



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the New Undergraduate Study Programme in operation of:

Conservation of Antiquities and Works of Art

Institution: University of West Attica

Date: 16 June 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Conservation of Antiquities and Works of Art** of the **University of West Attica** 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 new undergraduate study programme in operation of **Conservation of Antiquities and Works of Art** of the **University of West Attica** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Vasilis Kallis (Chair)**
University of Nicosia, Nicosia, Cyprus

- 2. Prof. Constantinos Varotsis**
Cyprus University of Technology, Limassol, Cyprus

- 3. Dr. Stavros Lazaris**
French National Centre for Scientific Research (UMR 8167 “Orient & Méditerranée”),
Paris, France

- 4. Ms. Ioanna Kerefiadou**
Student of Visual Arts, Athens School of Fine Arts, Athens, Greece

II. Review Procedure and Documentation

The accreditation review was conducted remotely over two days, June 11 and June 12, 2024. During this period, the panel members engaged in videoconference meetings with various stakeholders involved with the UGP Conservation of Antiquities and Works of Art. offered by the Department of Conservation of Antiquities and Works of Art.

Initially, the Panel met with the University's Vice Rector (and Head of MODIP) and the Department's Head. After a brief presentation on the department's history, goals, and composition, the discussion shifted to the strategic aims, operational matters, and current status of the PSP. This was followed by a meeting with members of the MODIP and OMEA as well as MODIP staff with the discussion largely remaining on the same subject. A series of additional sessions with other Department/Program stakeholders followed. More specifically, the Panel had the opportunity to be in session with current students, alumni, employers, and social partners. These sessions allowed the panel to ask questions and engage in discussions regarding the department's operations, students' learning experiences, and academic life, and the challenges and opportunities faced by the academic unit. Additionally, the panel was given a virtual tour of the facilities available to the students of the UGP Conservation of Antiquities and Works of Art.

The panel thoroughly reviewed all relevant documents and online resources available on the University of West Attica's website, particularly those related to the Department of Conservation of Antiquities and Works of Art.

The decisions concerning compliance with the 12 Principles and the drafting of the accreditation report were reached with equal involvement from each panel member and were unanimously endorsed through a consensus-building process. The EEAP members wish to highlight that the academic bodies of the University of West Attica and the Department of Conservation of Antiquities and Works of Art fully cooperated with the panel during the accreditation process, furnishing the requested additional information and clarifications promptly and professionally.

III. New Undergraduate Study Programme in operation Profile

University of West Attica (UNIWA) was founded in March 2018 by the National Law 4521. The newly established University came from the merging process of the former Technological Educational Institute (TEI) of Athens and the Piraeus University of Applied Sciences. In 2019, the National School of Public Health joined the newly established university. Today, UNIWA includes 27 departments, organized into 6 Schools: the School of Public Health, the School of Management, Economics and Social Sciences, the School of Food Sciences, the School of Health and Welfare Sciences, the School of Applied Arts and Culture, and the School of Engineering. The newly established university is the second largest in Attica and the third largest in the country in terms of student numbers. It has approximately 64000 undergraduates, 5500 postgraduates, and 780 doctoral students. UNIWA has expanded to three Campuses within the metropolitan region of Athens: The Aegaleo Park Campus & the Ancient Olive Grove Campus, both located in the Municipality of Aegaleo, and the Athens Campus which is in the Municipality of Athens.

The Programme of studies at the Department of Conservation of Antiquities and Works of Art of the School of Applied Arts and Culture is structured in accordance with the requirements of a modern institution of tertiary education, that seeks to offer its students a strong scientific-academic background; at the same time, it serves the special multidisciplinary character of the field of Conservation. The needs for the acquisition of Knowledge and Skills by the students demand a multidisciplinary, as well as a composite practice. Therefore, the Department's Programme of studies includes courses on basic and applied Science (Physics, Chemistry, Biology), Humanities (Archaeology, Art History), Arts, and Technological applications.

During the period of the eight (8) overall semesters, studies include theoretical lectures, laboratory practice, seminars, visits at the field, and the implementation of Assignments/small scale these, with emphasis on case studies, team led projects and the elaboration of the final Dissertation. The programme of studies dictates the completion of a three-month compulsory internship at public or private institutions and companies, for the consolidation of knowledge acquired during the previous semesters.

The Department of Conservation of Antiquities and Works of Art also offers courses to Erasmus Students. A description of the courses offered is described on the web platform.

The Department of Conservation of Antiquities and Works of Art offers since February 2017 (at TEI of Athens at the time) the postgraduate programme on «*Conservation of Cultural Heritage*». Since 2003, the Department of Conservation of Antiquities and Works of Art participates at the interdisciplinary Interdepartmental Postgraduate Programme on «*Museum Studies*», in collaboration with the Faculty of History & Archaeology and the Faculty of Geology and Geoenvironment of the National & Kapodistrian University of Athens (<https://www.museum-studies.uoa.gr/>). A number of doctoral students also perform their research in the Department.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

The Department of Conservation of Antiquities and Works of Art, hosted in the School of Applied Arts and Culture of the University of West Attica, was founded in 2018 (Law 4521/2018, article 2, FEK 38/2-3-2018), and started its operation in the fall of 2019 (academic year 2019 - 2020). Currently, it hosts a single program, the UGP under review. Technically, the particular undergraduate program is not new since it constitutes a continuation and expansion of the well-established study program at the Department of Conservation of Antiquities and Works of Art of the TEI of Athens in Athens. Thus, the UGP under review integrates (an adaptation of) the said undergraduate program curriculum.

