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Accreditation Report
for the Postgraduate Study Programme of:

Crisis and Historical Change

Department of Social Anthropology and History
Institution: University of the Aegean
Date: 28 October 2023

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο
Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού, Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2014-2020
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Crisis and Historical Change** of the **University of the Aegean** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study Programme of **Crisis and Historical Change** of the **University of the Aegean** comprised the following four members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Dimitris Michailakis (Chair)**
   University of Linköping, Linköping, Sweden

2. **Professor Apostolis Papakostas**
   Södertörn University, Stockholm, Sweden

3. **Professor Nikos Fokas**
   Eötvös Loránd University (ELTE), Hungary

4. **Ms. Sofia Thatharopoulou**
   PhD Student, Aristotle University of Thessaloniki, Greece

II. Review Procedure and Documentation

In reviewing the Postgraduate Study Programme of *Crisis and Historical Change* of the University of the Aegean (hereafter the "Programme"), the objectives of the Panel, as described in the Guidelines for the Members of EEAP, are:

- to establish whether the data provided from the various resources is consistent among one another and reflect the actual situation
- identify strengths and areas of weakness
- engage in a constructive dialogue with the Institution, leading to reflection and continuous enhancement of the study programme

Following a well-prepared schedule provided by HAHE, the Panel held several separate interactive virtual (by electronic means, ZOOM platform) meetings and visits for two days as follows:

On Monday, 23/10/2023, the following virtual meetings took place:

Meeting with the Directors of the two PSP, the Head of the Department, MODIP staff, Steering Committees/ OMEA members

Director of the PSP (1) "Crisis and Historical Change"

Director of the PSP (2) "Social and Historical Anthropology"

Head of the Department

Head of MODIP

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

EEAP, administrative staff members, teaching staff members of both PSP

Administrative & Teaching staff members.

On Tuesday, 24/10/2023, the following virtual meetings took place:

Meeting with the teaching staff of the PSP1

EEAP, teaching staff of the PSP1

Teaching staff members of the PSP "Crisis and Historical Change"

Meeting with students of the PSP1

EEAP, students of the PSP1

Students of the PSP "Crisis and Historical Change"

Meeting with PSP1 graduates

EEAP, PSP1 graduates

Graduates of the PSP "Crisis and Historical Change"

Meeting with employers, social partners of the PSP1

Closure meeting with the Director of the PSP1, the Head of the Department, MODIP staff, PSP1 Steering Committee/ OMEA members

EEAP, Employers and social partners of the PSP "Crisis and Historical Change", Director of the PSP1, Head of the Department, MODIP staff, PSP1 Steering Committee/OMEA members, MODIP staff

The internal evaluation report and other extensive material were made available to the Panel electronically in advance through HAHE. More information and material were made available during the meetings. The Department worked diligently in preparing the internal evaluation report and other relevant materials, as well as in organizing and hosting the virtual meetings. It is the feeling of the Panel that the Department has performed an excellent job throughout the internal evaluation process and the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. The Panel wishes to express its thanks and appreciation to the Department and the University administration for their co-operation and professionalism.

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

During the above virtual meetings, the Panel had the opportunity to meet, talk, and interact with all the participants of all meetings. All the participants were encouraged to express their views and they did so. It is worth pointing out that the students were especially encouraged to talk freely about their overall learning experience. They welcomed the opportunity to talk to the Panel and to voice their views. The discussions were very constructive, fruitful and were conducted in a cooperative manner and attitude. All the meetings included presentations, discussions, and question and answer sessions. During the last meeting, some clarifications were provided, and the Panel made an informal presentation of some initial key findings.

The Programme "Crisis and Historical Change" is organized by the Department of Social Anthropology and History and was launched in 2015-16. The Programme focuses on historical

change, i.e., on the large-scale and significant transformations that affect social organization, economic processes, ways of thinking and everyday life. The concepts of crisis and historical change are therefore fundamental interpretative tools for understanding the evolution of human societies and are at the heart of history as an academic discipline. The Program provides a comprehensive review of the question of historical change in the major fields of human action, through concrete historical examples. At the same time, it trains students in the methodological tools and analytical approaches of contemporary historical research.

