Accreditation Report
for the Undergraduate Study Programme of:

History and Archaeology
Institution: University of Crete
Date: 05 December 2020

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **History and Archaeology** of the **University of Crete** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **History and Archaeology** of the**, University of Crete** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Diamantis Panagiotopoulos (Chair)**
   University of Heidelberg, Heidelberg, Germany

2. **Prof. Timothy Duff**
   University of Reading, Reading, United Kingdom

3. **Prof. Theodoros Mavrogiannis**
   University of Cyprus, Nicosia, Cyprus

4. **Prof. Emeritus Paolo Odorico**
   École des Hautes Études en Sciences Sociales Paris, France

II.   Review Procedure and Documentation

The review procedure began on 29th November 2020 with an online briefing by the HAHE which was attended via Zoom by the members of the External Evaluation & Accreditation Panel (hereafter EEAP).

The Department had submitted in advance all necessary documentation including the following items: 1) Accreditation proposal; 2) Quality assurance policy; 3) Study Guide; 4) Programme Regulations, which include details regarding e.g. student registration, the structure of the programme and course choice, assessment, opportunities for mobility, graduation and certification, and code of ethics; 5) course outlines, which include intended learning outcomes, course content, teaching methods and forms of assessment; 6) the Department's quality objectives, which, alongside plans to reinforce the international profile of the Department, the achievement of high quality research, and its wider diffusion, contain concrete plans for further improvement of the study programme and facilities; 7) Examples of student questionnaires, and analysis of their results; 8) Findings of the 2020 Internal Evaluation; 9) quality indicators for 2015/6-2018/9 giving statistics regarding both the Department (its staffing, finances, facilities and research activities) and the undergraduate study programme and the make-up of the student body; 10) Further information on the Department's research activities, the career paths of graduates and a detailed analysis of key statistics.

On the first three days of the accreditation procedure, the following online teleconference meetings were held:

30 November: Briefing of the EEAP by the HAHE on the procedure of the accreditation process.

1 December:

1) Introductory meeting with the Vice Rector, Prof. G. Kosioris, and the Head of the Department, Prof. P. Karanastasi; 2) Meeting with the Department's Committee of Internal Evaluation (OMEA) and with representatives of the University's Quality Assurance Unit (ΜΟΔΙΠ) to discuss the degree of compliance to the Quality Standards for Accreditation; 3) Meeting with teaching staff (ΔΕΠ) on professional development opportunities, mobility, workload, student evaluations, the number of teaching staff, links between teaching and research, and the various research projects such as excavations in which students are able to participate; 4) Meeting with students to discuss students' learning experience and their

priorities concerning student life and welfare; 5) At the end of the day the EEAP held a final meeting, where there was a thorough discussion of the issues touched upon.

2 December: 1) On-line tour of classrooms, lecture-halls, laboratories and other facilities, as well as of the University Library, and meeting with administrative staff and four members of teaching staff to discuss facilities. 2) Meeting with eight programme graduates to discuss their experience of studying and their future career paths. 3) Meeting with employers and social partners, mainly from state institutions (archives, libraries, foundations), to discuss their perspectives on the skills and capabilities of programme graduates. 4) Final meeting with the Committee of Internal Evaluation and with representatives of the University's Quality Assurance Unit. 5) The accreditation procedure closed with an informal presentation of the EEAP's key findings to the Vice Rector, the Head of the Department, the Committee of Internal Evaluation and representatives of the Quality Assurance Unit.

III.   Study Programme Profile

The Department of History and Archaeology at the University of Crete has been in existence for some 40 years: it was founded by very eminent scholars, such as Elisabeth Zachariadou, Nikos Svoronos, Vasileios Chatzinikolaou and others. Currently, around 200 students begin the programme every year. It currently has 22 permanent teaching and research staff (ΔΕΠ), around a third less than a decade ago.

