic dissemination of information regarding scholarships, mobility schemes and other academic opportunities.
- Continue to maintain clear and accessible regulations in the Study Guide and internal documentation.
- Further strengthen the monitoring of student progression through the use of institutional data.
- Maintain the effective administrative and academic support that contributes to the smooth implementation of the programme regulations.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The teaching faculty primarily comprises Academic Staff from the Department of History, with additional support provided by Laboratory Teaching Staff and specialised external collaborators. The recruitment process and assignment of teaching responsibilities adhere to the criteria outlined in the Internal Regulation and comply with the current legal framework, specifically Law 4957/2022. Faculty research performance is systematically evaluated using international databases such as Scopus and Google Scholar, demonstrating a significant presence of peer-reviewed publications and citations among core staff members. The institution has implemented a formal policy for staff support and professional development that includes incentives to enhance faculty mobility and encourage participation in international research networks. Moreover, the working conditions and responsibilities of faculty members are explicitly articulated in their employment contracts and university service regulations.

II. Analysis

The teaching staff demonstrates the required academic qualifications and

research expertise essential for a Level 7 programme, as highlighted by the commendably high h-index scores of numerous core instructors. There is a strong connection between research and education, with faculty research projects often serving as the basis for graduate seminars and thesis topics. The recruitment processes are characterised by transparency and meritocracy, which ensures that the academic profiles of the instructors correspond effectively with the specific specialisations of the Postgraduate Studies Programme (PSP). Additionally, implementing electronic evaluation systems for courses and instructors promotes continuous quality improvement and enhances staff accountability.

III. Conclusions

The PSP satisfies the requirements of Principle 5. The faculty is highly qualified with significant research output, and the institutional framework provides adequate support for professional development and pedagogical innovation.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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 students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP utilizes the established infrastructure of the Ionian University and the Department of History to provide a comprehensive learning environment for its students. The program operates within a dedicated, specially configured room (Room 1.35) located at the Department of History, which is equipped for lectures, study, and laboratory work with a capacity for twenty-five students. This facility is shared with the postgraduate program "Methodology of Criticism and Editing of Historical and Archival Sources," and it features full equipment for collaborative learning and tele-education. Students further benefit from access to the department's computer laboratory and the broader university-wide digital services, including the Open e-Class platform for asynchronous learning and Zoom for synchronous sessions. The Ionian University Library and Information Centre provides access to approximately 42,500 volumes and 412 journal titles, alongside specialized digital databases such as JSTOR, HEAL-LINK, and Année Philologique.

Student evaluations of these resources are favorable, with mean scores of 3.9/5 for the availability of bibliography and 4.3/5 for research material availability. Administrative support is handled by the Department's Secretariat, which is reinforced by a dedicated associate to manage the specific requirements of this program, including registrations and academic correspondence. A structured support network is available to students, encompassing academic advisors who monitor progress and university-level offices such as the Career Office, the Erasmus+ mobility office, and the Internship Office. Regarding financial accessibility, the program adheres to legislative requirements by exempting 30% of admitted students from tuition fees, while the remaining tuition revenue is utilized to invite guest lecturers and support essential administrative functions.

II. Analysis

The program effectively leverages the Department's existing resources and human capital to maintain a functional and high-quality educational environment. The capacity of the dedicated classroom is well-aligned with the program's intake and pedagogical approach, fostering an environment suitable for advanced historical research. Positive student feedback regarding the library and research resources suggests that the collection is highly relevant to the curriculum's specific documentation and archival focuses. The administrative framework is well-defined, and the inclusion of dedicated personnel ensures that student needs are addressed efficiently. Furthermore, the integration of university-level services such as Erasmus and the Career Office provides students with valuable opportunities for professional development and international mobility, extending their experience beyond local academic requirements. The financial model appears sustainable, as it reinvests student fees into academic enrichment through guest teaching while ensuring accessibility for students with limited financial means.

III. Conclusions

The PSP is found to be in full compliance with Principle 6, as the available human and material resources are sufficient to support the achievement of its academic and research objectives. The program successfully balances the requirements for traditional archival research with the necessity for modern digital tools and robust student support services.

Panel Judgement

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

Panel Recommendations

- Enhance Electronic Library Resources: Although student evaluations of research materials are currently positive, the programme should prioritize the expansion of subscriptions to electronic journals and e-books and improve remote access to the library's digital systems.

- Establish a Structured Alumni Mentorship Network: While a Graduates Association exists, the programme would benefit from formalizing a mentorship framework that systematically connects current students with alumni to facilitate career guidance and professional networking.

