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Accreditation Report
for the Postgraduate Study Programme of:
Architecture and Structural Restoration of Historic Buildings
and Complexes
Civil Engineering
University of West Attica
Date: 15/12/2024



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 Postgraduate Study Programme in **Architecture and Structural
Restoration of Historic Buildings and Complexes** 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 postgraduate study programme in **Architecture and Structural Restoration of Historic Buildings and Complexes** of the **University of West Attica** (Institution name) comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Panos Papanastasiou (Chair)**
University of Cyprus, Cyprus
- 2. Prof. Nikolaos Xiros**
University of New Orleans, USA
- 3. Prof. Vasileios Koutsos**
University of Edinburgh, UK
- 4. Emeritus Prof. George Haritos**
University of Akron, USA
- 5. Ms Aikaterini Alexandra Chrysafi**
PhD Candidate, Department of School of Mining and Metallurgical Engineering,
National Technical University of Athens

II. Review Procedure and Documentation

Prior to the online meetings, the External Evaluation & Accreditation Panel (EEAP) thoroughly examined the written material supplied by the Hellenic Authority of Higher Education (HAHE). These materials included background information, guidance on the accreditation process, and detailed data related to the programme under evaluation. The programme review took place via teleconference, facilitated by HAHE in collaboration with the University of Western Attica. The review schedule and agenda were as outlined below.

Monday, 9.12.2024

- a) Preliminary private meeting of the EEAP members. Discussion of the programme under review, assignment of writing parts of the accreditation report draft to the members of the EEAP, and related collaboration issues.
- b) Meeting with the Rector Prof. Kaldis, the Vice Chancellor of Academic Affairs and Quality Assurance and President QAU Prof. Kaminari, the Head of the Department and Director of the two PSP Prof. Varelidis, QAU director Dr Sigala, members of the Steering Committees and OMEA members, Prof. Reparis, Prof. Pnevmatikos, Prof. Alexakis, Assoc. Prof. Kourniatis, and Assist. Prof Vryzidis. After a short welcome from the Rector Prof. Kaldis and Vice Rector Prof. Kaminari, the Head of the Department and director of the PSPs Prof. Varelidis presented the two PSPs 1. Architecture and Structural Restoration of Historic Buildings and Complexes and 2. Applied Environmental Protection Policies and Techniques. The presentation provided common information for the two programmes, the programmes' history, academic profile, current status, numbers of applications and students attending per year, strengths and possible areas of concern, etc. A discussion was followed with clarifications about number of students, teaching methods, learning material, educational activities etc. Emphasis was given to the degree of compliance of the programmes to the Standards for Quality Accreditation.
- c) On-line tours of classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSPs was provided.
- d) Private debriefing meeting (EEAP members only).

Tuesday, 10.12.2024

- a) Meeting with teaching staff members of the PSP: Architecture and Structural Restoration of Historic Buildings and Complexes: Afroditi Pasali (Professor), Konstantinos Repapis (Professor), Nikolaos Pnevmatikos (Professor), Nikolaos Kourniatis (Assoc. Professor), Isaak Vryzidis (Assist. Professor), Vlachogiannis Michalis (Professor), Evgenia Tousi (Ph.D teaching staff) and Prodromos Psaropoulos (Ph.D, teaching staff): The discussion was about professional development opportunities, mobility, workload, student evaluations, competence and adequacy of the teaching staff to ensure learning outcomes, link between teaching and research, teaching staff's involvement in applied research, projects and research activities directly related to the programme.

b) Meeting with nine (9) students of the PSP from both years of their studies: Drakopoulou Eleni (3rd Sem.), Flambouris Ioannis (3rd Sem.), Kartali Despoina (3rd Sem.), Kaxira Maria (5th Sem.), Kotsoyanni Elena (5th Sem.), Pappa Polyxeni, (3rd Sem.), Theodorou Nikos (3rd Sem.), Voulgaris Ioannis, (3rd Sem.), Yalesa Dimitra (3rd Sem.). The discussion covered students' satisfaction from their study experience and facilities of the Department, student input in quality assurance, priority issues concerning student life and welfare.