The Department aims to teach its main subjects (Ancient and Medieval History, Modern History, Archaeology and History of Art, and Oriental and African Studies) on the basis of a coherent concept, combining a thorough knowledge of primary sources with the capacity to employ a range of different methodological tools. Its main objective is to enable students not only to accumulate basic knowledge but also to develop their critical thought. Teaching spans chronologically from Prehistory through the Middle Ages (Byzantine and Western), to modernity and the contemporary world. Individual courses deal with either basic primary archaeological/historical data (including specialised fields like seal studies or epigraphy) and key scientific approaches (such as the history of mentalities).

It is the Department's policy not to repeat the same course until at least three years have passed since it was last taught. As a result, students are offered a wide range of courses and approaches, which change constantly over the course of their programme.

The duration of the Undergraduate Programme is four years (eight semesters). It is organized on the basis of two Degree Courses: a) History and b) Archaeology and Art History. Over the course of their degree, students must take a minimum of 42-44 courses which correspond to a total of 240 ECTS. Students must take a minimum number of courses from each of a range of periods and topics, including courses taught by the Department of Philology; this must include either 5 or 6 seminars courses, which are worth 10 credits each (double the weighting of lecture course). Within these parameters, students are free to take courses in any order, and are thus given a high degree of autonomy in crafting their study programme to suit their own interests. However, first-year students are advised to give priority to courses labelled as introductory.

Students may obtain, in addition to their degree, the Certification of Teaching Qualification (CTQ) by successfully completing 6 courses on pedagogy either as part of or in addition to their regular degree courses; one of these modules may be teaching practice in a local school, organised through the Department of Philosophical and Social Studies. In this context, the Department has recently started offering 2 team-taught courses on 'Teaching the past'.

The Department prepares its students for a wide array of fields, including teaching in secondary education, and employment in research centres, the Archaeological Service, museums, art galleries, cultural institutions, newspapers, publishing houses, etc. Moreover, the cultivation of transferable skills allows graduates to successfully seek employment in various other fields, where analytical ability, critical thinking, the ability to synthesise data and arguments, and a good grasp of language are necessary. Finally, the Department encourages its students to pursue more specialised research at postgraduate level with a view to an academic career in history or archaeology.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

a) *the suitability of the structure and organization of the curriculum;*

b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*

c) *the promotion of the quality and effectiveness of teaching;*

d) *the appropriateness of the qualifications of the teaching staff;*

e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*

f) *ways for linking teaching and research;*

g) *the level of demand for qualifications acquired by graduates, in the labour market;*

h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*

i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

The Department was one of the first academic units in Greece to go through an Internal (2009) and External Evaluation (2010). Since then, a systematic and solid quality assurance policy has been established which is in full accordance with the European and the National Qualifications Frameworks for Higher Education. The quality assurance policy, which has been published and is easily accessible on the Department's homepage, is informed by the Department's vision to provide its students with an excellent academic education in the fields of History, Archaeology and Art History with an emphasis on the plurality of current methodological approaches.

The Study Programme Committee (Επιτροπή Προγράμματος Σπουδών) regularly reviews the structure and effectiveness of the undergraduate programme, not only on the basis of internal needs and priorities but also by taking into consideration both advances in research and the content of other Greek and foreign undergraduate programmes.

The main platform for ensuring a steady monitoring of the study programme's quality is the dialogue between the Study Programme Committee and the Committee of Internal Evaluation (OMEA). The latter conducts an annual internal evaluation in close cooperation with the University's Quality Assurance Unit (ΜΟΔΙΠ), which ensures that this procedure is carried out in accordance with the criteria set by the HAHE. From 2015/2016 onwards, statistical data are collected with reference mainly to the make-up of teaching staff and the student body, and student progression and completion rates. The results of the annual internal evaluation are discussed in the Department's General Assembly in May of each year.

Within the aforementioned framework, the commitment to a systematic monitoring of the Undergraduate Programme is apparent. The Panel noted, however, that the role of the students within the quality assurance process is limited: for reasons outside the control of the department, students do not appoint representatives to attend the Department's General Assembly; there is also no other forum for regularly eliciting student views and fostering dialogue between teaching staff and students.

