



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the New Postgraduate Study Programme of:

MA in Security and Cultural Heritage Studies

Department: Foreign Languages, Translation and Interpreting

Institution: Ionian University

Date: May 2025



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 **MA in Security and
Cultural Heritage Studies** of the **Ionian University** for the purposes of
granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Postgraduate Study Programme Profile	8
Part B: Compliance with the Principles.....	11
Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	11
Principle 2: Design and Approval of New Postgraduate Study Programmes	16
Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	22
Principle 4: Teaching Staff of New Postgraduate Study Programmes	27
Principle 5: Learning Resources and Student Support	30
Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	32
Part C: Conclusions	35
I. Features of Good Practice.....	35
II. Areas of Weakness.....	36
III. Recommendations for Follow-up Actions.....	36
IV. Summary & Overall Assessment.....	37

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 MA in Security and Cultural Heritage Studies of the Ionian University comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. MICHAILAKIS DIMITRIS (Chair)**
University of Linköping
- 2. KARAKASIDOU ANASTASIA**
Wellesley College
- 3. KIRTSGLOU ELISABETH**
Department of Anthropology, Durham University
- 4. ROUDOMETOF VICTOR**
Τμήμα Κοινωνικών και Πολιτικών Επιστημών, Πανεπιστήμιο Κύπρου
- 5. ΒΑΓΙΑΤΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ**
University of the Aegean

II. Review Procedure and Documentation

The Panel responsible for the Accreditation Review of the New Postgraduate Study Programme (PSP) of Security and Cultural Heritage Studies in the Ionian University comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020.

EXTERNAL EVALUATION & ACCREDITATION PANEL

1. Prof. Dimitris Michailakis, University of Linköping, Sweden (Chair)
2. Assoc. Prof. Victor Roudometof, University of Cyprus, Cyprus
3. Prof. Anastasia Karakasidou, Wellesley College, United States of America
4. Prof. Elisabeth Kirtsoglou, Durham University, United Kingdom
5. Mr. Konstantinos Vagiatis, student representative, University of the Aegean, Greece

II. Review Procedure and Documentation

The Postgraduate Study Programme, that is planned to be offered by Ionian University, was evaluated and accredited by an External Evaluation and Accreditation Panel (EEAP).

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

- To establish whether the data provided from the various sources is internally consistent and reflects the actual situation.
- To identify strengths and areas for improvement.
- To engage in a constructive dialogue with the institution, leading to reflection and continuous enhancement of the study programme.

The panel members met before the commencement of the accreditation process to establish common terms of reference regarding the accreditation principles and criteria and to ensure that all members had full access to the digital materials, which they carefully reviewed.

The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format. It was comprehensive, well-structured, and thoroughly prepared.

Private meetings on Monday 19/05/2025 with EEAP members to discuss the accreditation proposal, allocate tasks, etc.

The accreditation process took place remotely (via Zoom) and followed a carefully structured schedule provided by HAHE, which included one interactive virtual meeting beginning on Tuesday, 20/05/2025) as follows:

On Tuesday 20/05/2025 the evaluation process commenced with a meeting with the Vice-Rector/President of the MODIP, the Head of the Department and the Director of the PSP.

After a brief overview of the postgraduate programme (history, academic profile, and current status), strengths and possible areas of concern were discussed. The meeting also examined the degree of compliance of the programme with the Standards for Quality Accreditation.

Next the EEAP had a meeting with the teaching staff members of the planned PSP. The EEAP had the opportunity to discuss such issues as professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

Next, we were scheduled to follow an online tour of the facilities and infrastructure supporting the PSP, including lecture halls, libraries, laboratories, and other relevant spaces. This was intended to evaluate the adequacy and appropriateness of the learning resources, materials, and equipment.

The EEAP members subsequently met with employers and social partners, providing an opportunity to discuss and assess the connections between the Criminology PSP and external stakeholders from the public and private sectors.

Next, the EEAP held a debriefing meeting to discuss on the outcomes of the virtual visit and prepare the oral report.

Finally, we held a concluding meeting with the Vice-Rector, the Director of the PSP, the Head of the Department and the MODIP supervisor during which we informally presented and discussed the EEAP's key findings.

Throughout all virtual meetings, the EEAP had the opportunity to engage with participants, who were encouraged to express their views freely regarding their overall academic experience, institutional strategy, vision, and the adequacy of available resources. All participants welcomed the opportunity to speak with the Panel and share their perspectives. Discussions were insightful, constructive, and conducted in a collaborative manner. All meetings included presentations and Q&A sessions.

The Department worked diligently in preparing the internal evaluation report and providing the Panel with all relevant documentation. All virtual meetings were well-organised and efficiently hosted. The External Evaluation & Accreditation Panel commends the Department for its outstanding work throughout the internal evaluation process, noting that the objectives of the external evaluation were fully achieved.

The efficiency and professionalism of both the academic and administrative staff in answering questions and providing additional information and clarifications during the meetings are particularly commendable.

The EEAP wishes to express its gratitude and appreciation to all those involved (academic staff, administrative staff, and social partners) for their cooperation and professionalism throughout this process.