Organisation of studies

Courses start in the first week of the winter semester of each academic year. There are three compulsory courses in the winter and two in the spring semester, each of which is awarded 10 ECTS credits. During the spring semester, students select a topic and start conducting research for their Master's thesis. In June, they present a paper on the methodology and research questions at a special academic workshop, which is awarded 10 ECTS credits. The summer period is devoted to research and the writing of the Master's thesis, which must be delivered by September 30. The thesis should be 10,000-15,000 words long and is awarded 15 ECTS credits.

Obligations and student assessment

Attendance of the five courses and the presentation of a paper at the workshop in June is compulsory. If a student fails a course, he or she may retake the course once in the next examination period, i.e., in June for the winter semester and in September for the spring semester. Until March 15 students must have selected a topic for their Master's thesis and have found a supervisor. The final title of the thesis must be submitted to the MA Secretariat between 1 and 15 May.

At the end of the summer period and after obtaining the agreement of the supervisor, students submit an electronic copy of the Master's thesis to the MA Secretariat. The thesis is publicly defended and graded by the three members of the Examination Committee in October or November. If the thesis is not awarded a passing grade, the student has the right to resubmit it during the examination period of the winter semester. In that case, the thesis is publicly defended and graded in February or March. If the thesis is not awarded a passing grade in the second attempt, the student cannot obtain the Master's degree.

Students

A maximum of twelve (12) students are admitted to the programme each year. Students holding a first cycle degree are admitted to the MA.

Tuition fees

Tuition fees amount to 400 euros and are purely contributory in nature.

Evaluation of students

Students are assessed by means of exercises, oral presentations and written assignments or examinations in the courses of each semester. If a student fails in one - and only one - course, he/she is given the opportunity to be re-examined one - and only one - more time.

III. Postgraduate Study Programme Profile

The Programme "Crisis and Historical Change" aims to educate its students to the best possible level, providing them with qualitative knowledge and skills that correspond to its academic profile. The Postgraduate Study Programme “Crisis and Historical Change” has an interdisciplinary nature and its structure and courses offered are consistent with the Department’s overall objectives. Courses start in the first week of the winter semester of each academic year. There are three compulsory courses in the winter and two in the spring semester, each of which is awarded 10 ECTS credits. During the spring semester, students select a topic and start conducting research for their Master’s thesis. In June, they present a paper on the methodology and research questions at a special academic workshop, which is awarded 10 ECTS credits. The summer period is devoted to research and the writing of the Master’s thesis, which must be delivered by September 30. The thesis should be 10,000-15,000 words long and is awarded 15 ECTS credits.

Attendance of the five courses (three in the winter and two in the spring semester) and the presentation of a paper at the workshop in June is compulsory. If a student fails a course, he or she may retake the course once in the next examination period, i.e., in June for the winter semester and in September for the spring semester. Clarification on the obligations and assessment of students is given in the information for each course offered. At the end of the summer period, which coincides with the end of the September examination period, and after obtaining the agreement of the supervisor, students submit an electronic copy of the Master’s thesis to the secretariat. The thesis is publicly defended and graded by the three members of the Examination Committee in October or November.

The guidelines governing the programme are:

- The curriculum of the MA is designed to provide knowledge and develop skills in the fields of History.
- The learning outcomes of the MA correspond to the European and National Qualifications Framework for Higher Education level 7.
- Teaching staff are selected to fully meet the teaching needs of the MA.
- The intention is to establish a link between teaching and research.
- The programme strives to meet different career paths in the public and private sectors and to provide the basis for studies at doctoral level.
- Particular emphasis is placed on the quality of the electronic services to support the courses.