Panel Judgement

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

Panel Recommendations

- That the Department consider organising regular meetings with student representatives to elicit their view and enable them to participate more actively in the shaping of the programme and the review of its quality.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme Compliance

The Study Programme has been designed following appropriate standards. It is fully compatible with the ECTS system and is reviewed regularly according to a well-defined procedure. Its design and development are the responsibility of the Study Programme Committee. Suggested changes are discussed and ratified once per year in the Department's General Assembly. In this process, only staff members are involved, since students, as already mentioned, are not represented in the Study Programme Committee and, though invited, there has been no student participation the General Assembly.

The design of the Study Programme is based on equity and respect between disciplines and colleagues. It offers both fundamental skills and a wide range of subject-specific knowledge in both History and Archaeology. A distinctive feature of the programme is the absence of compulsory introductory courses: as mentioned above, students are advised, but not obliged, to take in their first year courses of an introductory type. The philosophy behind the design of the programme is to offer students autonomy, promote their own active learning, and offer them the necessary competences to pursue postgraduate work and academic careers.

Ancient and Medieval history are integrated into a continuous whole alongside Modern Greek history, European history and Ottoman Studies as is the case in the majority of the Greek Universities. There is an emphasis on subjects important to the modern Greek identity. The inclusion of Ottoman Studies within the programme is important and might be expanded within the addition of more teaching staff. Indeed the Sector of the Department to which Ottoman Studies belongs, African and Oriental Studies, might be expanded to include the History of Egypt and the Maghreb. The Department is rightly keen to enhance the links between Classical Archaeology and Ancient History. It would be productive to support the successful nucleus in the disciplines of the Ancient World, which has been reduced in size following recent retirements (e.g. of P. Themelis, Th. Kalpaxis and N. Stampolidis).

Panel Judgement

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

Panel Recommendations

- That the Department consider introducing in the first year an obligatory curriculum of introductory courses to lay the foundations for more specialised study in later years.

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

  In addition :

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

Study Programme Compliance

There is a variety of teaching methods, including both lecture-based courses and seminars; the latter are limited to a maximum of 25 students and enable a closer personal collaboration between teacher and students.

Varied methods of assessment are used. There is no final-year dissertation. It is common to offer necessary information regarding assessment procedures at the beginning of the courses. Marking is carried out by one staff member only, as is usual in Greek universities.

Visiting students are offered the choice to be assessed in English. Students with special needs or learning disabilities (dyslexia, impaired eyesight, etc.), have the option, following a recommendation by the Student Support Office, to be examined orally.

The students whom the Panel met agreed that learning was student-centred, that students are treated with respect and that there is a large flexibility in the pedagogical methods employed, which are enhanced by guided visits to museums and sites and participation in excavations.

In the selection of courses and the compilation of their study programme in general, students enjoy almost full autonomy, since there are no obligatory modules or an obligatory sequence in which the modules have to be studied. As already mentioned, the Department advises, but does not oblige, first-year students to take introductory courses.

The quality and effectiveness of teaching is regularly evaluated through questionnaires. Academic Advisors are available to offer students personalised guidance on course choices.

Student complaints about marking are heard by the Department's General Assembly, which hears the views of both the student and the member of staff concerned.

Panel Judgement

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

Panel Recommendations

- That the University consider whether the processes for dealing with student appeals is sufficient.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme Compliance

The admission of students to the Department is regulated by national standards. The ratio of students to staff is high and has increased markedly over the last decade as a result of falling staff numbers. The reduction in staff has forced the Department to reduce teaching and research activity in some fields, such as Near Eastern and African studies.

The fact that not all students choose this programme willingly produces a wide variety in levels of interest and commitment to their studies. Some students are highly motivated, attend classes regularly and are more likely to finish their degree within four years; some of them may continue their studies at MA and/or PhD level. They are the most visible students and benefit greatly from the flexible undergraduate programme in which they have a wide variety of freedom.

By contrast, the existing programme may not cater so well for weaker students. As mentioned earlier, the undergraduate programme is only lightly structured, as students are not obliged to take introductory courses in their first year and can choose from an extended pool of courses which can be taken at any given time of the study period. It is indicative that among the approximately 80 courses planned for the 2019-2020 academic year, almost 2/3 do not require students to have taken any other courses as prerequisites. This type of teaching, original and interesting, indisputably brings excellent results for the best students, but may be less profitable for weaker students.