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

I. Findings

The PSP “History and Documentation” has established clear procedures for collecting data on students, teaching methods, student progression, and graduate employability. The Secretariat, in collaboration with the Coordinating Committee and the Department’s Internal Evaluation Group (OMEA), systematically gathers information on students, faculty, infrastructure, and programme activities. Graduate career paths are monitored through the University’s Career Office.

Data is managed through the electronic student registry, which records personal details, course enrolments, grades, thesis information, and progression. Both electronic and paper archives are maintained, including student files, faculty records, financial documents, and official programme regulations. Statistical data can be exported and analysed using spreadsheets, allowing comparisons across

cohorts and years.

Anonymous student surveys are conducted regularly, following HAHE guidelines. Surveys evaluate course organization, clarity of objectives, adequacy of teaching materials, library access, workload, transparency of assessment, and interconnection of courses. Survey results are systematically processed, analysed statistically, and presented in graphs and tables. Findings are communicated to the Programme Committee and Department Assembly, which take corrective actions where needed. Results feed into the annual internal evaluation report and inform curriculum adjustments, teaching methods, and resource allocation.

Data is collected and analysed regarding the adequacy of resources, including library holdings, IT facilities, and teaching infrastructure. Tuition fees are used to strengthen resources, and supporting student services.

Data is presented in graphical form, showing trends in admissions, graduation rates, study duration, and staff-student ratios. Reports highlight variations across cohorts, including the impact of external factors (e.g., the pandemic on graduation rates). Graphical representation allows direct interpretation and comparison, supporting evidence-based decision making.

II. Analysis

The PSP “History and Documentation” demonstrates an integrated information management system. Responsibilities are clearly defined, with the Secretariat, Coordinating Committee, and OMEA ensuring transparent and standardized data collection. The use of electronic systems alongside paper archives provides both accessibility and reliability, while the Career Office ensures employability data is captured.

Student satisfaction surveys are well structured and aligned with national standards, covering all critical aspects of teaching and learning. Importantly, survey results are not only collected but systematically analysed, communicated, and used to drive improvements. This reflects a strong feedback culture and commitment to continuous enhancement.

The graphical presentation of data, covering admissions, progression, graduation rates, study duration, and staff student ratios, facilitates clear interpretation and benchmarking across academic years.

Areas of strength include the comprehensiveness of data collection, the integration of electronic and manual systems, and the systematic use of survey results for improvement. Potential enhancements could involve further automation of reporting, more frequent dissemination of analysed data to students, and expanded tracking of alumni career trajectories to strengthen employability insights.

III. Conclusions

The PSP “History and Documentation” has developed a comprehensive and well-structured system for collecting, analysing, and using information to support effective programme management. Data on students, teaching, progression, and graduate employability is systematically gathered through electronic platforms and paper archives, while satisfaction surveys provide valuable feedback for continuous improvement. Information is processed, presented in accessible formats such as graphs and tables, and communicated to decision making bodies, ensuring transparency and accountability. Overall, the programme demonstrates full compliance with Principle 7, showing that information management is integrated, reliable, and actively used to enhance quality, though further automation and expanded alumni tracking could strengthen its effectiveness even more.

Panel Judgement

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

Panel Recommendations

- Use a digital tool to combine student, survey, and alumni data for streamlined reporting.
- Formalise feedback dissemination: Establish clearer and more structured mechanisms to share survey results and performance trends more openly with students and faculty to show how feedback drives improvements.
- Develop systematic alumni tracking to monitor career paths and better align studies with labor market needs.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP maintains a comprehensive digital presence primarily through its dedicated section on the official website of the Department of History of the Ionian University. This portal serves as the central hub for public information, providing access to essential institutional documents such as the Study Guide for the 2025-2026 academic year, the Internal Operating Regulations, and the formal registries of the Department. The website is available in both Greek and English versions, ensuring accessibility for a broader academic audience. Public information is structured to include detailed course descriptions, faculty profiles, and practical information regarding the University Library, Erasmus+ mobility, and e-learning platforms such as open e-class. Responsibility for the maintenance, design, and continuous updating of the website is formally assigned to a member of the Special Technical Laboratory Staff, who ensures that announcements, such as calls for expressions of interest, are cross-posted on the central University website and the Department's social media accounts on Facebook and Instagram. The program utilizes the "Publish@Ionio" content management system, which facilitates a structured workflow for data entry, previewing, and publication to ensure the accuracy and consistency of the information shared with the public.

II. Analysis

The public information strategy of the PSP is characterized by a high degree of transparency and procedural clarity. By centralizing all critical academic and administrative information on a specialized website, the programme ensures that prospective and current students have immediate access to the requirements and structure of their studies. The formal appointment of a dedicated staff member for website maintenance indicates a commitment to keeping the information current and reliable, which is crucial for building institutional trust. Furthermore, the use of a standardized university-wide content management system ensures that the presentation of information remains professional and integrated with the broader institutional identity of the Ionian University. The strategic use of the

Department's established social media channels for disseminating calls for applications extends the programme's reach to a wider demographic of potential candidates while maintaining an active connection with the academic community.