There is no doubt that the this is a popular program, attracting students with different academic backgrounds, though most of them coming not from the discipline of History. The social partners and external stakeholders who participated in the meetings were positive to

the Programme. They were also very satisfied with the cooperation they have with the Department.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

There is in place a Quality Assurance Policy which is posted on the website. The Postgraduate Programme "Crisis and Historical Change" is committed to a policy aimed at providing high quality education, producing new knowledge. This policy was approved by the Assembly of the

Department and aims to develop and improve the Programme in line with the overall Quality Assurance Policy of the University of the Aegean. The quality assurance procedures of the Programme are coordinated and carried out under the supervision of the Department's Internal Evaluation Team.

The Postgraduate Programme "Crisis and Historical Change", which is part of the discipline of History, aims at providing quality knowledge. In doing so, it ensures that high quality standards and widely accepted practices in teaching and research are followed. Such quality principles and practices include:

- academic ethics, the regulatory obligations and standards of the Single Higher Education Area,
- The Postgraduate Programme "Crisis and Historical Change" recognises that quality policy is a continuous process of improving educational and research practices.
- The curriculum of the Postgraduate Programme is designed to provide knowledge and develop skills in the field of History in an interdisciplinary context.
- Teaching staff is selected to meet the teaching needs of the Programme.
- A student-centered pedagogical approach to teaching and learning,
- The link between teaching and research is sought.
- High quality knowledge is provided, which offers the possibility of different career paths in the public and private sectors.

II. Analysis

The Postgraduate Programme "Crisis and Historical Change" applies the quality assurance procedures of the Internal Quality Assurance System (QAS) of the University of the Aegean, with the specificity required in each case. It is the impression of the Panel that the Programme provides a much-needed educational service in the Greek context and for that reason it is a highly sought-after programme. It is supported by departmental and university infrastructure and services which are of good quality and adequate for graduate studies.

III. Conclusions

The quality assurance procedures are institutionalized at all levels of the university (for instance, OMEA and MODIP). However, the Panel noticed some inconsistencies in the implementation of the Programme. Strengthening the external communication of the programme's coherence is needed. The social partners and external stakeholders were very satisfied with the cooperation they have with the Department. However, they should be more involved in the annual internal evaluation of the postgraduate programme.

Panel Judgement

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

Panel Recommendations

- The Panel feels that there is room for improvement, especially concerning awareness of the importance of assessment and the student's participation in the evaluation processes.
- Feedback from social partners and external stakeholders' partners should be more involved in the process of annual internal evaluation of the postgraduate programme. Improve links with alumni - see the importance of registering with the Alumni Association.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The Postgraduate Programme "Crisis and Historical Change" of the Department of Social Anthropology and History of the University of the Aegean is committed to a policy aimed at providing a high-quality education.

The Postgraduate Programme "Crisis and Historical Change" offers a global examination of the issue of historical change in the major fields of human action, through specific historical examples, while at the same time it trains students in the methodological tools and analytical approaches of contemporary historical research.

Postgraduate Programme "Crisis and Historical Change" operates from the academic year 2015-16 as an intensive one-year Postgraduate Studies Programme. A maximum of twelve (12) students per year will be admitted to the programme each year. Any university undergraduate study programme degree qualifies for participation. Students of the programme attend a total of five (5) compulsory courses. The titles of the courses are specified each year by the lecturers of the programme.

A postgraduate thesis of 10,000-15,000 words is also required. The thesis, which is submitted to the Secretariat by the end of the September examination period, is evaluated by a three-member examination committee.

A total of 75 credit points (ECTS) is required for the award of the Diploma of Postgraduate Studies, distributed as follows: - Courses: 10 ECTS per course, total: 50 ECTS, - Conducting historical research and presenting it in a special academic workshop: 10 ECTS, - Preparation of a postgraduate thesis: 15 ECTS. The preparation and presentation of historical research in the special academic workshop of the spring semester is evaluated by the supervisor. The thesis, which is submitted to the Secretariat by the end of the September examination period, is evaluated by a three-member examination committee.

II. Analysis

The subject of the programme generally covers historical change, that is the large-scale and significant changes in social organisation, economic functions, ways of thinking and everyday life that have taken place in human history. So, the scope of the programme is very broad consequently during the Panel's discussions, the issue of the coherence of the programme was repeatedly raised.