Student workload is by international standards, very high, as is common in most Greek universities: a student completing in 4 years would have 6 modules per semester, with 3 hours teaching for each module, i.e. 18 hours of contact time, plus preparation and personal study. In addition, students are expected to read bibliography in foreign languages and may take modern language modules to assist them, but such modules do not count towards the required 42-44 assessed modules. The same applies with information technology modules.

(The Panel notes also that the Department has recently stopped offering a Practical Training module because they did not want this to count towards students' assessed modules). High workloads and lack of structured progression may explain, in part at least, the relatively low number of students who complete in 4 years, though many other factors are also at play here which are beyond the control of the Department or Institution.

The Department has a large number of Erasmus cooperations with other European universities; outward mobility amongst students is very limited.

The ECTS system is applied across the curriculum and the University provides students with a Diploma Supplement upon graduation, which includes details of any non-credit courses taken such as digital skills, modern languages and the Practical Training exercise.

Panel Judgement

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

Panel Recommendations

- That the Department consider whether structural changes to the programme to introduce a clearer and more graduated progression from the first year of study to the final year may improve completion rates.
- That the Department consider issues with regard to student workload.
- That the Department consider offering more introductory courses to provide the students with a solid background at the beginning of their studies.

Principle 5: Teaching Staff

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

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

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

Study Programme Compliance

The teaching staff of the History and Archaeology Department comprises 22 members of research and teaching staff (ΔΕΠ). The last staff member was appointed recently (February 2020) after a long period of many retirements and no appointments. Research and teaching are divided more or less equally between male (11) and female (11) and between the Archaeology and Art History orientation (10) and the History orientation (12).

There are also two members of Laboratory Teaching Staff (ΕΔΙΠ), who teach digital skills and computer science, and a number of postdoctoral fellows, and visiting staff. In addition, staff from the Department of Philology teach courses in Latin and Greek philology, and modern languages, and staff from the Department of Philosophical and Social Studies teach courses in pedagogy.

The procedures for the appointment of teaching staff are regulated by legislation, according to which vacancies are published through the APELLA system and positions filled after a thorough examination of the applications by a committee in which both internal and external members participate.

Staff teach two undergraduate courses per semester, with a total teaching load of six hours per week, to which must be added postgraduate teaching and the supervision of doctoral students. Staff also have administrative duties, especially in relation to their participation in numerous committees and externally funded research programmes.

The research activity of teaching staff is impressive, with a large number of high quality publications and of funded research programmes, which are promoted on its website. Lack

of funding to attend conferences abroad is a hindrance. Statistical data in relation to research is collected in accordance with the requirements of the HAHE.

Panel Judgement

Principle 5: Teaching Staff	
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 TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND– PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND –ON THE OTHER HAND– FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

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

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

The programme has adequate learning resources and teaching space. The Department of History and Archaeology is housed on the University's attractive Rethymnon campus, which is 5 km from the town of Rethymnon and served by frequent buses. It shares, together with the other two departments of the School of Philosophy, use of three large lecture theatres which can each seat 250 people, six large teaching rooms and a further six seminar rooms.

In addition, the Department possesses in its own dedicated buildings a conference room, two further seminar rooms, and three study rooms. All rooms are well equipped with the latest technology, and care has been taken to adapt facilities with students with special needs in mind, though the department notes recent problems with the maintenance of the technology and of teaching rooms in general. There are also attractive offices for teaching and administrative staff.

The Department also houses on its own site four research laboratories: the Laboratory of Prehistoric Art, the Laboratory of Ancient History, the Laboratory of Byzantine Archaeology and Art, and the Laboratory of Contemporary History. These Laboratories, together with the Collection of Plaster Casts and Originals for Student Training, which is located in the University of Crete's Research and Study Centre, are a unique resource, which gives students hands-on experience of research.