III. Conclusions

The PSP is found to be in full compliance with Principle 8. The information provided to the public is exhaustive, well-organized, and objectively presented. The programme effectively utilizes digital tools to ensure that all stakeholders are adequately informed about its objectives, curriculum, and administrative procedures, thereby fulfilling its obligation for transparency in the public domain.

Panel Judgement

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

Panel Recommendations

- Expand English Content: While the website maintains an English version, the programme should ensure that all dynamic content, such as current news, research updates, and detailed seminar announcements, is consistently translated to enhance its international visibility.
- Create Dedicated PSP Social Media Presence: Although the programme utilizes the Department's social media accounts, creating dedicated profiles specifically for the "History and Documentation" PSP could foster a more focused community and facilitate more direct engagement with alumni and specialized research bodies.
- Consolidate Electronic Sources: To build on the positive student feedback regarding digital resources, the programme could include a direct "Resources for Researchers" link on its homepage, consolidating access to the specialized databases and library services mentioned in the presentation.
- Add Interactive Alumni Section: The panel suggests adding a section featuring alumni profiles and career outcomes to provide prospective students with a clearer understanding of the professional pathways enabled by the degree.

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

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

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

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

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

Study Programme Compliance

I. Findings

The Internal Evaluation Group (OMEA) of the Department coordinates the annual self assessment of the PSP "History and Documentation", in collaboration with the Coordinating Committee and the Secretariat. The process is conducted annually, as required by the Institutional Quality Assurance System, and results are submitted to the Department Assembly for discussion and approval. OMEA works closely with the University's Quality Assurance Unit (MODIP), which provides guidance and ensures timely submission of reports.

The outcomes of the self assessment are properly recorded in the Internal Evaluation Report and submitted to MODIP. MODIP issues official minutes with findings and recommendations, which are communicated back to the academic unit.

The findings are shared within the academic unit through the Department

Assembly and Programme Committee. Faculty and programme coordinators are informed of strengths, weaknesses, and recommended corrective actions.

Action plans are developed based on MODIP's recommendations. Recent examples include: encouraging greater participation of faculty and students in Erasmus+ mobility programmes; strengthening student involvement in course and instructor evaluations. These plans are communicated to coordinators, advisors, and students.

Structural updates have been made, such as curriculum revisions, updated regulations, and reduced tuition fees, which have contributed to increased student enrolment and satisfaction.

II. Analysis

The PSP "History and Documentation" demonstrates a well established and systematic approach to ongoing monitoring and internal evaluation. The annual self-assessment procedure is embedded in the Internal Quality Assurance System framework, with OMEA ensuring coordination and MODIP providing oversight and guidance. This guarantees compliance with national standards and consistency across postgraduate programmes.

The outcomes of self-assessments are documented, submitted to MODIP and communicated within the academic unit. This fosters collective responsibility and ensures that faculty, coordinators, and students are aware of both achievements and areas requiring improvement. Nevertheless, the Panel noted during interviews with students that they had not received, or were not aware of, changes or feedback resulting from their survey input. In addition, participation in surveys remains limited, with only a small number of students contributing, despite the fact that the PSP actively encourages them to participate.

Importantly, the evaluation process leads to concrete action plans. The recent emphasis on increasing student involvement in evaluations reflects responsiveness to MODIP's recommendations and alignment with broader institutional goals of quality enhancement. The implementation of these actions, alongside curriculum updates and tuition fee adjustments, demonstrates that the PSP uses evaluation results to drive meaningful change.

Overall, the programme shows strong compliance with Principle 9. Monitoring and evaluation are systematic, outcomes are well documented, and corrective actions are implemented. The process supports continuous improvement, ensures the PSP remains current with disciplinary developments and societal needs, and enhances the learning environment for students.

III. Conclusions

The PSP "History and Documentation" shows a consistent commitment to quality assurance, with evaluation embedded as a routine and constructive process. Overall, Principle 9 is satisfactorily met, with clear evidence of continuous monitoring, effective communication, and meaningful improvements that enhance programme quality.

Panel Judgement

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

Panel Recommendations

- Increase student participation in surveys and evaluations through incentives and awareness, while clearly communicating outcomes and implemented changes.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The programme operates within the national framework for the external evaluation and accreditation of postgraduate study programmes and follows the procedures established by the Hellenic Authority for Higher Education (HAHE). The programme participates in the institutional quality assurance system and is subject to periodic external review as part of the accreditation cycle.