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

III. Postgraduate Study Programme Profile

At the 2nd Meeting of the Senate of the Ionian University for the academic year 2023-2024, held in Corfu, approved the establishment of a foreign-language postgraduate program entitled "MA in Security and Cultural Heritage Studies" as a part of the "Department of Foreign Languages, Translation and Interpreting, School of Humanities". The PSP is planned to run for five (5) years, from the academic year 2025-2026 until the academic year 2030-2031. The Department of Foreign Languages, Translation and Interpreting, School of Humanities is the only department that offers interdisciplinary language and culture courses in its academic program.

The foreign language PSP will award a MA in "Security and Cultural Heritage Studies." The PSP is a combined programme in the fields of cultural heritage and contemporary threats. It is designed for those students who wish to acquire specialized knowledge and the theoretical background as well as the practical management of these issues. Graduates can work in government agencies, international governmental and non-governmental organizations, cultural institutions, or private companies dealing with issues of security and/or protection and management of cultural heritage. It is addressed to a wide range of interested English-speaking student candidates. The PSP intends to offer a highly interdisciplinary and internationally unique postgraduate approach to culture, tangible and intangible cultural heritage with protection, security, development and sustainability. The MA addresses a broad group of interested students from many countries and from many disciplines such as Law, Sociology, Political Sciences, Geography and Economics. Thus, the proposed PSP aims to train and specialise students in the sustainable management and development of cultural heritage and related activities.

It is an original English-language postgraduate programme with a thematic field of study which, in terms of research and teaching, remains completely unknown in Greece, while at the international level it appears only to a limited extent, reserved to the subject of natural disasters, ignoring the issues related to the interconnection of cultural heritage with security in general, at the level of geopolitics, economics, information processing and collection, conflict, etc. Holders of a first-cycle degree from a Greek university or equivalent foreign institution can apply into the postgraduate program. A Bachelor's degree is a necessary criterion.

The PSP will use distance learning methods which are regarded most suitable for the subject matter. The distance learning method is considered to be the most appropriate for training in these areas. Distance learning offers important advantages such as flexibility and interactivity between teacher and student and accessibility to studies, making it a highly effective method, ideal for this postgraduate programme. The program is full-time. In exceptional cases and upon request, students may be granted a deferral of studies after at least one (1) semester of study, upon recommendation by the director of the PSP and decision by the Coordinating Committee. In their application, students must state the reasons for their request and attach any relevant supporting documents.

The duration of studies for the awarding of the Master's degree is three (3) semesters. In the first two semesters, the courses are taught and in the third semester, the MA thesis is

prepared. The MA thesis can start either in the winter semester or the spring semester of each academic year. A total of ninety (90) ECTS are required to obtain the MA. During the first semester of study, students attend four compulsory courses. In the second semester, students attend three compulsory courses and one elective course. Each of the courses (compulsory and elective) corresponds to 7.5 ECTS. In order to obtain a Master's Degree, each postgraduate student must attend and be successfully examined in all the offered Master's courses and complete a Master's Thesis equivalent to thirty (30) ECTS.

Maximum number of postgraduate students admitted in the PSP are twenty-five (25) students per academic year and is estimated to employ a total of ten (8) lecturers. This corresponds to six (6) postgraduate students per lecturer.

For their participation in the MA program, graduate students pay tuition fees amounting to five thousand (5000) euros. The fee is paid as follows: Upon announcement of their selection: 1250 euros for the first semester (in case of non-final enrolment, the first instalment of the fee paid is not refundable, except in cases where students do not graduate by the enrolment deadline at the end of October). At the beginning of the second semester: €1250 and at the beginning of the third semester €2500. Failure to pay the required fees is grounds for expulsion from the Postgraduate Program. In the event of withdrawal, expulsion, or unsuccessful completion of studies, tuition fees already paid will not be refunded. The income from the tuition fees will cover the operating costs such as teaching fees of regular and temporary teaching staff involved in the educational and organisational procedures of the PSP, administrative and technical support fees, production of educational material, travel expenses, consumables, other expenses, etc. Other resources of the Postgraduate Program may also arise, for instance sponsorships and donations from cultural and social organizations at the local or national level, research programs, etc.

The MA program offers five scholarships per academic semester to male and female students. The amount of each scholarship is equal to the tuition fees for one semester. Scholarships are based on academic criteria by decision of the Program Coordinating Committee upon recommendation of the Program Director.

In the third semester of the program, a summer school is planned in Corfu with the active participation of providing support for accommodation and meals at the university's facilities. The writing and successful defence of a Master's Thesis is obligatory for all students. At the end of the second semester of each study cycle, the lecturers of the PSP submit to the Director of the Programme lists of thematic areas for Postgraduate Theses, which are made public to the students under the responsibility of the Director of the PSP. Postgraduate students shall select a topic area and Supervisor. The Coordinating Committee of the Programme tries to ensure, as far as possible, an equal distribution of the Master's Theses among the PSP's professors and lecturers, appoints the Tripartite Examination Committees of the Master's Theses and submits a relevant recommendation to the Departmental Assembly for approval. The deadlines for the submission of applications for the preparation of Master's Theses by students are set by the Coordinating Committee of the Programme. The examination of each Master's Thesis includes its presentation before the Examination Committee at a distance using digital media. The Tripartite Examination Committee grades the Master's Thesis on a special form, which is signed by the three members of the Examination Committee and delivered under the responsibility of the supervising faculty

member to the MA Secretariat where it is kept. The Master's Thesis is written in English. The submission of the Master's Thesis for examination requires that the student has successfully passed all the courses of the PSP.

