



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# Accreditation Report for the Undergraduate Study Programme of:

**History and Archaeology**  
**Institution: University of Ioannina**  
**Date: 30 January 2021**



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



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 Ioannina** 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 Ioannina** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Emeritus Paolo Odorico (Chair)**  
Ecole des Hautes Etudes en Sciences Sociales – Paris, France
  
- 2. Prof. Christy Constantakopoulou**  
Birkbeck College, University of London, United Kingdom
  
- 3. Prof. Timothy Duff**  
University of Reading, Reading, United Kingdom
  
- 4. Assoc. Prof. Evangelos Kyriakidis**  
University of Kent, Canterbury, United Kingdom
  
- 5. Prof. Theodoros Mavrogiannis**  
University of Cyprus, Nicosia, Cyprus

## II. Review Procedure and Documentation

We received the relevant documentation submitted by the Department in good time before the meetings and the virtual site visit were scheduled. The Department submitted a comprehensive, clear and informative proposal for accreditation, which showed clear evidence of self-reflection and critical evaluation of existing practices. In addition to the proposal for accreditation, the Department and the University's Quality Assurance Unit (ΜΟΔΙΠ) submitted all relevant documentation, such as the Undergraduate Study Guide (Οδηγός Σπουδών) for the year 2018-19, a description of all modules running in the programme of study under consideration, samples of student questionnaires, a statistical analysis and reflection exercise based on the results of student questionnaires, a comprehensive list of publications by members of staff in the Department, statistics related to student performance (also presented according to gender) and so on.

During our visit, the Department also provided any additional documentation that we required, such as the strategic plan that the Department had developed for the next ten years. We also found the Department's website to be well organised and containing all material relevant to procedures, content of study etc.

Members of the External Evaluation & Accreditation Panel (EEAP) had an orientation meeting with the Director General of HAHE on Sunday the 24<sup>th</sup> of January. The members of the EEAP then met for an initial distribution of workloads on Monday the 25<sup>th</sup> of January 2021.

Our site visit took place on Tuesday the 26<sup>th</sup> and Wednesday the 27<sup>th</sup> of January 2021. As a result of the COVID pandemic, all meetings were held virtually via Zoom. An outline of the timetable of meetings during these days is as follows:

Tuesday, 26 January 2021: During the first day of our visit, we held a number of meetings with the Vice Rector, the Internal Evaluation Group (OMEA) of the Department, some members of the Department, and current undergraduate students on the programme of study. The members of the EEAP met at the end of the day for a short meeting of reflection and organisation of priorities for the following day.

Wednesday, 27 January 2021: During the second day of our visit, we had a virtual tour of the campus, including classrooms, lecture halls, libraries etc. We held meetings with programme graduates, with external partners of the Department (including members of staff in universities and research centres abroad, as well as archaeologists working in various Ephorates of Antiquities and in museums), with the Department's Internal Evaluation Group (OMEA) and representatives of the University's Quality Assurance Unit (ΜΟΔΙΠ), and with members of the administrative staff. The site visit ended with a closure meeting chaired by the Vice-Rector.

### III. Study Programme Profile

The Undergraduate Programme in History and Archaeology at the University of Ioannina has been in operation since 1970, when the University became an independent Higher Education Institution. The programme is taught by the Department of History and Archaeology (Τμήμα Ιστορίας και Αρχαιολογίας or TIA), which is part of the School of Philosophy. The Department comprises 4 sections: Ancient and Medieval History; Modern History; Archaeology and Art History; and Folklore Studies. It is housed in the School of Philosophy's buildings on the University of Ioannina's main campus, which is 6 km from the centre of Ioannina.

The Department aims through its undergraduate programme to provide its students with a comprehensive education which enable them to learn the methodology of history, archaeology, art history and folklore studies in order to be able to solve old and new intellectual problems through the application of a broad range of research skills to the analysis of a range of primary and secondary sources. It teaches its subjects not as separate entities but as a single multi-dimensional and interdisciplinary whole. In pursuing these aims, the Department aligns itself with the general strategy of the University of Ioannina, which is to cultivate student-centred learning, quality assurance of its education, and the strengthening of an outward-looking mentality.