c) Meeting with nine (9) graduate students of the PSP: Dasou Anna (Electrical Engineer, Construction Company: Athanasios Karvounis & SIA O.E.), Eleftheriou Andromachi (Freelancer Dipl.Civil/Structural Engineer), Maravegias Stilianos (Ministry of Climate Crisis and Civil Protection), Mitsatsikas Margaritis (Conservator of Antiquities and fine arts at Ephorate of Antiquities of Trikala), Papagiannopoulos Nikolaos (Conservator of Antiquities and fine arts at Ephorate of Antiquities of Cyclades), Petropoulos Antonios (Freelancer Dipl.Civil/Structural Engineer and Employee in Ephorate of Antiquities of Kefalonia and Ithaca-Ministry of Culture), Pistolis Konstantinos (Civil Engineer in the Ministry for Climate Crisis and Civil Protection), Touralias Thomas (Freelancer Civil Engineer) and Tzima Elena (Construction Company "3T POLYDOMIKI TECHNIKI"). The discussion was about their experience of their postgraduate studies, their career path, strengths and weaknesses of the PSP.

d) Meeting and discussion with employers and social partners of the PSP from the public and private sector: Constantinos Syrmakizis, (Emer. Professor School of Civil Engineering NTUA), Stavros Mamaloukos (Prof. Department of Architecture University of Patras, and Heritage Conservation and Restoration Engineer, Dr Ioannis Houliaras (Director of Dept of Antiquities of Thesprotia), Natalis Petrovits (Civil Engineer NTUA, Senior Project Manager at Grivalia Development), Zisis Papastamatis, (Civil Engineer A.U.TH, Head of Technical Agency of Public Works, Regional Unit of Central Greece), Nikos Marsellos (Civil Engineer NTUA, Member of the Committees for the Revision of the Concrete Technology Regulations (ΚΤΣ-97 και ΚΤΣ-2015), Paris Xystris (Mechanical Engineer, Head & Technical Consultant of NEOTEK – Agencies of Scientific Instruments and Equipment). During the meeting the discussion covered the relations of the Department with external stakeholders from the private sector.

e) Private debriefing meeting (EEAP members only): discussion of the outcomes and findings of the virtual visit; preparation of oral report.

f) Closure meeting with Closure meeting with the Head of the Department Director of the PSP, QAU director, and PSP Steering Committee/OMEA members: The meeting was an informal, oral presentation of the EEAP key findings, and clarifications.

III. Postgraduate Study Programme Profile

The PSP in Architecture and Structural Restoration of Historic Buildings and Complexes it was established and offered as self-sufficient programme in the academic year 2017-2018 and it was re-established and continued its operation since 2020 in its current form within the Department of Civil Engineering of The University of West Attica (Government Gazette 1499/2020, University of West Attica Senate Session Decision 06/04/2020).

The University of West Attica (UNIWA) was established in (2018) from the merging of three educational and research entities in the region of Attica, the Technological Educational Institute of Athens, the Piraeus University of Applied Sciences and the National School of Public Health. It consists of 6 Schools and 27 Departments covering a vast variety of scientific fields. The University facilities are in three campuses in the West Attica area. UNIWA has approximately 57,800 undergraduate students, 5,500 postgraduate students and 780 doctoral students, making it the third largest university in number of students in Greece. The vision of the University of West Attica is to be established as a first choice for students, modern, and progressive university, with a publicly recognized and competitive role in worldwide education and research.

The Department of Civil Engineering is one of the eight departments of the Engineering School. The Department of Civil Engineering aims to provide high-quality education and research, through undergraduate, postgraduate and doctoral studies. Its undergraduate studies are structured in a 5-year programme (10 academic semesters), 300 credit units (ECTS) that includes a thesis and the possibility of Internship. It leads to the acquisition of a Diploma in Civil Engineering. The Department admits every year around 160 undergraduate students. The students have the option to choose one of the four (4) basic specializations of the Civil Engineering specialty, namely the structural, geotechnical, hydraulic and transportation specializations. The Department offers also three Postgraduate Studies Programmes (PSP) and a Doctoral Programme.