Rights and obligations of students

1. Postgraduate students have all the rights and benefits provided for by the applicable legislation for second-cycle students.
2. Postgraduate students are required to participate in all activities of each course, as specified in the relevant syllabus.
3. Postgraduate students are encouraged to participate in and attend research group seminars, laboratory visits, conferences, symposiums, and workshops related to the subject matter of the PSP, lectures or other scientific and educational events of the PSP, etc.
4. Respond consistently to all performance assessment tests scheduled within each course (e.g. attendance at exams and submission and presentation of assignments within the specified deadlines, either in person or remotely using digital media).
5. Participate in the evaluation process of the PSP program.
6. For each course, there is a maximum number of absences, which is 25% of the total number of teaching hours. If this limit is exceeded, the student is considered to have failed the course and is subject to expulsion. The academic calendar and timetable are drawn up by the director in accordance with the academic calendar of the Ionian University.
7. At the beginning of each period, the timetable for the period is announced, which includes the days and times of the courses, the dates of other events or obligations, etc.

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

The Department of Foreign Languages, Translation and Interpretation at the Ionian University has incorporated postgraduate strategy and quality assurance into its core academic planning. The MA in Security and Cultural Heritage Studies is explicitly aligned with institutional objectives and has been approved via Senate and Departmental Assembly decisions.

The PSP introduces a novel interdisciplinary approach that is not currently offered by any other PSP in Greece. It addresses a significant national and international gap by combining the study of cultural heritage protection with contemporary security and risk analysis.

It is designed to meet the needs of both domestic and international audiences, including graduates seeking careers in cultural policy, heritage protection, international organisations, and crisis management. By integrating elements of law, geopolitics, risk assessment, and digital heritage, the programme fills a clear gap in the national postgraduate landscape and responds to the growing demand for professionals equipped to navigate the complex demands of the field of cultural heritage in the 21st century.

A full feasibility and sustainability study accompanies the programme proposal, outlining academic necessity, international innovation, alignment with societal needs, and infrastructure readiness. This includes a detailed justification of the programme's interdisciplinary profile, which draws on the Department's expertise in translation, interpreting, linguistics, international relations, and cultural studies. Its relevance lies in addressing the intersection of heritage protection, risk management, and security policy, areas of growing importance in both European and global contexts. The programme builds on core thematic pillars already present in the undergraduate curriculum — particularly in modules on cultural diplomacy, conflict and communication, and multilingual policy — and extends these into applied postgraduate pathways aligned with the Department's broader international and strategic orientation.

The PSP adopts a student-centred approach, as outlined in the Department's published Quality Assurance Policy, which explicitly commits to fostering inclusive, transparent, and learner-focused educational processes. The policy affirms the programme's alignment with the European and National Qualifications Frameworks (EQF/NQF) and supports continuous improvement through established mechanisms including curriculum mapping, annual internal reviews, and structured stakeholder feedback processes. The policy also sets expectations for academic integrity, constructive communication, and the active engagement of students in shaping the educational environment. These provisions are operationalised through internal coordination structures, annual goal setting and student evaluation instruments detailed in the programme documentation.

The annual quality targets include specific indicators such as: achieving a $\geq 4.5/5$ average student satisfaction rate on core modules; $\geq 75\%$ student participation in evaluations; regular internal audits by the Internal Evaluation Group and verified alignment with [Standards and Guidelines for Quality Assurance in the European Higher Education Area] ESG 2015 through departmental self-assessment.

The Study Guide confirms Level 7 alignment through a total of 90 ECTS across three semesters, including a compulsory 30 ECTS master's thesis, and a structured module framework that integrates research-based learning, critical evaluation, and interdisciplinary skills. Students complete eight core taught modules (7.5 ECTS each) over the first two semesters, covering areas such as cultural heritage law, risk analysis, and digital methods.

The distance learning strategy is grounded in a Senate-approved Special Regulation document and is implemented through an integrated digital framework that combines synchronous and asynchronous delivery systems. The university deploys certified video-conferencing tools, such as MS Teams, to

enable real-time instruction, visual and audio communication, and interactive teaching (e.g. screen sharing, digital whiteboard, breakout discussions). For asynchronous learning, the programme uses the Open eClass platform, the institution's official Learning Management System (LMS), which includes a Learning Content Management System (LCMS) and integrated Authoring Tools for uploading and organising educational materials, activities, feedback mechanisms, and multimedia content.

Access to all platforms is VPN-protected and based on user authentication protocols managed by the University's Digital Governance Unit. The strategy explicitly ensures compliance with GDPR and national legislation on data protection, and upholds academic integrity through embedded anti-plagiarism checks and clear assessment protocols.

The budget model outlines a tuition-based funding structure set at €5,000 per student, with clear allocations for teaching, support services, digital infrastructure, and scholarship provision. The model ensures long-term sustainability while enabling partial reinvestment in programme enhancement, based on projected enrolment and minimum viability thresholds.