The Undergraduate Programme in History and Archaeology is intended to equip its graduates to work in the Archaeological Service and the Greek Ministry of Culture, in museums, research centres, libraries, archives and other cultural organisations, in secondary education, and in the Greek National Tourism Organisation, as research and scientific staff in other organisations and companies within the private and public sectors, in the diplomatic service and the press. It also aims to equip students to continue their studies at postgraduate level.

The duration of the Undergraduate Programme is 4 years (8 semesters). From semester 3 onwards, students choose one of two orientations (pathways): History or Archaeology. Students need to pass 48 modules of 5 ECTS each to graduate (total 240 ECTS). In the first year (semesters 1 and 2), all students take a programme of 12 compulsory core modules (6 per semester), which provide them with an introduction to all the main fields covered by the Department. In the second year (semesters 3 and 4) students take 12 compulsory modules in their chosen orientation. In the final two years, students take 24 modules chosen according to their own interests from a much larger list, which spans both orientations and all periods, and are often related to the current research of teaching staff, and from modules in Latin and Ancient and Byzantine Greek, taught by the Department of Philology, and in pedagogy and teaching methods, taught by the Department of Philosophy, Education and Psychology. In these final two years, students may choose to do a placement or practical training (πρακτική άσκηση), which consists of two month's work during the summer vacation at a partner organisation or employer. This, and optional foreign language modules in English, French or German, count for 2 ECTS each and are taken in addition to the 48 modules required for the degree.

## 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

All quality assurance regulations are closely monitored by the Department' Internal Evaluation Group (OMEA) in close collaboration with the University's Quality Assurance Unit (ΜΟΔΙΠ).

The Department has been consistent in the application of the University's quality assurance regulations and has integrated them into their processes and structures. The members of the

Department are not only aware of the good practices that have been decided at a central level but have also contributed to the strategic plan of the Department.

Specifically, it is worth noting in this respect that:

- The Department has designed a comprehensive curriculum with a very adequate structure and has procedures that annually review it.
- The learning outcomes are regularly reviewed.
- Quality of teaching is ensured through student evaluations and the staff-student liaison committee, and through annual curriculum review. There is also a thorough spread of learning outcomes.
- The regular internal appraisal of the curriculum takes place in an annual meeting of the Department's General Assembly in collaboration with the Internal Evaluation Group (OMEA) and the Undergraduate Study Programme Committee.
- The appointments procedures and the annual review of the curriculum by the Department ensures that staff teach modules they are fully qualified for, thus strengthening the curriculum.
- The research output of staff is monitored (appropriate data has been collected for several years now).
- Teaching is linked to the research of teaching staff and is regularly revised. All teaching staff contribute to modules in their area of specialisation.
- Data is appropriately collected on a semester basis that demonstrates student satisfaction.

### Panel Judgement

<b>Principle 1: Institution Policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.



## 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

We believe that the undergraduate programme meets all the requirements outlined by the Quality Assurance and Accreditation Agency in their Guidelines for Accreditation document.

We would like to highlight the following areas as examples of good practice.

- The relationship between the Department and the external partners and stakeholders. All members of the panel of external stakeholders praised the close relationship they had with the Department and the overall excellent quality of the students. Members of that panel praised in particular the thorough foundation of knowledge that the programme provided students, as well as the development of the ability to conduct independent research. It was noted that students were particularly well equipped in dealing with the materiality of script (in disciplines such as palaeography, sigillography, and epigraphy).
- The clear and careful structure of the programme of study. There is clear progression between different levels and clear delineation of the two pathways offered to students (History and Archaeology). Current students and graduates stressed the support they received from members of staff, at all levels. Members of staff offered guidance to students

in relation to the completion of academic work (such as samples of past essays, guidance in relation to bibliographical queries and research and so on).