This transformation was a result of the state's decision to incorporate the state technological institutes (TEI) in the country's universities - a decision that, despite the positives it carries, has created significant challenges for the Department of Antiquities and Works of Art, which are not solvable without the state's intervention. The expansion of the UGP curriculum (from fifty-five (55) courses in its first year of operation to sixty-six (66) today) resulted in the urgent need to at least retain its academic personnel and enhance its facilities. Both these needs are constrained by the Department's/University's budget; thus, it is fully dependent upon the decisions of the state.

The UGP has a clear-cut academic profile and orientation, featuring a curriculum fully in line with the Department's primary objectives which are the provision of knowledge and methods pertaining to the preservation of antiquities and works of art, management and promotion of cultural creations, provision of broader artistic, humanistic, and technological education as well as the advanced knowledge of natural sciences.

It nurtures two (2) specific scientific fields within the broader thematic area Arts and Humanities - Conservation of cultural material (entry 0214) Preservation of artistic heritage (entry 0222), in accordance with the international categorization of scientific fields in education, by UNESCO (ISCED 2013). This is broadly reflected in the UGP's two (2) majors:

- 1) Conservation of Archaeological and Historical Artefacts
- 2) Conservation of Art Works and Archival Material

The UGP includes sixty-six (66) courses for graduation, of which thirty-five (35) are mandatory, while the rest can be chosen from a pool of category-related electives (the students' choice is determined by their major). The students need to complete 240 ECTS to be able to graduate - these correspond to forty-three (43) courses. The requirements for graduation also include a 3-month long traineeship as well as an undergraduate thesis. It takes a minimum of four (4) years for full-time students to complete the degree. On average, students are required to take 7-8 courses per semester.

Overall, the UGP curriculum follows a well-thought-out structure that embraces distinct course categories and has in place pedagogically meaningful streams of prerequisite courses. Students follow a common pathway in the first two years before they chose to pursue one of the Department's two offered majors. The degree promotes in general the alignment of the courses with the European Credit Transfer System (ECTS).

The Panel notes that the UGP is in line with the undergraduate degree provisions of the Bologna Process, and commensurate with other national and international study programs of the same scientific field.

The University of West Attica's strategic planning for the period 2021-2026 (B3, Στρατηγικό Σχέδιο ΠΑΔΑ) sets forth the institution's vision and establishes the routes towards its successful implementation. The integration of the TEI of Athens into the University has brought substantial advantages and opportunities for development, but it is not devoid of challenges. Both these realities are addressed in the strategic planning and are embraced in the University's comprehensive SWOT analysis.

The University of West Attica Strategic Plan acknowledges eight (8) strategic pillars:

- 1) Excellence in Education [Αριστεία στην Εκπαίδευση]
- 2) Promotion of Research [Προαγωγή της Έρευνας]
- 3) Digital Transformation [Ψηφιακός Μετασχηματισμός]
- 4) Improvement of the Academic Environment [Βελτίωση του Ακαδημαϊκού Περιβάλλοντος]
- 5) Enhancement of Accountability and Transparency [Ενίσχυση της Λογοδοσίας και της Διαφάνειας]
- 6) Outreach and Internationalization [Εξωστρέφεια - Διεθνοποίηση]
- 7) Sustainability and Sustainable Resource Management [Αειφορία και Βιώσιμη Διαχείριση Πόρων]
- 8) Quality Assurance [Διασφάλιση Ποιότητας]

The Department's sustainability plan is rooted in pragmatism, thoroughly considering its financial reality, as it relies exclusively on state funding being a department in a public university. Acknowledging these financial constraints, the Department has devised a cautious budget focused on maintaining seamless operations and ensuring the quality of the educational experience.

In the first three (3) years of its operation, the Department of Conservation of Antiquities and Works of Art has accepted 236 students:

- In 2019-2020: 64 students
- In 2020-2021: 90 students
- In 2021-2022: 82 students

Since 2018, the Department of Conservation of Antiquities and Works of Art has been offering the postgraduate program 'Conservation of Cultural Heritage' (90 ECTS). Additionally, it collaborates as a partner in the inter-departmental PSP 'Museum Studies' (90 ECTS) along with the Department of History and the Department of Geology and Environment, both part of the National Kapodistrian University of Athens. Moreover, it operates a doctoral studies program, which, at the time of the Department's evaluation report submission (Spring 2022), was being pursued by twenty-seven (27) doctoral candidates.

The Department maintains three research labs, two on its own and one in collaboration with the Department of Photography and Audiovisual Arts that is also hosted by the School of Applied Arts and Culture

- On its own
 - Conservation of Architectural Elements Lab
 - Laboratory for the Study and Conservation of Ancient and Modern Cultural Heritage
- In collaboration
 - ARTICON Lab - Promotion of Visual Arts Works and Archival Book Materials

The strategic plan of the Department of Conservation of Antiquities and Works of Art includes a strong provision for the promotion and enhancement of research as well as the conflation of research and teaching.

To facilitate this, the Department

- Has in place a broad network of research cooperations in support of the operation and development of its laboratories. It maintains a perpetual cooperation with stakeholders such as
 - the Ephorate of Antiquities
 - the Directory of Conservation of the Ministry of Culture
 - research labs of local and international universities and research centres, and
 - the European Network for Conservation-Restoration Education (E.N.Co.R.E.)
- Promotes national and international cooperations with universities and research organisations, which include, among other actions, the exchange of doctorate students via various schemes (IKY Scholarship scheme, ERASMUS+, etc.)