The study programme does not specifically address this issue, suggesting that this coherence self-evidently exists. In contrast, the Panel's impression was that the historical periods and the analysed specific historical examples are not linked by a coherent theoretical or conceptual framework.

Surprisingly, the most convincing answers about the existence of this coherence came from students, and even more so from graduates. According to them, a particular approach to social change is clearly emerging from the programme, and there are theoretical subjects framing these.

III. Conclusions

The programme is a highly original and highly actual initiative. It helps the students to understand how to approach the major problems of our time. This is why program has a future.

The programme is only one year long, but it delivers a concise and large amount of material. The compulsory literature is large but proportionate.

As students come from very different backgrounds, often without a background in history, a special effort is required to deepen the programme's subjects compared to the undergraduate course.

Students generally felt that the programme did not simply teach them a subject but taught them how to research and think. Graduate students working in secondary education said the programme helped them in their work. It has enriched their teaching methods. It has also helped them in their formal career development.

Panel Judgement

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

Panel Recommendations

- The coherence of the study programme needs to be communicated more strongly through all the interfaces available to the department and the programme.
- The programme is thematically diverse, but according to students' reports there is an implicit consistency of methodology and in the approach to 'crises'. This should also be made more explicit during the teaching of each course.
- In order to deepen the courses of the program compared to the undergraduate programme, the postgraduate program could consider offering special, not compulsory catch-up courses.
- Stakeholder could be better involved in the selection of thesis topics.
- Capable students should be motivated to write their theses in English.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP "Crisis and Historical Change" complies with the third principle. Teaching methods are applied in a manner that encourages students' active involvement in the learning

process. Students are prompted to follow their own research interests while faculty offers guidance constantly. This approach is also evident in assessment methods which are not exam-oriented but promote reflection and critical analysis. Students' feedback is desirable but participation in course assessment questionnaires proves limited. The programme is open to review, accepting appeals and comments from students and other stakeholders through formal procedures.

II. Analysis

The post-graduate program offers flexible learning paths for its students. The limited number of students accepted on the programme each academic year allows for closer interaction and feedback between students and faculty. Consequently, readjustment of modes of delivery and assessment based on students' specific needs is possible.

Students are seen as active partners in the teaching/ learning process, witnessed by the fact that courses are organized as seminars, requiring their active involvement e.g., through presentations of relevant bibliography from their own point of view. In-classroom discourse and analysis often lead to redefining the course topics, attesting to the flexible teaching-learning methods the program claims to adopt.

Moreover, students are encouraged to undertake research initiatives and to develop their individual skills. During interviews, students writing their theses as well as alumni, highlighted the fact that they were free to pursue their own research interests when choosing a topic for their thesis. Independent learning is also supported through e-class, where students can find main and supporting course bibliography, study and reflect on it independently, according to their own time, needs and interests.

Assessment criteria are adequately published in advance in the study guide of the programme, where course obligations and requirements that lead to diploma are described. Information is also published in the course description forms, posted on the website of the department at the beginning of each academic year.

Course and teaching assessment questionnaires are employed to measure the effectiveness of teaching, two weeks before the end of each semester. Nevertheless, participation is limited, preventing safe conclusions.

The programme offers a formal procedure for student appeals. Students and other stakeholders can submit their comments and suggestions and receive an official reply,

attesting to programme's receptiveness to review for further improvement. The function of academic advisor is also applied as indicated by the interviewees who already have or are about to graduate from the programme.

III. Conclusions

Overall, the programme complies with the principle of student-centered learning, teaching and assessment by offering inclusive teaching methods where students are given space to articulate their own ideas and to develop their special research interests. Student assessment of teaching methods, although encouraged, remains rather limited. Nonetheless positive student-faculty interaction based on support and mutual respect is evident while students' obligations and assessment criteria are clearly articulated.