- The broad foundational knowledge basis offered by the programme to its graduates. This is achieved by developing a diversified syllabus, which covers most periods and different methodological and disciplinary approaches (but see below for an area of concern related to staffing).
- The workload demanded of students is regulated according to common European standards through the ECTS system. There is diversity in the syllabus and assessment but work patterns remain relatively stable across the board.
- The option of providing work experience to students through the practical training exercise (πρακτική άσκηση). This is a great opportunity and is recognised as such by current students, graduates, and external partners. There is diversity in the opportunities offered to the students. Indeed, the Department has made good use of its research collaborations with museums, the Ephorate, and local institutions.
- There is clear evidence that there is a close relationship between research and teaching. All members of the Department are active researchers with an internationally recognised research profile. Members of staff revisit the content of their modules and develop them annually based on new research outcomes and approaches. The content of modules, structure of the programme, and method of delivery are discussed annually at the level of disciplines within the Department and then additionally during the General Assembly of the Department. There is, therefore, evidence not simply for compliance with the quality assurance expectations, but real constructive discussion about content and curriculum development.
- There is a good range of excavations run by members of the Department and we applaud the inclusion and active engagement of students in them. Such excavations offer students a unique opportunity to learn the practicalities of research and to develop transferable skills. The participation of student in underwater archaeology projects is unique in Greece. We would like to support the Department in developing this further.

We are therefore entirely satisfied that the programme of study under consideration meets all the benchmarks for good practice in this area.

### Panel Judgement

<b>Principle 2: Design and Approval of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

### 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

The teaching and learning processes offered by the Department are student-oriented, research-based, appropriate for the level of study, in line with national and international guidelines and expectations, and flexible in delivery, method, and organisation. This applies to all areas, including the method of teaching and learning, the patterns of assessment, the organisation of study, and the inclusive participation of diverse actors in the decision-making and monitoring processes.

More particularly, we would like to highlight the following areas of good practice:

- The undergraduate programme is clearly structured with clear, yet flexible, learning paths. The overall approach is student-centred. During our discussions with existing students and graduates, we noted that many participants stressed the high level of support offered by members of staff as one of the most positive aspects of their student experience. It is clear that members of staff are committed to their teaching and work beyond the call of duty in order to support their students and offer them a first-class education.
- The programme of study and the individual modules are designed in such a manner as to nourish the development of a diverse range of skills, including practical skills developed through participation in the practical training scheme and participation in University-run excavations.
- Given the very high student numbers, the form of assessment is reasonably diverse (including oral and written exams, optional written coursework, compulsory coursework, longer essays etc.) and reflects the level of study and the content of the module. However, with an increase in resources and especially staff numbers, there could be a further increase in diversification of assessment.
- All information is publicised well through the Study Guide and website.
- Based on the student questionnaires, we observed that students are satisfied with the overall programme of study. The external partners also stressed how well qualified the students (and graduates) of the programme were.
- There is a clear appeals procedure, which is available in the Study Guide.
- We applaud the recent decision to formally include Academic Advisors amongst the roles of members of staff.
- We encourage the Department to further consider the key issue of transferable skills in their design and organisation of studies, and to and articulate them to students, so as to improve employability.
- We also encourage the Department to further consider in their future reviews whether the Methodology of Excavation module, which is currently offered as an optional module in the Archaeology pathway of the degree, should be made compulsory. Considering the importance of this subject for any future archaeologist, and the relatively recent transformation we have witnessed in the discipline of Archaeology, with a focus on digital resources, GIS and so on, we recommend that the Department considers making this an obligatory module for the Archaeology pathway.

### Panel Judgement

<b>Principle 3: Student- centred Learning, Teaching and Assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

- To further consider the key issue of transferable skills in their design and organisation of studies, and to articulate them to students.
- To further consider whether the Methodology of Excavation module should be made compulsory.
- With an increase in resources and especially staff numbers, there could be a further increase in diversification of assessment (This recommendation is addressed to the University Governance).

## 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

Application and admission procedures are largely controlled by the State, which determines how many students each year will enter the programme after passing the Panhellenic Examinations and what the minimum grade will be. Numbers have grown in recent years to around 300 new entrants per year; the minimum grade has also fallen, and the Department has recently received a large number of students who did not choose either the programme in History and Archaeology or the University of Ioannina as their first choices.