The Department's faculty boasts an extensive array of publications and maintains a significant presence on research platforms like Google Scholar and Scopus. Additionally, faculty members are actively involved in numerous national and international research projects, serve on editorial boards and scientific committees of peer-reviewed journals, review books and book chapters, and participate in the governing board of the Hellenic Society for Archaeometry (HSA).

II. Analysis

The Panel acknowledges the Department's prudent approach to sustainability and commends its ability to operate efficiently with minimal resources, while also being prepared to benefit from any potential increase in funding. However, this focus on mere sustainability—an approach necessitated by financial constraints—risks impeding the Department's smooth development and the achievement of its strategic objectives.

The Panel recognizes that the Department's Faculty members frequently exceed their designated weekly load to manage the day-to-day operations of the academic unit, underscoring the urgent need for additional academic staff. While the Panel admires the professionalism and dedication of the faculty, it also understands that this practice hampers the ability of overworked staff to pursue research, participate in creative endeavours, and

completely fulfil their teaching duties. Furthermore, the Panel feels compelled to reiterate that this operational shortcoming is not the responsibility of the academic unit—the obligation for adequate funding lies with the state.

The Panel heralds the Department's orientation towards attracting full-time faculty with high qualifications and research profiles. Conversely, the Department appears to be lacking in academic staff quantity. Regarding this observation as well as the point raised in the previous paragraph (overworked faculty), the Panel feels compelled to reiterate that this operational shortcoming is not the responsibility of the academic unit—the obligation for adequate funding which would allow for the unhampered operation of the Department lies with the state.

III. Conclusions

The Panel recognizes that the Department of Conservation of Antiquities and Works of Art and the University of West Attica fully adhere to the provisions of Principle 1.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The members of the Panel would like to congratulate the University of West Attica and the Department of Conservation of Antiquities and Works of Art for their vigorous and compelling approach to strategic planning, feasibility, and sustainability. At the same time, the Panel emphasizes the urgent need to maintain a critical mass of academic staff and adequate facilities (both subject to state funding), an essential precondition for the unobstructed operation of the Department.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

I. Findings

The Department has developed and implemented its Quality Assurance Policy as part of its broader strategy <https://cons.uniwa.gr/>. In accordance with the ongoing process of evaluation, accreditation, and designed quality scheme, the Department has instituted a functional team known as the Internal Evaluation Committee (OMEA). The Department has harmonized the quality policy of the new undergraduate programme (UGP), realized by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution with that of the University, accompanied by annual quality educational programmes. In addition to OMEA, a Departmental Coordinating/Steering Committee further aids in the overall quality assurance of the UGP and the Department.

This team is linked to the Central Quality organization of the institution (MODIP) chaired by Vice Rector Prof. Stavros Kaminaris. Quality plans and Annual targets and reports are uploaded to Central web platform.

The Quality Assurance Policy of the UGP, which is publicly accessible from the website (<https://cons.uniwa.gr/>) includes adequate reference to the delivery of the new UGP, including commitments to satisfy requirements and strive for continuous improvement.

The processes and procedures used for the monitoring and continuous improvement of the quality of the UGP are as follows: a) The strict implementation of the UGP Policy for Quality Assurance; b) The optimal disposition and management of the UGP resources; c) The establishment of Quality Assurance objectives of the UGP on an annual basis; d) The periodic internal evaluation and monitoring of the UGP on an annual basis; e) The collection of Quality Data, quantitation, analysis and improvement of the UGP; f) The disclosure and publication of all information related to the UGP made publicly accessible; g) The external evaluation and certification following established procedures by HAHE. Measurable and achievable goals are set, which are monitored against well-specified performance indicators (KPIs) and disseminated to stakeholders and the wider society.

The qualifications of the teaching staff are of high quality and also there is a number of highly dedicated individuals. Effective efforts are made to ensure and promote the quality and value of teaching by applying adequate methods of teaching and implementing student-centred learning processes as described in the department's study guide. There are links between education and research. Similarly, there is a strong link between education and the workplace through placements, visits, and other interactions.

The level of teaching, pastoral and administrative support, libraries, and student areas available to the students is highly satisfactory.

II. Analysis

The Quality Assurance Policy is communicated to all parties involved. The UGP has set specific, measurable, achievable, relevant, and timely goals regarding the new undergraduate program. According to Quality Targets, the UGP is at a satisfactory point in terms of achieving set targets. Based on the data provided to the Panel, the targets are also paired with suitable key performance indicators (KPIs). Goals are monitored, updated, and communicated according to the Quality Assurance Policy implemented by the Institution and the UGP. The quality assurance system is reviewed on an annual basis by the OMEA, and results are communicated to the University MODIP, which issues an annual report.

The structure and organization of the UGP is well thought out and in line with the overall goal of the programme.