The PSP in Architecture and Structural Restoration of Historic Buildings and Complexes was established aiming to cover the shortage in scientific knowledge and specialization observed in higher education of the country and to have an impact on the correct application of protection techniques of the built cultural heritage, avoiding bad practises that cause significant development problems related to the preservation and promotion of cultural characteristics of the country.

The central learning goal of PSP is to expand the theoretical and practical knowledge, abilities and skills of the graduates in the architectural and structural restoration of historical buildings and complexes and in the planning of the protection of cultural heritage, complying with the EU policies and international conventions and protocols, as they are integrated at the national level and implemented in the field of application. The main objectives are:

1. the development of scientific knowledge, research and a high level of specialization of graduates

2. the filling in professional demand in the fields of recording, documentation, restoration and protection of historical and traditional constructions as well as culturally valuable elements of the built environment.

The PSP admits approximately 20 students per year with the capacity to increase the number up to 35 students per year. It admits students from an interdisciplinary range of specialities (Civil Engineers, Surveyors, Architects, Engineers, etc., Archaeologists, Conservators, etc) which enables the development of research with broader interdisciplinary approaches and synergies. It offers a comparative advantage, as it is differentiated from the other two (2) partially related PSPs of the country, in the following distinct characteristics:

- (a) combines the field of Architectural Restoration with the completely interrelated field of Building Restoration. It includes educational material for recording damage and restoring building technology that does not exist in any other PSPs of the country
- (b) examines the question of restoration with a focus on the historic building stock from the scale of building detail to the scale of the building and urban unity
- (c) focuses, in accordance with international protocols, on a comprehensive consideration of the building as a protected element of the cultural heritage, which requires the extension of protection to buildings of the recent architectural heritage.

The studies duration is three (3) semesters. The total number of ECTS credits required per semester is thirty (30), which translates to ninety (90) ECTS credits to obtain a degree. The two first semesters are devoted to courses and the 3rd Semester on Diploma thesis. The students have a choice from two (2) areas of specialization during the second semester of studies:

1. Direction "Architectural Restoration of Historic Buildings and Ensembles"
2. Direction "Structural Restoration of Historic Buildings and Ensembles".

The language of instruction for courses is Greek. A proposal for funding has been submitted recently by faculty members for developing and offering a programme in English to the International Community. A hybrid educational system is adopted with the combination of synchronous distance and in-person teaching. Teaching is carried out by means of distance education at a rate of up to 80 %. In-person teaching and training is organized in the University campus of Ancient Eleonas.

The awarded degree (MSc) is equivalent to level 7 according to the European Qualifications Framework (EQF). It corresponds to the second cycle of higher education and signifies advanced knowledge and specialized skills in a specific field. The awarded titles are "Master's Diploma in Architecture and Structural Restoration of Historic Buildings and Complexes".

In the discussion of the Committee with the employers and social partners of the PSP, from the public and private sector, it was made clear that the prospects of employment of the graduates of the PSP are very good, and the needs of the country are much more than the graduated numbers. This is true as the field of the PSP is very much related to the Tourism industry which is one of the main economy sectors of the country.

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

Relevant documentation provided included the Quality Assurance Policy and the Quality Goal Setting Strategy of this postgraduate study programme (PSP). Moreover, the EEAP examined

a number of additional documents available to assess other important factors such as the suitability of the structure and organisation of this PSP.

Both the Quality Assurance Policy and the Quality Goal Setting Strategy are presented on the websites of the Department of Civil Engineering and of the PSP, and it is publicised to the members of the teaching and administrative staff, as well as to the students. The Quality Assurance Policy presents a detailed discussion of quality processes and provides a list of specific goals. A more detailed version of the Quality Assurance Policy is presented in the Accreditation Proposal for this PSP. The main quality-related processes/actions relate to the organisation and structure of the PSP, the learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education (level 7), the promotion of the quality and effectiveness of teaching, the qualifications of the teaching staff, the formulation of annual quality goals for the improvement of the PSP, the level of demand of the acquired qualifications of the graduates in the labour market, the quality of support services, and the efficient utilisation of resources. It also provides for an annual internal evaluation and review to assure the continuing quality of this PSP which is conducted with the collaboration of the University's Quality Assurance Unit (QAU, also known as MODIP by its Greek acronym) members and staff and the Department's OMEA.