Panel Judgement

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

Panel Recommendations

- Finding ways to achieve higher participation rates for course-teaching evaluation questionnaires would be recommended.
- Ask students for reasons behind abstention and figure out how less committed students would be persuaded to answer the questionnaires, in order to extract safer conclusions on teaching effectiveness.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

PSP provides a series of documents (study guide, regulation of studies, internship, mobility and student assignments) covering in detail all useful information, to navigate students throughout their postgraduate studies. Information includes admission requirements, duration of studies, thesis guidelines, mobility opportunities, course descriptions and merits, students' obligations, possible scholarships and awards. These documents assist students to all steps they need to take for the completion of their post-graduate studies while informing them on their rights too.

II. Analysis

PSP's study guide, internal regulation and regulation of studies, internship, mobility and student assignments set a safe study framework, by defining in detail students' rights and obligations.

According to documents provided, courses are allocated in two semesters, while master's thesis is expected to be written during summer months of the academic year. Nevertheless, there is provision of one-semester extension for working students and for those who for any reason of force majeure, cannot complete their studies within the expected period.

Concerning students' progress monitoring, according to documents provided, a thesis supervisor is assigned to each student by the end of Spring semester. During the academic year and given the limited number of students accepted in the PSP, it can be assumed that faculty monitor students' progression.

ECTS are applied across the curriculum in courses and thesis, as demonstrated in the regulation of studies, internship, mobility, and students' assignments as well as in the internal regulation for the operation of the PSP. The procedure of drafting PSP thesis is explained step-by-step along with a defined set of quality requirements and criteria for its implementation. A thesis handbook that could further analyse these criteria is not available. An extensive Code of Research ethics is in place and students are advised to seriously consider its regulations when conducting research.

Post-graduate students are supported in taking full advantage of all available services through the study guide of the program and probably through discussing and asking for clarification PSP'S staff and faculty responsible for each service.

Practical training - internship is not a prerequisite for certification. Students have though such opportunities through the program Erasmus+ Internship. The study guide as well as the regulation of studies internship, mobility and student assignments provide detailed information concerning short- and long-term student mobility mainly for internships. During interviews with current students and alumni, no one mentioned participation in mobility programs either for studies or internship. Given the fact that the PSP lasts only for one academic year, time for mobility -especially for studies- is limited.

The diploma supplement is issued both in English and Greek enabling graduates of the PSP to submit it abroad if needed.

III. Conclusions

Overall, the PSP is committed to developing and publishing regulations covering all aspects and phases of studies. Providing detailed guidelines, support, and resources, it creates a defined framework for teaching and learning to both students and faculty.

Panel Judgement

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

Panel Recommendations

- Consider creating a thesis handbook where quality requirements are explained in detail and use examples of past theses to clarify them.
- Encourage mobility for studies and internship abroad.
- Encourage practical training, providing a potential internship-positions network in cooperation with PSP's social partners.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department follows a clear, transparent, and fair process for the recruitment of qualified staff. The huge majority of teaching staff obtained high-level training in a wide range of scientific fields at a wide variety of European Universities. All of them are Ph.D. holders and active researchers. Their high qualifications, international background, and their enthusiasm, recognized by the students enhance the quality of classroom teaching and research output. As this postgraduate program is interdisciplinary the teaching staff comes from different disciplines such as history, political philosophy, and economy. The staff-student ratio is very good.

II. Analysis

The Panel had the opportunity to interact with students and received the impression that they think very highly of their teachers. Relationships between teachers and students is very strong.

Current students, as well as graduates, talked with respect and admiration about their professors and the departmental culture. They confirmed that their teachers are committed, accessible even beyond formal obligations and institutions. The students are satisfied with their supervisors and the topic opportunities provided by them. Overall, the high level of teaching, encouragement, and advising provided by faculty members is evident and highly appreciated by the students. Access to sources and online databases is satisfactory.

The members of the Department regularly hold educational programs outside the university. The Department makes serious efforts to open the university and strengthen relations with the local society.