II. Analysis

The programme is relevant and original, addressing a clear gap in interdisciplinary postgraduate provision at the intersection of cultural heritage and security studies. Its design combines academic coherence with practical orientation, offering a distinctive profile that is currently unmatched in the Greek PGT landscape. The feasibility and sustainability planning are realistic and well-constructed, demonstrating institutional readiness in terms of staffing, demand, and resource management.

The department shows a strong internal quality culture, with a quality assurance policy and annual goal-setting framework that go beyond formal compliance. Monitoring indicators are clearly defined, implemented at programme level, and linked to real-time evaluation mechanisms — including student satisfaction, assessment practices, and curriculum updates. These are accompanied by explicit responsibilities for follow-up and review.

The financial model is both viable and socially responsive. Tuition income is allocated transparently, with provision for merit- and need-based scholarships, and a reinvestment strategy that supports ongoing quality enhancement. The integration of teaching and research is evident in both staff specialisations and the availability of structured research engagement opportunities for students.

The programme's distance learning model is well-conceived and well-supported. The combined use of synchronous tools (MS Teams) and the Open eClass

platform is technically and pedagogically robust, with mechanisms in place for access equity, digital competence, assessment integrity, and GDPR compliance. These are not merely stated but operationalised through governance structures and student support mechanisms.

The presence of a regulated academic advisor system and a functioning research ethics committee reinforces the programme's commitment to academic integrity and student-centred learning. Collectively, these elements indicate a strategically planned and institutionally embedded programme that meets the expectations of ESG 2015 and HAHE's quality assurance framework.

III. Conclusions

The PSP "MA in Security and Cultural Heritage Studies" is fully compliant with Principle 1. The programme is institutionally embedded, academically justified, strategically planned, and financially sustainable. Its quality assurance policy is active and structured, with a full cycle of target setting, monitoring, and review. The feasibility study is strong and addresses relevance, viability, infrastructure, staffing, and risk mitigation. The e-learning model is justified and robust. The programme's academic, financial, pedagogical, and support frameworks meet all HAHE expectations and ESG standards. No weaknesses were identified.

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

It is recommended that the programme website include a clear academic statement on how the concept of security is defined and approached within the context of the PSP. Given the interdisciplinary nature of the programme and the increasing diversity of interpretations of security across fields (e.g. human security, cultural security, digital threats), such a statement would strengthen the public articulation of the programme's academic identity and strategic orientation. It would also enhance transparency for prospective students and external stakeholders regarding the theoretical and analytical frameworks underpinning the curriculum.

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 MA in Security and Cultural Heritage Studies was developed through a formalised internal process involving the Departmental Assembly, Programme Design Committee, and approval by the Senate, as confirmed in the institutional founding decision. The documentation demonstrates a structured, multi-level process, in line with national QA standards and institutional policy. The programme's academic profile, scientific objectives, thematic areas, and specialisations are explicitly stated in the founding documents and the Study Guide.

The curriculum design reflects a clear commitment to Level 7 outcomes under the European and National Qualifications Frameworks (EQF/NQF). The expected learning outcomes are published and aligned with Dublin Descriptors, encompassing knowledge integration, critical analysis, autonomous decision-making, and the development of research-based skills. These outcomes are mapped against specific modules, learning activities, and assessment methods.

The programme is structured over three semesters (90 ECTS), including a compulsory 30 ECTS master's thesis. The remaining eight taught modules (7.5 ECTS each) are distributed across the first two semesters and cover interdisciplinary areas such as cultural heritage law, hybrid threats, risk and crisis communication, and digital heritage. The thesis and several core modules contain an embedded research methodology component, enabling students to develop applied and analytical skills appropriate for postgraduate research.

The anticipated learning outcomes will be evaluated through a combination of formative and summative assessments, with the evaluation criteria made public via the Study Guide and internal regulation. These include written assignments, case-based assessments, oral presentations, and the supervised thesis. While the programme has not yet operated, the documentation outlines a robust plan for tracking outcome achievement, with digital student feedback mechanisms and

internal review cycles already institutionalised.

The expected student workload per module is aligned with the ECTS framework (25–30 hours per credit), and the distance delivery format allows for structured pacing through a combination of synchronous and asynchronous learning. The design also supports the potential integration of work experience or applied projects, although these are not yet formalised as internships. However, during the programme development phase, the academic unit engaged in consultations with representatives from major Greek and international organisations, including a UNESCO Chair, a leading Greek foreign policy NGO, and a European public governance institution. During the accreditation process the EEAP met with the aforementioned social partners. All parties expressed clear interest in establishing formal memoranda of collaboration with the programme following accreditation. This not only creates a strong basis for the future inclusion of structured experiential learning opportunities, but also attests to the programme's perceived relevance and alignment with the needs of key stakeholders in the field.