The Department publishes its academic regulations and expectations in its Regulations for Undergraduate Studies (Κανονισμός Προπτυχιακών Σπουδών). It also publishes in both Greek and English, and updates annually, a very full and helpful Study Guide (Οδηγός Σπουδών), which includes information about course structure, and a catalogue of module outlines covering all modules available that year. Information on the procedure for interrupting studies as a result of illness or economic difficulties might be added here. Full module descriptions and a timetable of classes are also available on the Department website.

The Department arranges an induction event for new students, in which students are made aware of these and other sources of information. In addition, all members of teaching staff are available weekly throughout the academic year during set office hours to advise students on their choice of modules or other matters.

The Undergraduate Programme is clearly structured and provides for a smooth progression for students. In the first year, compulsory core modules orientate students across a broad range of subjects related to history (ancient, medieval and modern), archaeology, art history and folklore, and assist students with the transition from school to university, and from more passive learning to a style of learning which requires students' more active participation. In the second

year, students take compulsory modules within their chosen orientation, and in the third and fourth years choose from a large number of more specialised optional modules.

The Department collects data on progression and graduation rates, and these are discussed in the General Assembly. A substantial section of the student body graduates within 6 years (about 70% graduates). That about 30% of student take more than 6 years of study may be largely explained by factors beyond the Department's, including not only admissions policies at the national level and the lack of a part-time mode of study, but also the requirements that students be allowed to take modules and sit examinations numerous times and that inactive students be allowed to remain registered, as well as the economic necessity for many students to take on paid work while studying.

We note the rather heavy student workload: 6 modules and 18 hours of contact-time per week for students who complete all modules in 4 years. Such a large number of contact hours may make it more difficult for students to reflect on the material they are studying and to develop as independent learners. Future revision of the study programme could be an opportunity to consider whether increasing the number of ECTS per module or reducing contact hours, as well as diversifying modes of examination, might assist students to complete more quickly.

The Department participates in and promotes the Erasmus programme, and has a large number of exchanges with other Universities in Europe, though numbers of both incoming and outgoing students are fairly low. The Department's website informs students of Erasmus opportunities and requirements. We note that the University of Ioannina offers Modern Greek language tuition, aimed at Erasmus students.

Teaching on the Undergraduate programme is in Greek, but some modules allow assessments to be conducted in English, French, German and other languages.

The ECTS system is applied across the curriculum and the University provides students with a Diploma Supplement issued upon graduation.

### Panel Judgement

<b>Principle 4: Student Admission, Progression, Recognition and Certification</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Future revision of the study programme could be an opportunity to consider whether increasing the number of ECTS per module or reducing contact hours, as well as diversifying modes of examination, might assist students to complete more quickly.

## 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 University of Ioannina follows Greek national legislation regarding academic appointments. As a result, the criteria by which the Department's teaching staff are selected are transparent and the process meritocratic; selection is based on applicants' CVs, publications, teaching experience and their contribution to knowledge in their discipline. Selection committees consist of 11-15 internal and external members. Few internal appointments have been made in the Department (that is, of holders of PhDs from the University of Ioannina).

In the academic year 2019-20, the Department had 26 tenured or tenure-track members of teaching and research staff (ΔΕΠ), 1 of technical teaching staff (ΕΔΙΠ), a number of temporary teaching staff on short-term contracts, 3 administrative staff and 1 technical staff (ΕΤΕΠ). Numbers of tenured or tenure-track members have been significantly reduced over the last decade from c. 45 members, due to retirements without replacements. We note that 8 further members of staff are expected to retire within the next two years.

Teaching staff (tenured / tenure track and temporary) are distributed as follows:

- 4 in Ancient Greek and Roman History, 3 in Byzantine – Western Medieval History, 1 in Greek-Arabic relations, 5 in Modern Greek History (of whom 4 work in the period of the 18<sup>th</sup>-20<sup>th</sup> centuries), and 3 in Modern European History;
- 3 in Prehistoric Archaeology, 3 in Classical Archaeology, 2 in Byzantine Archaeology, 2 in History of European Art;
- 3 in Folklore studies.