III. Conclusions

The Department as well as the Postgraduate Programme offer the teaching staff encouragement and adequate conditions of employment that recognise the importance of teaching and research. Within the framework of the Greek university system the Department offer opportunities and promote the professional development of the teaching staff. The program is open to strengthening the relationship between education and research, despite the obstacles and difficulties created by limited resources and other external factors for which the Department cannot be blamed. It is pointed out that there is a collaborative climate in the Department built on, and reflecting, mutual respect among faculty members.

In the training program, the teachers naturally connect education with research. Many of professors lead major research programs, but this is a matter of the teaching staff's own efforts, and the department can’t provide significant institutional help for this.

Panel Judgement

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

Panel Recommendations

- Relations with social partners – for example, during the annual quality assurance procedures of the programs – should be made more regular and formal.
- The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The University of Aegean and the Department of Social Anthropology and History, hosting the PSP "Crisis and Historical Change" has adequate funding to cover the teaching and learning needs of program, providing all necessary infrastructure –classrooms and amphitheatres, IT-hall, labs, library, and digital libraries- needed for the operation of the program. Moreover, it offers supporting services such as career counselling, boarding, counselling and psychological support, sports and cultural clubs and associations, contributing to the general well-being of students during their academic training.

II. Analysis

The University of Aegean and the Department of Social Anthropology and History make available all necessary infrastructure to facilitate the teaching and learning process of the PSP. Infrastructure encompasses an IT laboratory, seminary halls, meeting halls, a laboratory for ethnographic approaches to the study of language, a family and kinship lab, a history and an ethnography lab. It also has a physical library in the city of Mytilene offering additional access to digital libraries and databases.

Soon, all offices, laboratories and the library will move to the newly built premises of the School of Social Sciences. The new library is expected to fully function by the Spring semester 2023-24 providing new study rooms, anticipated to facilitating research conducted at the department.

Concerning access to bibliography, books, journal articles etc., graduate students and alumni mentioned that material needed for their research was accessible and easy to find. Faculty assisted in finding all sources needed, providing material from their own collections too. The faculty admitted though that acquisition of the latest publications in the field proves rather difficult.

Regarding support services to PSP students, a career office provides insights into the job market after graduation.

Boarding is available depending on certain income criteria and requirements. As found on the website of the university, in Mytilene there are 163 rooms addressing the student community.

A network of counselling offices provides students and faculty psychological counselling and support. Sessions with the appointed psychologist take place online.

Student music, radio, dancing, diving, theatre, cinema and environmental awareness clubs and associations, as well as university sport teams offer students opportunities to develop new skills and to socially interact with their peers. Cultural events, conferences and seminars are also published on the department's website.

Experienced staff ensures the proper operation of all the above-mentioned services.

Accepted students are obliged to pay 400€ in tuition fees for the whole PSP.

Of the total amount, 30% is withheld by the Special Account for Research Funding (SARF) of the University. The rest is utilized for covering the costs of the annual research workshop, the organization of academic events, for the acquisition of educational material and for publicity costs. Hence, tuition fees are utilized for learning resources and for connecting teaching with research.

III. Conclusions

Overall, the hosting institution offers all required resources for the smooth operation of the program. Infrastructure, resources, and services are readily accessible for the teaching and learning processes as well as for the well-being of students. Additionally, tuition fees are utilized for enhancing the existing resources, elevating the study experience for students and faculty.

Panel Judgement

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

Panel Recommendations

- In cooperation with university's career office organize career days targeting graduates of the PSP "Crisis and Historical Change" specifically, to discuss work experiences and potential internship positions with stakeholders from cultural institutions.
- Consider boosting acquisition of new publications and ensure access to latest issues of journals in the field of history.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The Department uses modern information systems (UniverSIS, Open eClass, MODIP´s information system and a website to gather, analyse and spread information.

Through the online application students can make course registrations per semester, they can also receive a detailed list of their grades. The Student Registry enables the collection of a large amount of statistical information concerning the structure of the Postgraduate Studies Programme, the staff, and students. In addition, information from the students themselves is obtained through the relevant course evaluation questionnaires, which they complete each semester. The rate of student participation in evaluations is satisfying.

The data resulting from the information flows described above are considered in the formulation of the Annual Internal Evaluation of the MA.