The Quality Goal Setting Strategy of the PSP defines specific strategic priorities and quality objectives. The strategic aims defined include the following: the active participation of students in the educational process; the continuous review and, as necessary, improvement of the educational materials; the promotion of mobility and the enhancement of external/international links and presence. Special emphasis is placed on the quality of the students' MS theses, as well as that of resulting publications in approved scientific journals and conferences.

The Quality Assurance Policy is clearly written and provides a solid basis for planning and implementation in relation to achieving quality standards. Overall, the academic unit has established an excellent Quality Assurance Policy that is appropriate for this PSP and serves as a guideline and a point of reference for future planning, decision making, and continuous improvement. It strongly emphasises and promotes the continuous pursuit of improvement in both teaching and research excellence. It encourages and tracks the mobility of both faculty and students nationally and internationally.

II. Analysis of Judgement

The Panel carefully examined all information contained in the relevant documents, as well as the information provided by the Department Chair and several PSP faculty members. The Panel is confident that the academic unit is committed to the implementation of the Quality Assurance Policy, as well as to the continuous improvement of the same. The goals set forth for this PSP are also carefully thought out. All, current students, graduates, and stakeholders expressed their satisfaction with the structure and organisation of the curriculum. Stakeholders clearly indicated that there exists a great need for this PSP's graduates both in the private and the public sectors. Without exception, current and past students expressed their satisfaction with the qualifications of the teaching staff, and with both the effectiveness

of teaching and the ready availability of both the faculty and the administrative staff when they needed support. Moreover, all graduates interviewed by the Panel expressed their satisfaction with the opportunities for employment and/or consulting upon completion of this degree.

The EEAP also found that the specified learning outcomes for this PSP agree with the European and National Qualifications Framework for Higher Education. Specific quality goals are defined, discussed, and reviewed on a systematic and continuous basis. These goals are judged relevant, appropriate, and measurable. The academic unit has clearly demonstrated its commitment to the promotion of the quality and effectiveness of teaching and research, as indicated by Department actions, policies and initiatives, and student/graduate/stakeholder opinions. Income from fees, though limited, appears to be managed effectively.

This PSP also benefits through the collaboration with two well-equipped laboratories operated by the Department of Civil Engineering (in which the PSP is housed) whose Directors and Members are among the teaching staff of this PSP.

III. Conclusions

The EEAP has found that the Department has established and applies a Quality Assurance Policy for this PSP which ensures that the PSP is monitored and evaluated on a systematic basis. The process also provides a well-defined process to ensure continuous monitoring and improvement. Without exception, all students, graduates, and stakeholders the Panel interviewed expressed their satisfaction with the curriculum and organisation of the PSP, as well as the existing need for the knowledge and skills the graduates of this PSP possess.

In conclusion, the EEAP finds that the University of West Attica's "Architecture and Structural Restoration of Historic Buildings and Complexes" PSP is Fully Compliant with Principle 1.

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

- Allocate more resources to public promotion and dissemination of the PSP results and alumni.

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 PROGRAMME 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 submission contains all the necessary documentation including the following documents: Senate decision for the establishment of the PSP, the 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 details. The PSP comprises an excellent selection of appropriate courses that are taught appropriately by well-qualified and competent members of staff and external collaborators with relevant expertise and experience.

II. Analysis

The postgraduate study programme follows a well-defined and well thought out procedure. The Civil Engineering Department of the University of West Attica has described the academic profile and orientation of the programme well. The research character of the programme is explained well. The scientific objectives have an interdisciplinary character, and this is reflected well in the specific subject areas and specialisations as described in the documentation.

The structure, content and organisation of courses and teaching methods are oriented towards the deepening of knowledge in the subject matter of Architecture and Structural Restoration of Historic Buildings and Complexes. The courses, research projects, archaeological visits and related activities enrich and deepen the corresponding skills. The programme contains an appropriate mix of theoretical and applied material as manifested by the described research methodology, participation in research projects, and completion of a thesis with a strong research component.