The programme demonstrates a clear commitment to research-led teaching, with course content and supervision responsibilities explicitly aligned to the active research portfolios of staff. The teaching team includes academics from both the Ionian University and international partner institutions, featuring holders of UNESCO Chairs and senior scholars in international relations, international law, digital heritage, and cultural diplomacy. Many are engaged in externally funded research projects and cross-border collaborations, and several have led or contributed to international policy and heritage initiatives. The curriculum is designed to leverage these strengths, exposing students to current debates, applied methodologies, and the practical intersections of teaching and research from the outset.

Although the programme is new and student feedback is not yet available, the institution has established procedures to evaluate teaching quality and outcome achievement through standardised questionnaires and the Internal Evaluation Group (OMEA). These tools are set to be implemented upon programme launch. Additionally, the approval procedure was reviewed and validated by the University's QAU (ΜΟΔΙΠ), as confirmed in internal documentation, ensuring institutional-level compliance. The curriculum and course content are publicly available through the Study Guide, meeting requirements for transparency and accountability.

II. Analysis

The design of the MA in Security and Cultural Heritage Studies demonstrates a clear alignment with national and European standards for postgraduate

programme development, including the ESG 2015 guidelines and Level 7 descriptors of the EQF and NQF. The proposal follows a formal institutional pathway, beginning with internal academic design, departmental and Faculty-level approvals, and final validation by the University Senate. The programme documents offer a well-structured rationale and demonstrate compliance with the regulatory framework for PSP approval in Greece. The programme team is to be commended for the clarity, completeness, and coherence of the submitted application file, which reflects a high level of preparedness and institutional alignment with quality assurance expectations.

The academic profile of the programme is well defined. The curriculum reflects a deliberate interdisciplinary strategy, integrating thematic areas across security studies, cultural heritage protection, digital methods, and international policy. Learning outcomes are explicitly aligned with Level 7 descriptors, including critical analysis, synthesis of complex knowledge, research competence, and independent judgement. These outcomes are supported by clearly defined assessment methods and are made public through the Study Guide and course outlines.

The structure of the programme is coherent and appropriate. It is delivered over three semesters and comprises 90 ECTS, including a compulsory 30 ECTS master's thesis. The distribution of credit, module content, and research-led supervision arrangements are consistent with expected postgraduate workloads and academic standards. The inclusion of core modules on methodology, policy frameworks, and applied case studies supports the attainment of both knowledge and skill-based outcomes.

Although the programme has not yet been implemented, the internal mechanisms for outcome monitoring are in place. The institution has committed to using standardised tools such as student evaluation questionnaires, internal reviews via the OMEA and QA oversight from ΜΟΔΙΠ. These tools are embedded in the QA cycle and mirror existing procedures at the Ionian University.

Teaching is delivered by a qualified, research-active academic team. The documented staff profiles reveal high levels of scholarly production and international engagement, with several members involved in UNESCO-linked research, international networks, and externally funded projects. The match between staff expertise and course content is a notable strength, ensuring strong research–teaching integration from the outset.

While formal internships are not currently included in the curriculum, the programme design incorporates the potential for applied learning experiences. During the accreditation process, the EEAP met with representatives from major Greek and international organisations, who expressed a clear intention to

establish formal collaboration with the programme. This affirms the programme's relevance to stakeholders in the field and creates a solid basis for future experiential learning opportunities.

Overall, the programme's design process reflects careful planning, institutional compliance, and academic credibility. The documentation provided by the Department demonstrates maturity in curriculum design, outcome mapping, and integration with the University's quality structures.

III. Conclusions

The proposed MA in Security and Cultural Heritage Studies fully complies with Principle 2. The design and approval process follows a clearly defined institutional pathway and aligns with national regulatory requirements and ESG 2015 standards. The programme's academic profile, structure, and learning outcomes are appropriate for Level 7 of the European Qualifications Framework, with strong coherence between objectives, curriculum content, and assessment strategy.

The documentation demonstrates thorough planning and institutional oversight. The curriculum is both academically rigorous and responsive to societal needs, and the teaching team is well-qualified, research-active, and internationally engaged. Mechanisms for monitoring outcome achievement and teaching quality are already embedded at institutional level and ready for implementation upon launch.

The programme team is to be commended for the quality and completeness of the application file. Although internships are not formally included at this stage, initial engagement with external partners indicates strong potential for future experiential learning components. Overall, the programme is strategically sound, pedagogically coherent, and institutionally ready for delivery.

Panel Judgement

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

Panel Recommendations

It is noted that, under the current national regulatory framework, teaching hours for staff involved in fee-paying PSPs are not formally credited within institutional workload models (WLM). This situation is not specific to the programme under review but reflects a broader structural issue in the Greek higher education system. The result is an unsustainable expectation — at national level — on academic staff who are expected to deliver postgraduate teaching without corresponding workload recognition — a practice that may compromise the long-term viability of postgraduate provision nationally.

Given the intensity of research-led teaching, and the need to preserve staff research time, mobility, and equitable workload distribution, this issue requires urgent reconsideration at the level of national policy. The panel encourages the Ministry of Education and the Hellenic Authority for Higher Education (HAHE/ΕΓΑΑΕ) to review the existing regulatory framework, with a view to ensuring that staff contributions to self-funded PSPs are appropriately recognised in workload allocation and resourcing practices across institutions.