III. Conclusions

The Department has established a Quality Assurance Policy that is appropriate for the UGP. It includes a commitment for its implementation and continuous improvement. The metrics that have been established by the UGP and the institution are adequate in tracking and documenting the quality of the Program. The findings are supported by the documents provided to the EEA panel by the UGP and Institution, the interviews with the teaching and support staff, and alumni of the program. Overall, it is a well-organized UGP focusing on the quality of the offered knowledge and skills.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The interactions with future alumni should be exploited as a potential means of informing the decision-making process regarding future direction.
- A dedicated alumni portal may be developed in the future to promote post-graduation interactions. This community may contribute to the Department's financial support and could facilitate important networking interactions among graduates.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programs 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.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity 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 European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

Having examined the documentation made available to the Panel, other resources available on the departmental website (<https://cons.uniwa.gr/>), and through the discussions with

various stakeholders, it is clear that the undergraduate study programme has been designed based on appropriate standards and has a mission to provide high-level graduate education in the scientific fields related to the conservation of Antiquities & Works of Art. In the design of this new program, the objectives, the expected learning outcomes, the desired professional qualifications, and the ways to achieve them are very well defined. The curriculum has been created with homogeneity, as standard features link the subject areas with one another.

II. Analysis

The undergraduate programme of the Department of Conservation of Antiquities and Works of Art is designed within the institutional operation of the University of Western Attica following a specific written procedure, which foresees the participants, the sources of information, and the Program's approval body.

The undergraduate programme of study is characterized by interdisciplinarity and focuses on research, integrating the main directions formed at the international level in the study programs in the fields related to the conservation of antiquities and works of art. The learning outcomes are adequately described and coherent. They provide students with high-quality training in humanities. What is important is the opportunity offered to the department's students to work on authentic historical objects as well as under the conditions of real laboratories, museums, collections, excavations, and monuments.

The program of studies is organized into credit-bearing modules. Credit bearings comply with the ECTS system. Courses and seminars are organized by semester and are offered weekly. Students explore a variety of research topics in history and become familiar with current research tools and methods, as well as with the principles of academic writing. The duration of studies is four years (eight semesters). After the successful completion of the studies, the student is awarded the Degree of the Department of Conservation of Antiquities and Works of Art.

The purpose of the study program is determined by the dynamics of the contemporary labour market. In addition, the relevance of the learning outcomes of the study program is well justified in relation to the needs of society. Through a range of teaching and learning opportunities, students are given the chance to gain in-depth knowledge (theoretical and practical skills) that will give them the opportunity to pursue postgraduate studies and make them desirable to a variety of potential employers (in Academia as junior researchers, in conservation of Antiquities, ...).

The evidence from interviews with the department's social partners has demonstrated a very close collaboration between the teaching staff and the students. The social partners play a very active role in university life, particularly when welcoming students for training placements.

III. Conclusions

The Department has well-qualified teachers, who produce very good publications based on robust research and scholarship. Curriculum design and content bears a good relationship to the Department's centres of expertise. Furthermore, the curriculum is in accordance with suitable and internationally accepted standards. The programme is well aligned with the university mission, objectives, and strategy.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The description of the assessment methods is somewhat unclear. It will be useful to build a centralized assessment mapping approach that provides a structured and strategic framework to enhance the learning experience, promote student progression, and foster innovation in assessment practices through educational modules.
- Encourage further evaluation by external partners and students.
- Financially support external (on-field) activities of students.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new 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.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *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 application of 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*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

In the undergraduate study program (P.P.S) emphasis is placed on modern teaching methods, on the interaction between teachers and students during both theoretical and laboratory courses, on the possibility of direct communication either in person or through technology (e-class, MS Teams, e-mail), as well as in educational practices aimed at developing the abilities and skills of students. In this context, it is possible to choose the way of evaluating the courses (final exams, group assignments and activities, etc.), a wide range of thesis topics for the cultivation of research skills, and the possibility of preparing for an internship. Several courses are conducted in the field (e.g. archaeological sites, museums) or in a real professional setting, enabling students to develop critical and integrative thinking to solve real conservation problems and understand the uniqueness and complexity of each case and in cooperation with their fellow students and with the guidance of the professor, they develop possible solutions for their protection and rescue. The creation of collaborative groups among students, the exchange of ideas, the discussion with the professor and the encouragement to find relevant scientific literature and to design and develop experimental exercises are teaching tools that promote the learning process and complement the classical teaching tools (theory, lectures, workshops). The evaluation of the Courses and the Teachers of the UGP is carried out by the students after the end of the courses, using questionnaires, and is done through a special

digital platform provided by the Quality Assurance Unit (MO.DI.P.). The completed questionnaires are processed by the Internal Evaluation Team (OMEA) and the members of the academic community taking into account the evaluation of their courses can take improvement actions for the benefit of the students.

The teaching of all courses in the Department is conducted both with modern methods such as lectures, laboratory and tutorial exercises, seminar courses, and with educational methods of asynchronous learning. Each course in the undergraduate curriculum has a page in the Institution's Learning Management System, e-class. Assessing student performance in a variety of ways allows students with increased analytical or synthetic thinking skills to respond as closely as possible to all courses in the undergraduate curriculum. The undergraduate study program respects diversity and ensures the equal participation of students with disabilities for whom the institution of the Adviser for Students with Disabilities applies. The VAT Consultant is the connecting link between the Department's VAT Consultants and all the Teaching and Administrative staff of the Department and the P.D.A. with which VATs interact. In addition, the VAT Advisor informs and sensitizes the academic community of the Department so that they voluntarily support VAT in their studies. The Department makes an effort to deal with learning peculiarities and exclude behaviours that may offend the diversity of students.

A committee has been set up with the aim of supporting and formulating good practices for dealing with the difficulties faced by students with Special Needs. The Study Advisor welcomes students who need help understanding the curriculum and optimally planning their individual options. In order to resolve any complaints or objections of the students, the Department has established and communicated the Regulations for the Operation of the Complaints and Objections Management Mechanism, which guides the student and informs him of the course his request will take, attempting to deal with them at their origin and in the most low level of accidental failures and misunderstandings.