The Department also owns a beautifully refurbished house in the heart of the old city of Rethymnon, which contains the Laboratory for the Conservation of Archaeological Finds, which is also used for teaching and which is currently being renovated and re-equipped. This house also contains two smaller teaching rooms, and a conference space, which is used for lectures and exhibitions aimed at the wider public of Rethymnon and beyond. The Department notes that funding for the conservation of the collections housed here and in the Laboratories is currently inadequate.

The University Library is exceptionally well organised and user-friendly, and supports the teaching needs of the Department very well, despite a reduction in funding and staffing levels over the last decade. The Department itself devotes some of its limited budget to strengthening the Library's holdings in areas in which it teaches.

IT provision is good, and student learning is supported by E-Learn, the University's virtual learning environment, which is used in most, though not all, of the Department's modules.

An annual induction event is organised by the Department to make new students aware of the range of services available to them. The structure of the study programme is clearly set out and communicated to students in the Study Guide. In addition, members of teaching staff act as Academic Advisors, 3 in 2019/20, but increased to 13 in 2020/21, who are available to advise students on their choice of modules, and there is also an Erasmus+ coordinator.

Students also benefit from a range of central support services provided by the University: the IT Service, Student Support Office, Student Counselling Centre and Careers and Liaison Office. The Student Advocate is also available to represent students in case of complaints or concerns. Students with disabilities or special educational needs are supported by the Student Support Office, but the Panel is not aware of any procedures for such students, or others who become ill or have other mitigating circumstances, in respect of examinations or assessments.

There is also a gym and social centre on campus. An area of weakness is the lack of dedicated student housing, though plans are being made by the University to rectify this.

Panel Judgement

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

Panel Recommendations

- That the University consider whether there is sufficient provision for students with disabilities, or who suffer illness or have other mitigating circumstances, in respect of examinations and other assessments.

Principle 7: Information Management

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

> *Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.*
>
> *Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.*
>
> *The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:*
>
> - *key performance indicators*
> - *student population profile*
> - *student progression, success and drop-out rates*
> - *student satisfaction with their programme(s)*
> - *availability of learning resources and student support*
> - *career paths of graduates*
>
> *A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.*

Study Programme Compliance

The Department systematically collects information about the characteristics of the student body, including quantitative data about marks, progression, completion rates, etc. This data serves as a basis for the regular review of the undergraduate programme by the Internal Evaluation Group and is discussed in the Department's General Assembly.

The main instrument for the evaluation of teaching is a detailed questionnaire which was conceived by the department in an attempt to capture student feedback in a more efficient and precise manner. The questionnaire is distributed in a printed version in class, and completion of it is optional. The average rate of participation – which varies dramatically between lecture-based courses and seminars – is c. 22%, which is comparable to that in other Departments in Greece and abroad. It was not clear whether the Department has a clear system for analysing the results of student evaluations and taking action as a result. A completion of studies questionnaire could also be introduced.

The Department has gone to a great deal of trouble to collect information, where they have access to it (often through individual contact), about the career paths of graduates. It would be helpful if the University could collect such data systematically.

Panel Judgement

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

Panel Recommendations

- That the Department consider whether there is an adequate system for the analysis of the results of student evaluations and for reporting to students any resulting actions.
- That the Department consider introducing an exit survey for students at point of completion of their studies.
- That the University consider improving data collection on employment and career paths.

Principle 8: Public Information

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

> *Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.*
>
> *Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

Study Programme Compliance

The departmental website, which was substantially revised in 2019, provides in a clear manner in both Greek and English all information relevant to the study programme and the research activities of its academic staff. The Department's policy for quality assurance is also available online. Information is clear, up-to-date and easily accessible. Course outlines are available in the Department's Study Guide which is also available online, as is detailed information, and select bibliography, for each course.

The Department organises a number of activities which are aimed at the local community. Public lectures and other events take place regularly in the Department's historical building in the old town of Rethymnon, which attract wide interest and contribute to the dissemination of scientific research to a broader audience. In addition, the Annual Meeting of the Department of History and Archaeology (ΕΣΤΙΑ), which takes place at different locations around Crete, enhances the visibility of the Department beyond academia.