The website of the Department and the MA includes updated information about the teaching, administrative, laboratory and research staff. The administrative staff follows the annual evaluation procedure provided for by the relevant legislation, which is carried out through an electronic platform.

The analyses of the selected information and the resulting conclusions are used, depending on their subject matter, by the competent committees and bodies of the Department (the Department Assembly, the OMEA, etc.). The committees are obliged to take these reports explicitly into account in order to substantiate their recommendations.

II. Analysis

The institution's data collection and analysis methodologies appear comprehensive, potentially offering valuable insights for decision-making. The practice of involving students and staff in the process adds a layer of authenticity to the collected data, promoting transparency. Using various data sources contributes to an overarching understanding of the Programme's performance. These practices likely assist in highlighting both strengths and areas needing improvement, supporting an evidence-based approach to Programme enhancement.

Students and lecturers are provided with all the information on the operation and activities of the MA, including the Study Guide, regulations, announcements, etc. Information on the administration of the Department, the structure of the MA, information on the assessments and accreditations, the units and services, the history, mission and operation of the Department, research that is conducted, etc.

III. Conclusions

The Department's adherence to Principle 7 is evident. The dedication towards collecting, analysing, and utilizing data for the continuous improvement of the Programme is apparent. The comprehensive and inclusive information management system assures quality and informs decisions. The Programme appears to use information management as a critical part of its strategy to maintain standards and support student success.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department maintains a dedicated section on its website specifically for this Programme. This website provides information about the Programme, mainly the overarching structure of the Programme and the courses offered. The website is bilingual, offering content in both English and Greek, thereby broadening its accessibility to a more diverse audience. However, there is still room for improvement with respect to encompassing details regarding its intended learning outcomes, pass rates, and the career prospects of graduates.

II. Analysis

The Programme has, to a degree, managed to address the essential components of Principle 8. Its website provides a clear, objective, and up-to-date overview of the Programme, catering to the informational needs of a diverse audience, including prospective students, graduates, and other interested parties. The bilingual content promotes inclusivity and wider accessibility. However, there are some areas that leave room for improvement. While acknowledging the importance of financial resources in implementing radical website changes, it is recommended to consider the inclusion of a community section. This section could feature employers, social partners, and alumni testimonials, shedding light on their experiences and career growth, and fostering a stronger sense of community and engagement among Programme stakeholders.

III. Conclusions

The Department's dedicated website section for the Programme addresses the requirements of Principle 8. It provides some information about the overarching structure of the program and the courses offered but needs more information including learning outcomes, pass rates, and career prospects. To further enrich the Programme's online presence and community

engagement, considering the inclusion of testimonials from employers, social partners, and alumni is recommended.

Panel Judgement

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

Panel Recommendations

- Consider adding a community section with testimonials from employers, social partners, and alumni to enhance engagement and community-building.
- Explore options for modernizing and updating the website and include more information on learning outcomes, pass rates, and the career prospects of graduates.

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

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

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

The above comprise the evaluation of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Programme is periodically evaluated under the responsibility of the OMEA. The appropriateness of the structure and overall organization of the Programme is ensured through the application of clearly defined evaluation criteria and review procedures. The General Assembly is responsible for the approval of the Programme. In formulating quality and monitoring policies, input and feedback are taken into account from: internal evaluation reports; student observations, comments and evaluations; and developments in the academic field. The self-assessment, the external evaluation, the MODIP indicators, the questionnaires of students and consultation with Departmental committees are key sources of input and feedback for the on-going monitoring and periodic review of the Programme. The outcomes

of self-assessment are properly recorded, analysed, shared, and utilized, especially in formulating and communicating recommendations and action plans.

II. Analysis

Constant efforts are made to review and revise the Programme to ensure that it is up-to-date and in line with the latest research and pedagogical approaches. Revisions are also aimed at harmonizing its objectives and content with students' needs and expectations, maintaining international standards and following best practices. They also take into consideration the changing needs of society and the expectations of students who provide evaluations of courses and faculty, as well as the overall learning environment. No systematic feedback from social partners is included in evaluating the Programme.