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 "MA in Security and Cultural Heritage Studies" of the Ionian University is a pioneering and interdisciplinary project aiming to attract postgraduate students and professionals with interests in cultural heritage, security and the management of related risks. It is designed to provide its students with the appropriate theoretical, practical and technological knowledge that will allow them to work in the field of cultural heritage protection, including roles in museums, cultural institutions, government agencies, international organizations (e.g. the UN, EU, European Council, UNESCO, NATO, etc.). MOUs have already been pre-agreed with selected organizations for internships and employment prospects of the PSP graduates.

The Panel conducted a detailed evaluation of the PSP's submitted materials and held extensive discussions with faculty to assess the principles of Student Admission, Progression, Recognition of Postgraduate Studies and Certification. From reading the provided essential documents and the conversations, it becomes apparent that the PSP offers thorough and transparent guidance to students: they clearly outline the procedures for student admission, academic progression, and the mechanisms supporting thesis development, as well as recognition of studies, student mobility and the awarding of postgraduate degree.

This new PSP is governed by a well-defined and legally compliant regulatory framework that covers the entire academic cycle from admission to graduation. The relevant internal regulations will be issued annually by the Program Director, who follows the Coordinating Committee's decisions. These announcements fully and clearly outline the required supporting documents, specific admission criteria, application deadlines, and procedural details. The PSP has already put in place internal regulations for the operation of the Programme, that include student assignments, research ethics, internships, and future mobility. The PSP has also developed and is ready to apply published regulations covering all aspects and phases of studies, from admission to progression, to thesis researching and writing and the final recognition and certification.

The admissions process is well-structured and transparent. The Call for Applications will be issued annually by the Program Director after the Coordinating Committee's approval. Eligible applicants should be holders of a first degree (BA) from a domestic or foreign university. The expected number of admitted/enrolled students is twenty-five (25) maximum, and five (5) minimum.

The evaluation criteria for acceptance and their unit values are clearly presented: they include the students' overall first-degree grade (GPA), their grades in specific courses that are related to the themes of the PSP, their work, research and writing experience, as well as their knowledge of English language. The applicants are then individually evaluated through an oral interview.

Students, once admitted, follow a two-semester well-designed curriculum, that include both required and elective courses. The total duration of the program is 18 months and includes two teaching semesters (each awarding 30 ECTS) and a six-month period dedicated to the thesis (30 ECTS), for a total of 90 ECTS credits. The tuition fees are 5,000 Euros, and one in five students will receive a scholarship. Each student is assigned an advisor, and this advisory support follows the practice already in place at the University, such as the DFLTI voice group, which systematically provides assistance in connecting students with the University's services and in organizing their individual study program.

In addition, to taking courses, all students are required to complete a Master's thesis, which must be written in English. Students have to research and write this final thesis, which must demonstrate advanced theoretical knowledge and skills, critical thinking, ability in problem analysis and synthesis, and research ability of the postgraduate student. The thesis may tackle theoretical or applied issues, while it may be carried out in collaboration with a private or public body based in Greece or abroad that is active or interested in related subjects. Students are eligible to receive from the PSP financial assistance with their research expenses. Students may also participate in international mobility programs after completing the first two semesters, with opportunities to conduct part of their thesis abroad at partner institutions. These activities are supported and recognized by the program's governing bodies.

The program regulation also includes policies regarding attendance and progression. The academic progression of students is formally overseen by both the Coordinating Committee and the student's academic advisor, and it is also informally supported by direct and frequent communication between students and faculty. The students have the right to evaluate the PSP through internal student evaluations via MODIP questionnaires, as well as open discussions with fellow students, faculty, and alumni.

Academic support includes structured library training sessions that focus on digital research tools, and a seminar on academic research and writing. Students have full access to the physical and electronic resources of the University's Library. Other support mechanisms include several writing seminars and training on electronic research tools demonstrate a developmental focus and a strong commitment to quality. The ongoing enhancement of the institution's digital infrastructure further shows its readiness for remote learning.

Overall, the Panel found that the regulations governing admission, progression,

thesis preparation, and certification are comprehensive, and publicly available. They will be consistently implemented by academic and administrative staff and will be well understood by students. The program benefits from a transparent and merit-based selection process, clearly defined rules for student obligations and rights, and formal mechanisms for tracking academic progression.

II. Analysis

The procedures for student admission and examinations are clearly described and documented in detail in the materials provided, ensuring that the rights and obligations of the students are clearly defined. In addition, there is an effective system for monitoring student progress. The student guide (Οδηγός Σπουδών) is comprehensive and provides all the necessary information for the academic process. The procedures for thesis preparation are also clearly defined and comprehensively detailed. The degree awarding process is explicitly stated, promoting transparency and consistency throughout the program. The European Credit Transfer and Accumulation System (ECTS) is fully integrated into the program, facilitating academic recognition and mobility.

Continuous faculty engagement and academic advising, ensures close monitoring of student development. The mandatory thesis requirement and the requirement to write it in English demonstrate academic rigor and international openness. The structure of the program (90 ECTS over 18 months) aligns with national and European standards and is well-suited for the students.