The expected learning outcomes are determined based on the European and National Qualifications Framework, and the Dublin Descriptors for level 7; the anticipated student workload follows appropriately the European Credit Transfer and Accumulation System for level 7. The expected learning outcomes and the feedback of the learning process are assessed by well-defined evaluation criteria by the department and are made public as appropriately. The institutional strategy allows the participation of a wide range of students with varied scientific background ranging from civil engineers and architecture engineers to archaeologists and conservation/restoration scientists. The available course options and specialisations are appropriate. The programme promotes the active involvement of students and integrates well the linking of teaching and research. The programme follows the relevant regulatory framework and the official procedure for the approval by the Institution and the necessary compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

During the discussion with external stakeholders from the labour market it became clear that the PSP does not take advantage of all possible opportunities, including additional scholarships from the private sector, links to private companies that could allow options of providing work experience to students.

III. Conclusions

The PSP is of high quality and fulfils well its purpose combining well innovative teaching methodologies and links between teaching and research. There are well-defined written processes for all aspects of the programme involving all participants. The teaching objectives, the expected learning outcomes and the employment prospects are set out well in the programme design. The achievements of the learning outcomes are continuously assessed and are integrated within the programme's structure appropriately. Furthermore, they are well detailed and published in the student guide.

Panel Judgement

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

Panel Recommendations

- Establish a formal industrial board for advising the PSP on opportunities for scholarships, vacancies, and links with companies.
- Collect feedback from graduates and external stakeholders regarding the PSP in a manner that is both more efficient and structured.

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 submission contains all the necessary documentation including the following documents: a collection of fully completed questionnaire for the evaluation of the PSP by the students, regulations for dealing with students' complaints and appeals, regulations for the function of academic advisor, description and references to the teaching modes and assessment methods. There is an excellent approach to teaching and in particular student-centred learning. The relatively small number of students aids on this direction and all students feel valued and directed well and appropriately as found in the relevant discussions with both current and past students.

II. Analysis

The student-centred learning and teaching are ensured by the continued and direct involvement of students making them active stakeholders of the PSP. Many students have extensive work experience and are mature enough to implement well their role as active learners. The group and individual project, the relevant presentations, the links between research and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. There is appropriate consideration of EDI principles as manifested by the respectful approach to the needs of a diverse cohort of students (including working mature students, working mothers, single parents) by adopting appropriately flexible learning paths, different modes of delivery, and a variety of pedagogical methods. Such methods are regularly evaluated and adjusted as per students' needs. The modes of delivery and pedagogical methods are evaluated regularly and improved continuously as per students' surveys. The PSP clearly strengthens the students' sense of autonomy while ensuring adequate guidance and support from the teaching staff, promotes mutual respect in the student-teacher relationship, provides counselling and guidance for the preparation of the thesis, and applies appropriate procedures for dealing with the students' complaints. 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. The courses are taught by multiple members of staff, and the student assessment is conducted by more than one examiner as much as possible. The 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 and the function of the academic advisor has been applied well and runs smoothly.

III. Conclusions

The PSP provides the necessary conditions to encourage students to take an active role in the learning process. The assessment methods, feedback and support mechanisms reflect this approach in their entirety.

Panel Judgement

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

Panel Recommendations

- Increase student participation percentage in the evaluation process.
- As the number of students that follows distance learning is high appropriate learning objectives, outcomes and checking mechanisms must be considered.
- Although the PSP follows well the EDI principles, it is recommended that a formal EDI policy is adopted and made public.
- The PSP will benefit from the hiring of more permanent members of staff based on the host institution.

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

The submission contains all the necessary documentation including the following documents: Internal regulation for the operation of the Postgraduate Study Programme, Research Ethics Regulation, Regulation of studies, internship, mobility, and student assignments, Degree certificate template. There are clear procedures for the student admission, progression, recognition and certification.

II. Analysis

There are appropriate internal regulations governing all issues from the beginning to the end of studies. These regulations cover the students' admission procedures, the students' rights and obligations, and their progression monitoring. Regulations also cover the obligatory 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 progression conditions and for the progress assurance of students in their studies including the terms and conditions for enhancing student mobility. The information is public and contained in the Student Guide.