II. Analysis

The UGP is structured in a way to ensure a personalized curriculum. A student-centred approach to student learning, teaching, and assessment is evident as there is a variety of teaching methods, program evaluation by students, and remedial actions and procedures for handling student objections and complaints. The promotion of mutual respect in the student-professor relationship is a goal and individualized support for students is adequately provided. The academic unit ensures that the new curriculum is delivered in a way that encourages students to take an active role in creating the learning process.

III. Conclusions

The Panel affirms that the Department approaches student-centred learning with professionalism and concern for the aspects that ensure a smooth educational experience. The academic unit complies fully with Principle 4.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel members commend the University of West Attica and the Department of Conservation of Antiquities and Works of Art for their robust implementation of the provisions of Principle 4.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

At the beginning of each academic year, new students are informed by the president of the Department, about the structure and content of the Undergraduate Study Program, the identity and actions of the Department, as well as the prospects of professional rehabilitation of the graduates as well as the continuation of postgraduate and doctoral studies level. This presentation is posted on the Department's website. The members of the teaching and administrative staff inform the students about more specialized topics, such as the possibilities of using the library, the practical laboratory exercise, the possibilities of student mobility through the ERASMUS program, feeding, the possibilities of psychosocial support, the student welfare activities as well as the activities that students can get involved with during their

studies. In order to provide support for newly entering students with Special Needs (PSE), the Department has appointed a PSE Professor-Advisor as well as an administrative officer of the secretariat as responsible for informing/supporting PSE in matters of the Department. There is an institutionalized process of an Academic Advisor, who is responsible for academic matters for a group of undergraduate students. The progress of the students is monitored through the Electronic Secretariat and recorded in the annual Internal Evaluation Reports which are posted on the MO.DI.P. platform. In addition, to monitor the progress of the students, the MO.DI.P.'s quality indicators, such as the graduation rate and student performance, are used every year. The study program meets the specifications of the European ECTS system of credit accumulation and transfer. Each semester corresponds to 30 ECTS and the entire study program to 240 ECTS. The Student Internship is a course taken by students during the 8th semester of study. The responsibility for the administrative organization of the P.A. has the Internship Committee of the Department. It is also provided for the mandatory preparation of a diploma thesis, which yields 15 ECTS. It is taken up in the 8th semester of studies. In the 6th and 7th semesters, respectively, the methodological courses "Theory and Methodology of Analysis of Works of Art and the optional Methodology of Research and Analysis of Cultural Evidence in Second Use" are taught, which aim to acquaint students with the search for bibliographic sources, their critical use and the basic principles for writing a thesis, the structure of the thesis, the correct use of bibliographic references and references and the avoidance of plagiarism. The Diploma Supplement is granted to graduates together with their degree. Additionally, the Erasmus student exchange program and the Internship can also be considered. The Department actively supports the mobility of students by providing facilities for procedural issues or other study issues of the students who move.

II. Analysis

The University of West Attica develops and implements published regulations concerning all aspects and phases of the program's studies. All matters from the beginning to the end of the studies are governed by the internal regulations of the academic unit. The students have the feeling of support and acceptance from the beginning of their studies throughout the course and the development of their student life.

III. Conclusions

All procedures concerning the admission, development, recognition and certification of the student follow amply the regulations of institutional studies. The Department fully complies with principle 5.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The members of the Panel would like to congratulate the University of West Attica and the Department of Conservation of Antiquities and Works of Art for their compelling approach to the provisions of Principle 5.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

The UGP Conservation of Antiquities and Works of Art is supported by the faculty and academic staff of the Department of Conservation of Antiquities and Works of Art at the University of West Attica, which includes:

- Twenty-one (21) members of the organic faculty (DEP)
- Six (6) members of EDIP
- One (1) member of ETEP

Important Note: The numbers written above have been extracted from the Department's Accreditation Proposal. Nevertheless, in reality, the number of DEP members has fallen below twenty (20) since the State does not renew the positions of retired staff.

The student-to-teacher ratio for the Program is currently 24:1. Until the end of the academic year 2021-22, when the Department's Accreditation Proposal was drafted, the ratio was 15:1, but it has deteriorated due to the State's inability to replace the retired academic staff. In as much as the faculty members bring a diverse range of expertise and research interests to the

Program and are willing to go over and above to support the curriculum delivery, the particular ratio is hampering the Department's operations.

The UGP adheres to the mandates of current legislation regarding the recruitment and promotion processes of faculty members. Specifically, all steps of announcement, selection, promotion, and hiring are open to candidates and evaluation committee members, guaranteeing transparency and ensuring a merit-based outcome. Additionally, all final decisions concerning faculty recruitment and promotion are taken at the Department of Conservation of Antiquities and Works of Art General Assembly, upholding transparency and respect for both new and senior faculty members.

As per the University's and Department's regulations, all faculty members are regularly evaluated by the students through comprehensive surveys. Each semester, an anonymous evaluation of the quality and effectiveness of the teaching for all offered courses is conducted. This evaluation is carried out using questionnaires distributed to the students. The questionnaire aligns with the department's educational philosophy and teaching/assessment methods. Its primary aim is to gather extensive feedback on the quality of each course and identify ways to enhance it, ensuring the continuous improvement of the students' learning experience.