Panel Judgement

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

Panel Recommendations

None.

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

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

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

The above comprise the evaluation of:

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

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

Study Programme Compliance

The programme was evaluated internally by the University of Crete's Quality Assurance Unit in March 2020.

The Department's Committee of Internal Evaluation (OMEA) and its Study Programme Committee review the study programme on an annual basis, taking into account the results of student evaluation questionnaires on the previous year's teaching. The Study Programme Committee reports to the Department's General Assembly, which has final responsibility for the curriculum. At its May meeting, the General Assembly approves the range of modules to be offered for the following year. The modules offered change in their entirety from year to year, as a result of the Department's policy of not repeating options until three years have passed; it was not clear to the Panel how much influence the Study Programme Committee or the General Assembly have on the range of options to be offered or the methods of assessment.

Recent important changes of curriculum include the combining of the two separate pathways in Ancient and Medieval History and Modern and Contemporary History into a single unified History pathway (2014), and the addition of two modules on Teaching the Past, to form the core of the new Teaching Qualification which students may earn as part of their degree and which will qualify them for teaching in secondary education.

The Panel was not aware whether consideration is given in the design of the programme to student progression from the start of their studies to the end and to timely completion rates. As noted elsewhere in this report, the programme does not offer students a

structured chronological 'progression' from first to final years, beyond the facts that first year students are encouraged (but not obliged) to choose 'introductory' modules and are not allowed to take seminar modules.

Panel Judgement

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

Panel Recommendations

None.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme Compliance

The Department was subject to formal External Evaluation in 2010, an evaluation which looked at not only the undergraduate study programme, but also postgraduate teaching and research. The 2010 External Evaluation Report had two main recommendations in relation to the undergraduate programme:

1. that the programme be more clearly structured with the introduction of compulsory modules for first and second years, and more guidance offered to students.

2. that efforts be made to ensure students complete within the prescribed period of 4 years.

The Department has responded to the first recommendation by introducing a small number of optional introductory modules, and by appointing and increasing the number of Academic Advisors.

We are not aware of action being taken in regard to the second recommendation, and the number of students completing within 4 years remains low. The Panel recognises that this is a problem common to many Greek universities, but urges the Department to consider whether the design of the programme of studies might be adjusted to support timely completion.

Panel Judgement

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

Panel Recommendations

- That the Department consider to introduce a clear structure in the design of the Study Programme for improving completion rates.

PART C: CONCLUSIONS

I.   Features of Good Practice

- The expertise and hard work of teaching staff.
- The strong link between research and teaching.
- The breadth of the programme content, and the amount of student of choice in crafting their programme.
- The provision of seminar courses, and the opportunity for students to be assessed by essay and presentation.
- The clear provision of information about all aspects of the programme, in both Greek and English, through the Department's website.

II.   Areas of Weakness

- The Study Programme is only lightly structured.
- The number of students completing within 4 years remains low.

III.   Recommendations for Follow-up Actions

That the Department consider:

- Enabling stronger participation of students in the shaping of the Study Programme and the review of its quality.
- Introducing an obligatory curriculum of introductory courses to lay the foundations for more specialised study in later years.
- Broadening the forms of assessment.
- Encouraging students to gain more and earlier experience of academic writing and argumentation.
- Introducing structural changes to the programme, i.e. a clearer and more graduated progression from the first year of study to the final year.
- Whether there is an adequate system for the analysis of the results of student evaluations and reporting to students any resulting actions.
- Introducing an exit survey for students at the point of completion of their studies

That the University consider:

- Improving processes for dealing with student appeals.
- Improving data collection on employment and career paths.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 5, 6, 8, 9.**

The Principles where substantial compliance has been achieved are: **2, 4, 7, 10.**

The Principles where partial compliance has been achieved are: **None**

The Principles where failure of compliance was identified are: **None**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Diamantis Panagiotopoulos (Chair)**
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2. **Prof. Timothy Duff**
   University of Reading, Reading, United Kingdom

3. **Prof. Theodoros Mavrogiannis**
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4. **Prof. Emeritus Paolo Odorico**
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