III. Conclusions

The Panel is convinced that the commitment of the Department and the on-going internal monitoring and evaluation ensure that high quality teaching and research are firm and clear objectives embedded in the Programme. Overall, the internal quality assurance system in place works efficiently in monitoring, updating and promoting the continuous improvement of the Programme. Feedback from social partners should be included in periodic evaluations.

Panel Judgement

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

Panel Recommendations

Include feedback from social partners in periodic evaluations of the Programme.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

This Programme has not been externally evaluated before. During the current external review, all stakeholders were actively engaged. The Department and the University worked diligently in preparing materials, presentations, as well as in organizing and hosting the virtual meetings with the Panel. All the meetings included presentations, discussions, and question and answer sessions. The Panel had the opportunity to meet, talk, and interact with all the participants of all meetings. The discussions were very constructive and fruitful and were conducted in a constructive manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

II. Analysis

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders are aware of the importance of external review, its usefulness and the contribution it can make in improving the Programme. Throughout the current external evaluation process, it was convincingly demonstrated that the University and the Department are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they

pointed out during the meetings, it will help them become better by enabling them to identify any problematic areas and find suitable solutions.

III. Conclusions

It is the impression of the Panel that the Department and the University are committed to external evaluation as a key component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to have a positive impact on the Programme and contribute to its continuous improvement. However, more tangible results and a more meaningful assessment regarding this Principle will be possible when a second external evaluation is carried out.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

- The Programme is practically free of charge.
- Meritocracy, impartiality, transparency, and accountability.
- Student-centered pedagogical approach to teaching and learning.
- Collegial atmosphere in the Department.
- Highly qualified faculty.
- Accessibility of faculty by the students which is instrumental in sharing experiences and getting feedback.
- Departmental strategy encouraging and ensuring that students complete the Programme on time.
- Positive attitude toward the external review process.
- The Programme addresses core problems in the globalized world of today.

II. Areas of Weakness

- The Programme is thematically diverse, but according to students' reports there is an implicit consistency of methodology and in the approach to 'crises'. This should also be made more explicit during the teaching of each course.

III. Recommendations for Follow-up Actions

- Seek ways and means to improve response rates in course evaluations by students.
- Ask students for reasons behind abstention and figure out how less committed students would be persuaded to answer the questionnaires, in order to extract safer conclusions on teaching effectiveness.
- There is a need to clearly communicate the added value of the Programme in order to attract interested students. The EEAP suggest that the starting point for this effort should be the concept of crisis.
- There is need to encourage students with a good command of English to write their thesis in English in order to be able to apply for doctoral positions in universities abroad.
- Feedback from social partners and external stakeholders' partners should be more involved in the process of annual internal evaluation of the postgraduate programme. Improve links with alumni - see the importance of registering with the Alumni Association.
- The coherence of the study programme needs to be communicated more strongly through all the interfaces available to the department and the programme.

- In order to deepen the courses of the program compared to the undergraduate programme, the postgraduate program could consider offering special, not compulsory catch-up courses.
- The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects.
- Consider creating a thesis handbook where quality requirements are explained in detail and use examples of past theses to clarify them.
- Encourage mobility for studies and internship abroad.
- Encourage practical training, providing a potential internship-positions network in cooperation with PSP's social partners.
- In cooperation with university's career office organize career days targeting graduates of the PSP "Crisis and Historical Change" specifically, to discuss work experiences and potential internship positions with stakeholders from cultural institutions.
- Consider boosting acquisition of new publications and ensure access to latest issues of journals in the field of history.
- Explore options for modernizing and updating the website and include more information on learning outcomes, pass rates, and the career prospects of graduates.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **8.**

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. **Professor Dimitris Michailakis (Chair)**
   University of Linköping, Linköping, Sweden

2. **Professor Apostolis Papakostas**
   Södertörn University, Stockholm, Sweden

3. **Professor Nikos Fokas**
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4. **Ms. Sofia Thatharopoulou**
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