Following the practice pursued in Greek state universities, the Department of Conservation of Antiquities and Works of Art has not in place any comprehensive regulation concerning the teaching load for faculty (DEP), apart from stipulating that the minimum teaching hours per week cannot be less than six (6) as per the Greek state law governing tertiary education. The weekly teaching hours, then, after the Department applies an approach that aims to strike a balance between fairness and needs, is around twelve (12). In addition, the Department's DEP faculty is engaged in student advising, supervision of internships and bachelor theses, as well as in (often time-consuming) administrative duties.

Nevertheless, the aforementioned heavy load is not stopping the faculty from engaging in research and publication activities. There is a plethora of publications, conference presentations, and research projects. They hold a notable presence both nationally and internationally

- In an array of national and international research projects
- As members of editorial boards and scientific committees of peer-reviewed scientific journals
- As reviewers of books and book chapters
- As members of the governing board of the Hellenic Society for Archaeometry (HSA)
- In the Registry of Certified Evaluators of the General Secretariat for Research and Technology of the Ministry of Education and Religious Affairs.

II. Analysis

The EEAP affirms that the UGP Conservation of Antiquities and Works of Art within the Department of Conservation of Antiquities and Works of Art at the University of West Attica upholds notably high standards for its teaching staff. All current faculty members are highly qualified professionals with significant contributions to their academic fields. Additionally, the

Program promotes faculty development opportunities, encourages scholarly research activities, supports the development and use of new technologies, and facilitates faculty mobility. Concurrently, the Department consistently applies quality assurance processes for all its teaching staff concerning recruitment, qualifications, evaluations, and overall scientific and artistic competence.

On a more negative note, the Panel notes with concern the attrition of the academic staff. At the time of its application for evaluation (2022), the Department hosted twenty-three (23) DEP faculty. Currently, the number has dropped below twenty (20), a fact that creates obstacles in the Department’s operations.

III. Conclusions

The EEAP concludes that the UGP Conservation of Antiquities and Works of Art fully complies with this principle. We encourage the Program to maintain its commitment to excellence regarding the quality standards of its teaching staff.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is essential for the proper functioning of the Department of Cultural Informatics and Communication that the state reverses the attrition of the academic staff. At this moment, it doesn’t even maintain the 1:1 rate (replacement of retired personnel). The Department is unique in its nature and role in Greece, and it has a long history of invaluable contribution to society.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their 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 resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

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

Study Programme Compliance

I. Findings

There are three campuses of the University of Attica. Two are located in Aegaleo area and the third is in Athens. The Department of Conservation of Antiquities and Works of Art is located at the Aegaleo Park campus, which is a wheelchair-accessible green space campus that consists of a few laboratory facilities for both teaching and research activities. A new building is under construction at the time of the report. Both a video tour and a live stream of the department and its surrounding areas took place during the online conference with EAAP members.

The students interviewed informed the EEAP that all important information about the services of the University/Department is presented to all undergraduate students.

II. Analysis

For the teaching needs there are well-organized laboratories for teaching undergraduate students and graduate students performing their research. The need for technical support was

highlighted by both teaching staff and students. Additionally, securing funding for essential maintenance or modernization of laboratory equipment is also an important element to the continuous improvement of the Department.

The laboratories cover the present educational and research needs of the Department. For the future educational and research requirements a serious upgrade of the instrumentation and the implementation of new technologies.

Ramps and elevators offer inclusivity to everyone on the campus. Students can access all three libraries (with PCs) on the campuses and the Sports Facilities Centre of the university.

The institution lacks housing services; however, students can apply for dormitories that operate in Athens, but a very low number of rooms are provided to UNIWA students. A new dormitory is under development according to the interview with MODIP members.

They are also given access to several services such as career counselling, mental health support, welfare services, emergency services, and doctors that offer secondary-level health. All services provided are linked to the Department's website.

A university canteen is located inside the campus to which the department belongs, offering lunch for students and staff.

III. Conclusions

The Department is partially equipped in regard to its facilities and laboratories to ensure a high level of education for undergraduate students and further improvement is required.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Even though the Department is in an excellent position in regard to the TEACHING component, the faculty members and teaching laboratory personnel are eager to introduce the most modern teaching methods and tools. They also aim at maintaining a decent teaching-staff/student ratio and improving the interactions among faculty, undergraduate, and graduate students. Several improved laboratory facilities are a necessity for the improvement of teaching and research. This will enhance the level of teaching which complements the experimental component. To improve the quality and conditions, the admitted students also need to receive fellowships that will alleviate the financial issue and allow them to participate in research projects. The above-mentioned recommendations are not directions that the department can address in its totality; they require the attention and consistent action of the Ministry of Education.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units 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.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

The undergraduate programme has designed and implemented the necessary mechanisms for collecting, managing, and analysing student progress information. This is done in an effective and easily accessible way.

II. Analysis

The processes related to the collection, use, and publication of information on studies, as well as their evaluation and improvement, are very well described with concrete examples on how the information are collected. More precisely, the Study Program Committee uses survey information from academic staff, and other stakeholders to prepare an annual analysis of the program.

Data related to the admission process, module questionnaires, and feedback from teaching staff are adequately collected and discussed appropriately at the Department meetings.

Student participation in filling the module questionnaires is generally low and this affects statistically the performance indicators. Student assessments based on a standardised questionnaire are one of the most important tools for measuring PSP educational performance.

The PSP maintains a directory of former graduates and alumni with relevant information regarding their career paths. The Alumni interviewed were extremely positive about their experience.