According to the documentation provided, the programme has taken into account the recommendations included in previous external evaluation reports of the Institution and of the Internal Quality Assurance System. A progress report has been prepared describing the actions taken in response to these recommendations and the measures adopted in order to improve the organisation and operation of postgraduate studies.

The programme is integrated into the quality assurance procedures of the University, and the relevant information is processed in cooperation with the Quality Assurance Unit. Evaluation results are discussed within the academic bodies responsible for the programme, and modifications to the curriculum and to the organisation of studies are made through the formal institutional procedures.

The documentation indicates that the programme follows the requirements concerning periodic review, accreditation and follow-up of recommendations, in accordance with the national regulatory framework.

II. Analysis

The programme demonstrates compliance with the requirements concerning regular external evaluation, as it operates within the institutional and national

quality assurance system and participates in the accreditation procedures established by HAHE. The existence of progress reports and references to previous evaluation outcomes indicates that the programme is aware of the importance of external evaluation as a mechanism for improvement. The cooperation with the Quality Assurance Unit and the use of formal institutional procedures for programme modification support the reliability of the quality assurance process. However, the documentation provides limited detailed evidence of the specific changes that resulted from previous external evaluations. While the general framework for follow-up actions is in place, the link between external recommendations and concrete improvements in the programme is not always fully documented. A more explicit presentation of the measures taken after previous evaluations, as well as their impact on the curriculum, teaching methods or organisation of studies, would strengthen the demonstration of continuous quality enhancement.

Overall, the programme follows the required procedures and participates in the external evaluation cycle, but the documentation of the improvement process could be more detailed.

III. Conclusions

The programme complies with the requirements regarding regular external evaluation and participates in the institutional and national quality assurance framework. Further improvement is recommended in the systematic documentation of follow-up actions and their impact on programme development.

Panel Judgement

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

Panel Recommendations

- Document more explicitly the actions taken in response to previous external evaluation reports.
- Provide clearer evidence of the impact of these actions on the curriculum and the organisation of studies.
- Continue strengthening the link between external evaluation, internal quality assurance procedures and programme improvement.

PART C: CONCLUSIONS

I. Features of Good Practice

- The design of the PSP exhibits a strong alignment with the "Dublin Descriptors" for Level 7, particularly in the areas of critical research methodologies and specialised historical analysis.
- The PSP provides flexible teaching methods, clear assessment procedures, and effective academic guidance.
- The PSP provides methodological training, early engagement with research, and coordinated supervision of the thesis. This constitutes a particularly positive element, as it supports the development of autonomous learning and research skills, which are essential at the postgraduate level.
- The teaching staff demonstrates the required academic qualifications and research expertise essential for a Level 7 programme, as highlighted by the commendably high h-index scores of numerous core instructors.
- There is a strong connection between research and education, with faculty research projects often serving as the basis for graduate seminars and thesis topics.

II. Areas of Weakness

- The relatively low participation in evaluation questionnaires limits the effectiveness of the feedback system and reduces the ability of the PSP to rely on systematic data for improvement.
- The information provided to students regarding scholarships and mobility opportunities appears to be limited.
- The electronic library resources need improvement: there are not enough subscriptions to electronic journals and e-books.

III. Recommendations for Follow-up Actions

- Provide more opportunities for students to participate in funded projects and fieldwork, linking coursework with research practice.
- Enhance international visibility through guest lectures, events, and collaborations.
- Ensure more systematic dissemination of information regarding scholarships, mobility schemes and other academic opportunities.
- Further strengthen the monitoring of student progression through the use of institutional data.

- Prioritize the expansion of subscriptions to electronic journals and e-books and improve remote access to the library's digital systems.
- Formalize a mentorship framework that systematically connects current students with alumni to facilitate career guidance and professional networking.
- Increase student participation in surveys and evaluations through incentives and awareness, while clearly communicating outcomes and implemented changes.
- Establish clearer and more structured mechanisms to share survey results and performance trends more openly with students and faculty to show how feedback drives improvements.
- Develop systematic alumni tracking to monitor career paths and better align studies with labor market needs.
- Add a section featuring alumni profiles and career outcomes to the PSP website in order to provide prospective students with a clearer understanding of the professional pathways enabled by the degree.
- Expand the PSP website's English content by ensuring that all dynamic content, such as current news, research updates, and detailed seminar announcements, is consistently translated to enhance international visibility.
- Document more explicitly the actions taken in response to previous external evaluation reports.

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
VRANAS PETER	Signed by VRANAS PETER
Chatzikonstantinou Ioannis	Signed by Chatzikonstantinou Ioannis
CHIKOVANI ANA	Signed by CHIKOVANI ANA
LAZARIS STAVROS	Signed by LAZARIS STAVROS
Marsico Claudia	Signed by Marsico Claudia