III. Conclusions

The Institution has developed and applied published regulations covering all aspects and phases of studies including admission, progression, thesis drafting, recognition and certification.

Panel Judgement

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

Panel Recommendations

- Encourage students' mobility by taking advantage of opportunities such as the ERASMUS exchange programme.

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 EEAP was provided detailed relevant documentation on the recruitment, obligations, responsibilities, and expected performance of the teaching staff members. A set of criteria and procedures for the recruitment, selection, and employment is in place, and it follows pertinent rules and regulations as dictated by applicable laws and the University rules and regulations. Lists of teaching staff members – both internal and external, are maintained and were provided to the Panel. They include information addressing the professional qualifications and areas of expertise of the teaching staff pertaining to their specific teaching and research duties, their teaching load, as well as their research performance and output to date. The teaching staff for this PSP consists of 12 DEP and EDIP members plus 8 External Collaborators (Specialist Scientists, Invited Teaching Staff, and Emeriti/ae Professors). The EEAP Panel considers the Teaching Staff for this PSP highly qualified, well prepared, well-motivated, and sufficient for educating the number of students typically enrolled – typically 20 - 25.

During the interviews, additional information was provided by participating faculty members and the Chair of the Department as to existing opportunities for professional development

regarding both their teaching and research activities. Faculty frequently participate in National and International Conferences and Symposia, visit other Universities worldwide and collaborate with faculty there, utilizing Programs such as ERASMUS+. The EEAP learned that even though limited by the COVID pandemic over the past few years, several Department Faculty participated in these external broadening opportunities (27 over the past 5 years).

The Panel found that the teaching staff members are carefully selected, typically from pools of highly qualified applicants, and they are very well prepared to carry out their assigned teaching and research duties.

All teaching staff and the courses they teach are regularly evaluated by students at the end of each semester through evaluation surveys. The results of these surveys are carefully considered by the faculty and by the Department Chair. However, the Panel learned that the percentage of students participating in these evaluations has decreased as the method used for their completion has changed over the years. This is an area that needs attention.

The PSP faculty members are involved in research activities which include publication of articles in journals and presentations at academic conferences, both national and international. During meetings with the Panel the teaching staff appeared positive with the opportunities available for professional development, both in teaching and research. The Panel learned that faculty members are eligible for a sabbatical semester with pay every three years, provided the Department can cover the courses they are responsible for.

Assessment records of the teaching staff's research output utilizing internationally recognised systems of evaluations were also provided to the Panel. These are based on their scientific contributions nationally and internationally and are carefully maintained and regularly updated.

The Department's Administrative personnel should be commended for meticulously collecting and cataloguing the publications of all faculty members. As of the end of year 2023, the teaching staff delivering the instruction for this PSP have amassed 827 publications, which have been cited 1,786 times.

In summary, faculty recruitment, employment regulations and contracts, and advancement policies processes appear to be highly effective in achieving successful teaching and learning outcomes. There are clear provisions for the systematic evaluation of staff members.

II. Analysis

The EEAP reviewed and considered all documents submitted on file, including the updated documents and presentations made during this virtual accreditation visit and also considered the discussions with the University and Department leadership and the Teaching Staff regarding the processes in place for staff recruitment, training, as well as the existing supporting strategies for the advancement of the scientific work of the faculty. It also took into consideration discussions held with students, graduates, and stakeholders, such as employers of graduates, and social partners of the PSP on the relevance of this PSP to the National objectives in the areas it covers. The EEAP found that the University and the Department provide a supportive environment that promotes the advancement of the

faculty's scientific work. Also, they apply appropriate, fair, and transparent practices for the recruitment and development of the faculty.

III. Conclusions

The EEAP found that this PSP has recruited high quality Teaching Staff who, with no exception, were highly praised by all current students, graduates, and stakeholders interviewed. The existing HOU processes for the recruitment of faculty are judged fair and transparent and in line with National Laws and Regulations.

The program faculty are performing well at both the National and International scientific research domains and integrate current, cutting-edge research results into their teaching, as appropriate.