We have noted the lack of replacements of key members of staff which has led to key areas of study having no member of staff engaged in teaching and research (such as Ottoman Rule, Balkan Studies, and post-Byzantine Archaeology and History of Art). Considering the importance of Ioannina for the Balkan region during Ottoman rule, these are important omissions, though we must stress that these are not the result of departmental decisions but of lack of funding. There is remarkable accumulation of knowledge and expertise in folklore studies, which to some extent covers gaps caused by retirements in the history of the period from the 15<sup>th</sup> till the early 19<sup>th</sup> centuries.

The international reputation of teaching staff is high, and they regularly engage in international collaboration. For example, the Byzantinists have close contact with the University of Vienna, and staff ancient Greek and Roman history have strong links them with universities and other institutions in Europe. Archaeological field work (excavations, prospections, surveys) has been affected by underfunding though remains impressive. The budget of 2021 for research projects amounts to the sum of 28,000 Euro, which is too small to cover the costs required for carrying out research and excavation.

Organised excursions undertaken by the staff and visits to museums enhance the quality of teaching and promote a deeper understanding of history.

Very high number of students, reaching up to 300 students per module, and in exceptional cases up to 700 students, is a great challenge to staff. We note also that, in addition to the undergraduate programme, members of teaching staff are involved in teaching at Masters level, and supervise both Masters and PhD theses. Administrative loads are also heavy. Despite these heavy workloads, staff continue to offer informal mentoring to their students outside class, and they have been assiduous in applying new teaching methods and new technologies.

There is no specific policy to attract highly qualified academic staff, but the prestige of the Department makes it an attractive place to work. The volume and quality of the research output is very high. Staff have the right to spend one semester in three years on research leave, and the Department organises a number of important workshops, colloquia, and conferences. The Department produces the renowned journal *Dodone*, and members of staff serve on other editorial boards. However, although research is encouraged, the workload related to teaching does not always allow members of staff to take full advantage of all research opportunities.

### Panel Judgement

<b>Principle 5: Teaching Staff</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **Panel Recommendations**

- We have noted the lack of replacements of key members of staff which has led to key areas of study having no member of staff engaged in teaching and research (such as Ottoman Rule, Balkan Studies, and post-Byzantine Archaeology and History of Art). Considering the importance of Ioannina for the Balkan region during Ottoman rule, these are important omissions, though we must stress that these are not the result of departmental decisions but of lack of funding.
- The budget of 2021 for research projects amounts to the sum of 28,000 Euro, which is too small to cover the costs required for carrying out research and excavation (This recommendation is addressed to the University Governance).
- Although research is encouraged, the workload related to teaching does not always allow members of staff to take full advantage of all research opportunities.

## 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

This Department has more than 2000 students registered on its undergraduate programme, plus 284 MA students and 162 PhD students. The number of students, although very important for the sustainability of the University as well as their contribution to the local economy is a serious challenge to all infrastructure available. Serious investment is needed with funds for more tenure-track and temporary teaching positions. We recommend that new academic positions be allocated to the Department beyond the replacements for outgoing academic staff that are close to retirement age.

The Department has adequate resources in equipment, library books, and online resources and databases, to support research and teaching, and a well-developed virtual learning infrastructure. However, we are concerned about the recent reduction of funding in these areas, which may have adverse long-term effects. For example, the lack of subscriptions to JSTOR and EBSCO for the Arts and Humanities is a major gap and there is only limited funding for new books. In addition, a modest budget for the purchase and maintenance of archaeological equipment would be very useful: e.g., differential GPS, total station or BLK laser scanner, a drone, good cameras and remote sensing equipment.

The Department's laboratories (of Byzantine History, of Archaeology, of Folklore Studies, of Pre-Industrial Technology, of Oral History and Life Stories, the IT laboratory, and the laboratory for

the visually impaired) and museum (Museum of Casts and Copies of Works of Ancient Art, Folklore Museum and Archive, and the Museum of Press) offer not only a great working space but extraordinary opportunities for engaged teaching and interdisciplinary work for students and staff. The laboratory for the visually impaired is a major asset for the study and teaching of archaeology and history internationally. It is a resource that could make the Department and the University a leader in inclusive learning and teaching. We encourage the University to further support this initiative.