III. Conclusions

The undergraduate programme has been provided with a clear and useful information management mechanism. Minor corrections (see Analysis section) would contribute to even better results.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- A systematic formalized and shared procedure to better include the views and recommendations of stakeholders, external experts, students, and graduates should be integrated into periodic reviews.
- Encourage student participation in filling out the module questionnaires.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

- The Department has developed a website that contains all information regarding its educational and research activities. The information is well categorized and easily accessible. Pertinent student-related information is available (study program, classes, news and events).
- The Department has an extensive network of external stakeholders, some of whom are actively involved in its activities. All the stakeholders with whom the panel interacted expressed their willingness to help the Department achieve its goals.
- The Department participates in various educational and outreach activities including educational trips, public talks by staff, etc.

II. Analysis

The faculty CVs are complete and contain their research areas of expertise, as well as their teaching and past teaching activities. This will facilitate students selecting their research advisor for completing their thesis/practical training. The UGP includes an indicative programme of study in the study guide. There is no information on the weights of individual examinations used towards the student final course grade for all listed courses.

III. Conclusions

The Panel concludes that the UGP of the Department of Conservation of Antiquities and Works of Art fully complies with this principle. We encourage the Program to maintain its commitment to excellence regarding its approach to public information.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel is of the opinion that establishing an External Advisory Board with selected members from the pool of future alumni, local industry, other stakeholders, and the wider scientific community, will be beneficial to the Department and have a societal impact.

The study guide should be updated, including details on the weights of individual examinations used towards the student's final course grade for all listed courses.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 the new 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: 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.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

I. Findings

The internal evaluation procedures are the responsibility of the University's Internal Quality Assurance System. The PSP is engaged in internal review processes from the beginning of its operations in order to ensure the high quality of research and teaching. This way the PSP is continuously adapting and improving their quality and impact to the advancement of the programme.

The internal review committee (OM.E.A.) is formally responsible for the review process and is tasked with writing yearly accreditation reports to the Hellenic Quality Assurance Agency according to the Greek laws and regulations.

The internal review takes into account best practices and the latest advances in research while maintaining ties to the broader society impact and employment opportunity. Information about the internal review is regularly collected and analysed.

The annual internal evaluation, which include various data for the Study programmes, the educational and research work, as well as for other services offered the academic year (two consecutive – winter and spring semesters).

II. Analysis

Overall, the accreditation panel was very satisfied by the PSP's performance and efforts in this principle. It is evident that the mechanisms in place work well and that all stakeholders are committed to actively participate. The system is dynamic and is reviewed regularly and methodically. The electronic form has many advantages: it fully ensures the anonymity of participants, and at the same time resolves many issues of the traditional questionnaires, e.g. possible influence of the students by teaching staff present in the classroom, difficulty to check the validity of the questionnaires, etc. Additionally, coordinators of the thematic modules evaluate each instructor of the module they coordinate. Finally, all teaching staff participate in the evaluation of the educational materials.

III. Conclusions

The PSP is fully compliant with this Principle. The self-assessment procedure of the programme takes place annually with provisions for the outcomes of the self-assessment to be properly recorded and submitted to the MODIP of the Institution. The department clearly values the process and is planning to take concrete actions to address any of the issues raised by the internal evaluation process. We encourage the PSP to continue on this trajectory of self-reflection and development.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Redesign the electronic assessment questionnaire, so that it includes both qualitative and quantitative questions.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. 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 panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, 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 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.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

The P.P.S was evaluated in 2011, within the framework of the A.D.I.P. project. "External evaluation of Departments of Hellenic A.E.I. The committee of External Experts proposed recommendations for its improvement and the P.P.S. took corrective action. Formed a team of external experts consisting of approved academics or researchers and/or national professionals with a recognized track record in the relevant field of knowledge. In addition, natural persons representing social bodies and institutions at the local and national level, with a social impact and influence on the planning and implementation of social policy, participated, with the aim of upgrading the quality of the P.P.S. and updating it. Also implemented during this period and will be done in the immediate future, the registration of all the procedures of the departments and of the MODIP in a flow chart. This specific recommendation/action is planned to be completed in the framework of the NSRF MODIP project, as is the automation of the export of quantitative data through the interoperability of IT systems with ETHAAE.

II. Analysis

The P.P.S. has as its primary objective the strengthening of the external evaluation process It is clear from the virtual meetings with the members of the P.P.S. that quality improvement is a continuous and persistent process that they follow and whose ultimate goal is academic excellence.

III. Conclusions

Evidently, the UGP complies fully with principle 11.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel has no further recommendations regarding this principle.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I. Findings

Following the decision of the Greek state to integrate the tertiary education technological institutions (TEI) into the country's established universities, all the schools and departments of the Technological Educational Institute (TEI) of Athens were integrated into the University of West Attica - law 4521 FEK A' 38/02.03.2018 (particularly Article 5). It is by this process that the well-established Department of Conservation of Antiquities and Works of Art of the TEI Athens was integrated into the University of West Attica as the Department of Conservation of Antiquities and Works of Art (retaining its original name); thus, the latter can be seen as the evolution of the former.

The Department of Conservation of Antiquities and Works of Art of the TEI Athens was founded in 1985 by way of the presidential decree ΠΔ 561/FEK 199/27.11.1985 and was placed in the TEI's School of Fine Arts and Design. It was unique among the Greek tertiary institutions since

it was the only department to focus on the preservation of antiquities and works of art. As such, it had been functioning as a pillar of the implementation of Greece's national strategy in the management and promotion of cultural inheritance.