The EEAP also recognises that this PSP produces graduates who can contribute to partially addressing a critical National need. Efforts to grow this PSP would be in the National interest.

In conclusion, the EEAP finds that the University of West Attica's "Architecture and Structural Restoration of Historic Buildings and Complexes" PSP is Fully Compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

- The Department, in collaboration with the Teaching & Learning Centre of the West Attica University, should organize teaching workshops and seminars for inexperienced newcomer instructors and for improving teaching effectiveness by all teaching staff.
- Course teaching load should be transparent for both undergraduate and graduated. The normal teaching load should be 6 hours/week to allow faculty more time for research
- The Department should continue encouraging faculty mobility through the Programme Erasmus+ and the utilization of the sabbatical leaves for collaborations with other Universities for the development of their research.
- Publicize individual academic staff achievements, like securing an important grant with international partners, election to an important international society executive position, and important awards for teaching or research.

PRINCIPLE 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 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, 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 EEAP conducted a virtual tour of the postgraduate program's facilities and those of the University of West Attica. This virtual tour, along with discussions with students, revealed that all classrooms used by the program are equipped with computers and the necessary software to support course instruction. The Panel also virtually explored the offices responsible for student support services.

Students benefit from an extensive range of resources provided by the PSP. These include access to both physical and electronic academic libraries, as well as study and computer rooms located across the university's campuses. Additionally, the university offers a restaurant for use by both students and academic staff. Various cultural and sports activities are organized, enriching student life. Students also have access to primary health care, treatment services and mental health support as needed.

Moreover, students informed the Panel about additional services offered by the university, such as Career Services and opportunities for international mobility through programs like ERASMUS. Beyond the virtual tour, the Panel gathered students' feedback on the facilities. Students expressed a high level of satisfaction with the infrastructure and services, highlighting their positive impact on both academic and personal development.

II. Analysis

The University provides all the essential infrastructure to support students effectively, including electronic management of requests, a shared Wi-Fi network, libraries, and more. The existing facilities and resources adequately meet the operational requirements of the PSP, offering building spaces, laboratories, auditoriums, specialized equipment, internet access, and software with asynchronous distance learning capabilities.

Conversations with students highlighted that the postgraduate program is designed with significant flexibility, accommodating their daily schedules and professional commitments. Similarly, discussions with graduates emphasized the program's substantial contribution to their career advancement. At the beginning of their studies, students are made aware of the various available services and facilities, which are fully functional and readily accessible to meet their needs.

III. Conclusions

The program successfully meets the requirements outlined in this Principle. The institution's resources, including its facilities and financial support, are well suited to meet the program's needs. Both current students and graduated benefit from the wide range of services, laboratories, and departments that provide essential assistance and guidance.

Panel Judgement

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

Panel Recommendations

- Introduce more sophisticated modern computer-based tools used in the field of the PSP.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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 academic unit established procedures for the collection of data regarding the following:

- Student body
- Teaching methods
- Student progression
- Employability and career paths of graduates

Particularly the supporting institution, University of West Attica, operated an integrated information management system related to Student Registry, websites for Faculty and Staff, the Quality Assurance Unit (QAU) and the Department of Interconnection, Mediation and Innovation (for career liaison and innovation); there are other support software modules too.

Particularly the Student Registry allows students to enrol in courses, access and obtain transcripts etc.; it further enables instructors to manage their teaching incl. grades, exams etc.

II. Analysis

Provisions are built in to appropriately communicate and use toward improvements the information obtained e.g. by satisfaction surveys. Indeed, the information items are systematically analyzed through National Information System for Quality Assurance (NISQA or OPESP as transcribed from the acronym in Greek) to procure Key Performance Indicators (KPIs) regarding the following:

- Educational and teaching effort
- Student performance
- Research achievements
- Human resources
- Infrastructure
- Services for students
- Finances and funding allocation

The system fully supports authorized access for each user class incl. but not limited to instructors, students, administrators, QAU etc. Data flow is enabled seamlessly which in turn promotes data analysis and rapid, precise and efficient decision making and adjustments to be implemented.