The Department's very successful practical training programme offers students unique opportunities, as do the Department's own excavations and its partnerships with other excavations (by the archaeological service or other universities) and with other research institutions and museums in Greece and abroad. We note that the plan to re-open the excavation of an archaeological site within the University campus will offer students a unique opportunity to acquire key research skills. We also note that the Department allows students to participate in one of the few systematic underwater excavations in Greece. We encourage the University to prioritise the financial support of these endeavours.

### Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- We recommend that new academic positions be allocated to the Department beyond the replacements for outgoing academic staff that are close to retirement age.
- We are concerned about the recent reduction of funding in equipment, library books, and online resources and databases, to support research and teaching, and a well-developed virtual learning infrastructure: this reduction may have adverse long-term effects. For example, the lack of subscriptions to JSTOR and EBSCO for the Arts and Humanities is a major gap and there is only limited funding for new books. In addition, a modest budget for the purchase and maintenance of archaeological equipment would be very useful: e.g., differential GPS, total station or BLK laser scanner, a drone, good cameras and remote sensing equipment.
- We encourage the University to further support the Department's laboratories (of Byzantine History, of Archaeology, of Folklore Studies, of Pre-Industrial Technology, of Oral History and Life Stories, the IT laboratory, and the laboratory for the visually impaired) and museum (Museum of Casts and Copies of Works of Ancient Art, Folklore Museum and Archive, and the Museum of Press).

- We encourage the University to prioritise the financial support of practical training programme (the Department's own excavations and its partnerships with other excavations).

## 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

All students and staff are linked with the University's information system and have access to data and services.

The University and the Department have developed an efficient system for gathering and analysing information, which offers important statistical data as regards, e.g.:

- the total number of new students and the average entry grade
- student progression through their years of study, success and drop-out rates
- the number of years to completion of the programme
- the number of students registered on each module
- the number of students participating in examinations or other forms of assessment for each module
- the number of passes and fails
- the average grade at graduation.

The Internal Evaluation Group (OMEA) analyses this data and reports on notable trends and developments.

Student participation in the process of module evaluation through questionnaires is relatively low, as is common in many institutions. The highly motivated current and past students whom the EEPA met had a very positive opinion of the Department and expressed gratitude for the time dedicated to them by the teaching staff. However, we encourage the University and Department to explore additional ways to mitigate the effects of very high student numbers and to support students who are not as highly engaged with their programme of study.

There is ample availability of learning resources offered to students, as demonstrated by the 6 laboratories and the museums.

### Panel Judgement

<b>Principle 7: Information Management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- We encourage the University and Department to explore additional ways to mitigate the effects of very high student numbers and to support students who are not as highly engaged with their programme of study.

## 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 information services of the Department are fully developed. There is an up-to-date website which contains all the relevant information on the Department's programmes, details of modules, including expected learning outcomes, contact details of academic and administrative staff, CVs of academic staff, and details of the events and opportunities for students, information on placements and more. There is also an active e-learning platform. A social media presence supports these functions and provides regular updates.

The University, through its Quality Assurance Unit, is currently undertaking a standardisation of staff profiles on the Departmental website. This initiative is important for the promotion and the internationalisation of the Department and will contribute to the attraction of exchange and postgraduate students and publicise the research of the Department and its staff.

### 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 Department's Internal quality assurance system is robust and follows best practice. The Department's Internal Evaluation Group works in close collaboration with the University's Quality Assurance Unit (ΜΟΔΙΠ).

There is a well-defined process for curriculum review. The Internal Evaluation Group collects data from student evaluations, a tool that is under constant revision. The current form is made up of both quantitative and qualitative questions and is filled-in anonymously by students. As noted earlier, the evaluation response rate is not high. Student representatives are invited to attend the Undergraduate Study Programme Committee and General Assembly. The Internal Evaluation Group also works informally with staff in gathering information and feedback on their experience of the modules they teach.