During the period 1985-2018, the Department of Conservation of Antiquities and Works of Art established itself as an academic entity that excelled in its mission. It developed a rich academic inheritance, one that is now a part of the new scheme of things.

The 'new' Department at the University of West Attica maintains a focus on the principles of conservation via the implementation of inter-disciplinary methods and the integration of fields of natural sciences, humanities, and artistic studies, as well as technology. Its academic staff originates from the aforementioned fields and supports the nurturing the Department's four (4) subject sectors:

- Conservation of Archaeological and Historical Artefacts
- Conservation of Art Works and Archival Material
- Natural Sciences, Humanities and Digital Applications
- Fine Arts

Since the Department of Conservation of Antiquities and Works of Art is a new academic entity that features a new UGP, it needs to have the required mechanisms and bodies in place to ensure its proper functioning and delivery of its program. The Panel, after examining the documents submitted by the Department and the University of West Attica, confirms that:

1. The University has planned properly for the transition period, the operating costs, and the specific measures or proposals for the smooth implementation and completion of the programme
2. The study regulations, template for the degree and the diploma supplement are adequate and in place
3. The Department makes every effort to maintain a sufficient number of academic staff to adequately cover all its subject areas. It has provided a detailed list of the teaching staff, including their status, subjects, and the courses they teach and examine
4. The university and Department have the proper processes that facilitate the transition from the old to the new program in place. More specifically, the University Senate has approved (meeting Nr. 1069/18-07-2019) a special process that allows the transferred students to transfer all the courses they took at TEI Athens and continue their study at the University of West Attica for the completion of the undergraduate program 'Conservation of Antiquities and Works of Art'; thus, enabling them to graduate with a bachelor's degree from the University of West Attica. The completion of the studies of the aforementioned group of students has to be done by the end of the academic year 2024-2025. To facilitate the smooth completion of the UGP, the Department has published a semester-by-semester course correspondence table that includes well-laid chronological steps with clearly defined actions the students can implement in order to complete their degree
5. The Department and University also facilitate the smooth graduation of the TEI Athens students who are obliged or have chosen to complete the TEI degree instead of the new Bachelor program. The pathway towards graduation is outlined clearly in the aforementioned semester-by-semester course correspondence table

6. In a report that addresses the transition from the TEI to the University, the University's MODIP provides an account of the realisation of the new UGP of Studies, the Degree Equation process, and the completion of the new degree by the transferred students (from TEI Athens).

II. Analysis

Creating a new program based on the foundations of an older one and at the same time transitioning students from the older program into the new one is a multifaceted and painstaking process. The review of the submitted documentation and the meetings the Panel has had with the University/Department stakeholders allow us to state that the University of West Attica and the Department of Conservation of Antiquities and Works of Art have developed the means to realize these tasks appropriately.

III. Conclusions

The Panel concludes that it finds the implementation of the present principle to be fully ample.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel is pleased to acknowledge that the UGP "Conservation of Antiquities and Works of Art" fully complies with this principle. We encourage the Department and the University to maintain their commitment to excellence.

PART C: CONCLUSIONS

I. Features of Good Practice

- The University of West Attica and Department of Conservation of Antiquities and Works of Art have an efficient strategic plan in place to realise their vision of sustainability and evolution
- The teaching staff possess commendable academic credentials and are actively engaged in various capacities within the academic community of conservation of archaeological and historical artefacts, and conservation of artworks and archival material. Despite the demands stemming from the operations of the UGP and the Department, they successfully sustain active research careers and make significant contributions to the scholarship in their field
- The program follows clear procedures for student-centred learning
- The program provides students with numerous learning resources, including licensed software, library access, and access to specialized labs
- Graduates of the program have found successful careers in a variety of different institutions and jobs that leverage the skills they acquired during their studies
- The faculty and staff are dedicated to creating an outstanding learning environment
- It is evident that both current students and alumni hold their learning experiences in high regard and have great respect for the faculty members associated with the program.
- The Department has adopted a series of well-defined procedures as imposed by state law to recruit and hire qualified teaching staff. The processes used are transparent and viable within the local reality. One needs to take into account that the competitive and cutting-edge nature of any Department in the realm of research and teaching is developed by fostering and recruiting excellence that does not always necessarily reside within the Department.

II. Areas of Weakness

- The attrition, and consequently the overburdening of the academic staff
- The lack of facilities that would fully support the robust vision and role of the Department
- The unbalanced ratio between students and academic staff
- The EEAP is not aware of any apparent mechanisms for rewarding excellence in teaching. Alternatively, research may be rewarded via indirect gratification channels when funding is received, and quality research is published in high impact journals.

III. Recommendations for Follow-up Actions

- The State needs to coordinate with the academic unit regarding the reversal of the academic staff attrition
- Excellence should be rewarded for teaching and service. The Panel is not aware of any such formal mechanisms in place. It is recommended that a process of peer evaluation system is adopted that allows for a frank and collegial input on an annual basis. For instance, the students could be asked each year to recommend a professor based on his/her teaching service. These nominations can help select and reward the “Teacher of the Year”. Similarly, administrative personnel and related professionals who perform an outstanding service could be rewarded with an “Exemplary Service Award”
- It is highly recommended that the Department adopts a policy of promoting and rewarding initiatives by encouraging scholarly activity that strengthens teaching and its link to research
- It is highly recommended that the Department adopts a policy of looking outside its own confines to recruit new outstanding talent
- Mobility of both students and scientific personnel should be strongly encouraged.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **7.**

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

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