III. Conclusions

The Panel concludes that the PSP has implemented well-structured policies and procedures for student admission, progression, and recognition within the program. These measures provide a clear and organized framework for academic management, ensuring transparency and upholding the quality of the educational experience. The PSP is fully compliant with the accreditation criterion under Principle 3. The institutional and programme-level regulations governing admission, progression, recognition, and certification will be effectively implemented, transparent, and well-documented. They appear to support a high level of academic quality and integrity while addressing the specific context and professional requirements of the student population.

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

None

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 PSP program is the result of the various activities spearheaded by the UNESCO Chair as well as by the Department.

The Program has a Teaching Staff of 9 faculty members, the majority of which come from the home institution, but also includes scholars working in the US and China.

This is particularly welcome.

In evaluating this principle, the broader or general issues that might be relevant to the matter pertaining to the scientific competence and adequacy of the faculty members at large are not considered. Such matters are relevant to and are examined within the context of the departmental evaluation. For the purposes of this specific evaluation, the issue under examination exclusively concerns the extent to which the specific faculty selected for participation at the PSP under examination are adequate and competent with respect to the courses

that will be offered in the new MA program on Security and Cultural Heritage. Based on the information that has been made available to the EEAP, the faculty members selected for participation are highly suited for teaching their assigned courses. Individuals are scheduled to offer courses in their specific areas of expertise; and the participation of additional faculty members from outside of the Department and/or University also observes the fundamental principles of relevance and knowledgeable expertise.

II. Analysis

The general requirements concerning hiring procedures are specified by the legislation applicable to all Greek universities by law.

Training and staff development policies are in place. The processes for recruitment and conditions for employment are enshrined both in legislation and in the university's regulations.

These cover staff-related matters & specifically ensure the fair and objective recruitment process, requirements concerning research performance and matters concerning training of prospective faculty members.

The institution's policies encourage scholarly activity; innovation in teaching; the active use of ICTs; & follow quality assurance processes for staff. Since this is a new program, there is no already existing staff to student ratio.

Concerning high research performance in particular, no cumulative information regarding the overall citations of the PSP's staff has been compiled.

The information provided to the EEAP contains only links to individual faculty profiles.

III. Conclusions

The University and the new PSP have adopted all the relevant rules and have taken all measures to monitor the adequacy of the teaching staff of the academic unit teaching at the Program.

The new PSP meets the requirements set forth for satisfying this principle.

Panel Judgement

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

Panel Recommendations

Cumulative information regarding the overall citations of the PSP's staff would be helpful.

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

The Committee conducted a comprehensive review of the documentation submitted by the Postgraduate Study Programme (PSP) and engaged in substantive discussions with members of the academic and administrative staff concerning the adequacy and effectiveness of learning resources and student support services. PSP's resources were found to play a pivotal role in fostering an inclusive, well-resourced, and intellectually stimulating academic environment that will enhance student learning and will contribute significantly to the overall quality of the programme.

II. Analysis

The PSP has established a comprehensive framework of services and infrastructure designed to enhance the educational experience of its students. The analysis highlighted the presence of a well-developed and integrated infrastructure within the Department of Foreign Languages, Translation and Interpreting, which underpins the successful implementation and academic quality of the programme. This infrastructure includes highly qualified teaching, administrative and technical staff, modern physical facilities, robust distance learning and teleconferencing systems (e.g., OPENCLASS, ZOOM), a wide range of digital platforms and applications, as well as access to the Ionian University Library. In addition, the PSP has developed a tuition utilization plan, ensuring the transparent and efficient management of financial resources to support the educational process and strengthen student services.

III. Conclusions

The PSP demonstrates a strong commitment to providing a wide range of services and resources to its students, while ensuring the effective utilization of its available assets.

Panel Judgement

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

Panel Recommendations

None.

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

Since this is a new PSP, the Panel did not find evidence that the program had undergone any other external review. But all procedures appear to be in place to facilitate the use of the outcomes from the external evaluation.

During the Panel's meetings with the PSP's teaching staff, it became evident that they are fully aware of the importance of internal and external evaluation and the need for continuous improvement. The University has institutionalized the evaluation process, and the department's internal evaluation team (OMEA), in cooperation with the University's MODIP, is responsible for ensuring the quality of the PSP. Findings and recommendations will be communicated to the coordinating committee, which is responsible for overseeing the implementation of proposed changes. The process aims to accomplish three things: the charting of the evaluation and progress of the program; the interactive policy associated with assessment and improvement; and, ensuring a formal student connection with the labor market. The EAP met with external social partners, who verified the need that the program serves with its captured market

The PSP's assessment methods and criteria for self-evaluation are clearly stated and include interim progress reviews, along with final evaluations submitted to MODIP and feedback considerations. In addition, the Program is committed in fostering student academic growth, while encouraging their independence in theoretical thinking and individual research. Every semester, they will gather student evaluations and take their feedback very seriously. They will revise their teaching methods, course requirements and the program-at-large. They will follow transparent procedures aiming at assessing the quality of teaching and include student questionnaires, success statistics for offered courses, and analyze grades for each course. The Program's internal quality assurance mechanisms reinforce its commitment to student satisfaction and success. Every semester, they will take student evaluations seriously and attend to every concern. Teaching methods, availability of resources and guidance during independent research are of great importance and will be constantly monitored. The results are communicated to all Professors (and MODIP) who show willingness to improve and excel.