The results of the review processes in the forms of changes to the curriculum are publicised through the website and the yearly updated Study Guide.

We recommend that the Department continues to discuss student workloads, pass and fail rates for modules, and overall completion rates.

## Panel Judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- We recommend that the Department continues to discuss student workloads, pass and fail rates for modules, and overall completion rates.

## **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 an External Evaluation, under the auspices of the Hellenic Quality Assurance and Accreditation Agency (HQA / ΑΔΙΠ) in 2014, which encompassed not only the Undergraduate Programme but also the Masters and Doctoral programmes, and the research activities of the Department. The External Evaluation Report, which is available on the Department's website, was extremely positive in all respects, though made a number of recommendations which the Department has addressed.

In particular, it has responded to that review by introducing a more structured progression through the creation of compulsory first-year core modules taken by all students, followed by foundational second year modules, with freer choice in the final years. They have also continued to enrich the programme through use of the Department's 6 research laboratories, and the provision of site visits and longer trips and summer schools, and opportunities for students to take part in excavations and surface surveys. The Department has also invested in its unique Laboratory for the visually Impaired, and now provides its website, and many of its key documents for download, in English.

### Panel Judgement

<b>Principle 10: Regular External Evaluation of Undergraduate Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

The programme teaches its subjects not as separate entities but as a single multi-dimensional and interdisciplinary whole. All quality assurance regulations are closely monitored by the Department' Internal Evaluation Group (OMEA) in close collaboration with the University's Quality Assurance Unit (ΜΟΔΙΠ).

The members of the Department are not only aware of the good practices that have been decided at a central level but have also contributed to the strategic plan of the Department.

The undergraduate programme meets all the requirements outlined by the Quality Assurance and Accreditation Agency in their Guidelines for Accreditation document.

Between the most important points, we note: the relationship between the Department and the external partners and stakeholders; the clear and careful structure of the programme of study; the option of providing work experience to students through the practical training exercise.

The teaching and learning processes offered by the Department are student-oriented, research-based, appropriate for the level of study, in line with national and international guidelines and expectations, and flexible in delivery, method, and organisation.

The Undergraduate Programme is clearly structured and provides for a smooth progression for students. In the first year, compulsory core modules orientate students across a broad range of subjects related to history (ancient, medieval and modern), archaeology, art history and folklore, and assist students with the transition from school to university, and from more passive learning to a style of learning which requires students' more active participation. In the second year, students take compulsory modules within their chosen orientation, and in the third and fourth years choose from a large number of more specialised optional modules.

The Department participates in and promotes the Erasmus programme.

The Department's Internal quality assurance system is robust and follows best practice.

### **II. Areas of Weakness**

The weaknesses that we have noticed do not depend on the Department, but rather on State practices with regard to the University.

We have noted the lack of replacements of key members of staff which has led to key areas of study having no member of staff engaged in teaching and research (such as Ottoman Rule, Balkan Studies, and post-Byzantine Archaeology and History of Art).

Very high number of students, reaching up to 300 students per module, and in exceptional cases up to 700 students, is a too great challenge to staff: this Department has more than 2000 students registered on its undergraduate programme, plus 284 MA students and 162 PhD

students. The number of students, although very important for the sustainability of the University as well as their contribution to the local economy is a serious challenge to all infrastructure available.

### III. Recommendations for Follow-up Actions

We encourage the Department to further consider the key issue of transferable skills in their design and organisation of studies, and to and articulate them to students, so as to improve employability.

We also encourage the Department to further consider in their future reviews whether the Methodology of Excavation module, which is currently offered as an optional module in the Archaeology pathway of the degree, should be made compulsory.

We encourage the University and Department to explore additional ways to mitigate the effects of very high student numbers and to support students who are not as highly engaged with their programme of study.

That the Department continues to discuss student workloads, pass and fail rates for modules, and overall completion rates.

### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1,2,3,4,5,6,7,8,9,10**

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

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

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

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Prof. Emeritus Paolo Odorico (Chair)**  
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