The proposed PSP is exemplary in its depth and reflexivity, and there are no possible areas of concern. It commits to follow and adapt to the University's principles and its sole goal is to provide high quality education, while offering to students a creative environment defined by academic freedom, rigorous research, as well as improvements for all the above. The pursuit of learning outcomes is in line with European and National Qualification frameworks. It will implement and review the quality of its objectives annually by taking into consideration the internal evaluation of the previous cycle and working closely with Program's Curriculum Committee. The PSP will conduct annual internal assessments that will be publicized and readily accessible to all stakeholders, thus making this PSP compliant to the demands of Principle 6.

II. Analysis

The degree of compliance to the standards of Quality Accreditation is excellent as it pertains to monitoring and internal evaluation of the Program. The PSP's strengths are recognizably superior and there are no possible areas of concern as it pertains to internal evaluations and monitoring. It shows that the program will evaluate and adjust according to political happenings in Greece and world at-large. It respects self-evaluations, student feedback, and compliance to high standards. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during our meetings were impressive. The Panel found overall that the degree of compliance to the standards of Quality Accreditation is very good as it pertains to the on-going monitoring and internal evaluation of the Program

III. Conclusions

The Panel finds that the PSP fully complies with principle 6. All procedures are in place to facilitate the use of the outcomes from this external evaluation.

This Program showed that its assessment structure will be both transparent and flexible, as well as clearly communicated. Assessment criteria appear to be strict, and they encourage student feedback and critiques. The PSP worked diligently in presenting to the Panel how internal evaluations will be conducted and will include student voices and critiques. Through constant monitoring, the PSP will ensure that students receive high quality guidance in both teaching, independent research, and success in their studies and careers.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP on "Security and Cultural Heritage Studies" has been designed on the basis of appropriate, relevant and suitable standards.

The Department has cultivated a range of intended collaborations with external stakeholders. Although internships are not formally included at this stage, initial engagement with external partners indicates strong potential for future experiential learning components.

The teaching staff has the appropriate qualifications, which are continuously cultivated through the participation in research and cooperation with cognate disciplines at the University, nationally and internationally.

The curriculum is organised according to the latest trends in the scientific field. The literature processed by the PSP seem to guarantee the achievement of the programme's objectives.

Regulations for student admission, progression, recognition of postgraduate studies and certification are in place. They are clear and comprehensively stated in the student guide and relevant documentation. Regarding the admissions' methods, the committee find that the process is fully transparent.

The PSP has established a robust Quality Assurance Policy that is expected to ensure systematic monitoring and evaluation. The PSP will be regularly internally reviewed and revised with the participation of students and faculty members. The information collected will be analysed, and the programme will possibly be modified according to the internal and external evaluation data.

The Programme's aim is to deliver a student-centred education that cultivates diverse perspectives and independent thought, while preparing students for their future roles. It prioritizes transparent student selection, a full-time attendance model. The Regulation of Studies Document provides comprehensive guidance. Students are ensured to gain complete access to the infrastructure of the Ionian University.

The programme's academic profile, structure, and learning outcomes are appropriate for Level 7 of the European Qualifications Framework, with strong coherence between objectives, curriculum content, and assessment strategy.

The e-learning model is justified and robust. The programme's academic, financial, pedagogical, and support frameworks meet all HAHE expectations and ESG standards.

The programme team is to be commended for the quality and completeness of the application file.

Overall, the programme is strategically sound, pedagogically coherent, and institutionally ready for delivery.

II. Areas of Weakness

None identified at this stage.

III. Recommendations for Follow-up Actions

It is the intension of the PSP as well as of the external stakeholders to institutionalise their relationship. The EEAP urges the Programme team to cultivate further connections with a wider and richer range of external stakeholders and to strive towards signing memoranda of collaboration with them that will provide prospective students a stable and resilient network in the community, thus enhancing both their knowledge of applied research and their employment prospects.

A separate course on Research design – preparation of the thesis – is not currently included in the Programme.

The EEAP strongly advise the Programme team to implement our proposition of integrating the research methods' seminar in the dissertation module.

Cumulative information regarding the overall citations of the PSP's staff would be helpful.

It is recommended that the programme website include a clear academic statement on how the concept of security is defined and approached within the context of the PSP. Given the interdisciplinary nature of the programme and the increasing diversity of interpretations of security across fields (e.g. human security, cultural security, digital threats), such a statement would strengthen the public articulation of the programme's academic identity and strategic orientation. It would also enhance transparency for prospective students and external stakeholders regarding the theoretical and analytical frameworks underpinning the curriculum.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principles: 1, 2, 3, 4, 5, 6

The Principles where substantial compliance has been achieved are:

Principles: None

The Principles where partial compliance has been achieved are:

Principles: None

The Principles where failure of compliance was identified are:

Principles: None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

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ΒΑΓΙΑΤΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ

Signature

Signed by MICHAILAKIS DIMITRIS
Signed by KARAKASIDOU ANASTASIA
Signed by KIRTSGLOU ELISABETH
Signed by ROUDOMETOF VICTOR
Signed by ΒΑΓΙΑΤΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