III. Conclusions

The evaluation and analysis of the data pertaining to resource allocation and availability is based primarily on the (online electronic) student assessments, the financial services portal and the online (electronic) classroom management system.

Panel Judgement

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

Panel Recommendations

- work out a more detailed plan for Cybersecurity in the future as well as privacy and identity theft protection.

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 institution's website is well organized and offers detailed information about the PSP. The website of PSP includes general information on its structure, study topics, the admission criteria for the PSP, curriculum, course outlines, faculty members, advisory board, tuition fees etc. The alumni network section is still under construction. Moreover, the Policy for Quality Assurance of the academic unit is not available online in English on the PSP website. The website's content is accessible in both Greek and English, ensuring a broader reach to diverse audiences. However, the English version is not as up to date as the Greek version, which may create inconsistencies and confusion for non-Greek-speaking visitors. Ensuring that both versions are regularly updated and aligned would significantly improve the website's reliability and user experience.

The PSP's website is relatively simple and does not incorporate the modern features typically expected of an academic platform. Its outdated appearance and restricted functionality fail to showcase the program's quality or attract prospective students effectively. Additionally, the lack of promotion through social media limits its ability to reach a wider audience and improve visibility. Updating the website's design and implementing a robust social media strategy are crucial for overcoming these challenges.

II. Analysis

All the information published in the PSP website is clear and beneficial for students, academic staff, and stakeholders. The website provides comprehensive information about the overall structure of the program, as well as the structure and content of each individual course.

The PSP's website could significantly improve its outreach and attract more prospective students through greater promotion on social media platforms. Modernizing the website's design would also enhance its aesthetics and functionality, creating a more engaging and user-friendly experience for visitors. Such updates would not only increase the program's visibility but also demonstrate its dedication to innovation and high standards.

III. Conclusions

The Program adheres substantially to Principle 8 by offering accessible and transparent information about its PSP. The website presents all necessary details in a clear, bilingual format, ensuring it effectively serves its target audience. It is recommended to redesign the program's website and update its English version. Additionally, promoting the program through social media platforms is suggested to attract more prospective students.

Panel Judgement

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

Panel Recommendations

- Ensure that both versions in Greek and English are regularly updated and aligned
- Use a more modern website design to enhance its aesthetics and functionality and increase the program's visibility.
- Implement a robust social media strategy

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 academic institution and the unit offering the postgraduate program leading to the degree of MSc in Architectural and Structural Rehabilitation of Historic Buildings and Complexes obtains an internal quality assurance system in the framework of which it implements checks and balances and implements the annual internal assessment of the programme. In result, achievement of programme objectives is made possible through ongoing feedback control and continuous readjustments, leading to continuous improvement of the student experience and programme delivery.

II. Analysis

The internal program evaluation is a periodically repetitive process in which instructional faculty as well as program students are actively participating. Particularly students fill out

questionnaire forms, get interviewed and take part in group meetings and deliberations. Statistical data analysis follows that allows instructors to:

- Identify potential shortcomings in their teaching and course/content delivery
- Research ways to overcome aforementioned shortcomings
- Introduce improvements and more efficient teaching approaches
- Enrich course delivery with techniques that enhance student participation
- Improve the communication and understanding between students and instructors

The annual cycle of evaluation and assessment is completed with a Self-Study Assessment Report by the supporting Academic Unit. The coordinating committee of the postgraduate program leading to the degree of MSc in Architectural and Structural Rehabilitation of Historic Buildings and Complexes reflects on the self-study outcomes and presents the academic unit's faculty assembly with recommendations and suggestions for corrective action.

III. Conclusions

The postgraduate program leading to the degree of MSc in Architectural and Structural Rehabilitation of Historic Buildings and Complexes implements a consistent and transparent plan pertaining to PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES. An abundance of statistical data and associated analysis is published through the information management system of the institutional QAU that enables not only thorough assessment of established practices and procedures but also promotes deliberations and reflections leading to further improvements for the program and the student experience and its content/course delivery.

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

- Work out a more detailed plan for introduction of new topics, subjects and courses as well as content to keep the program up to date with trends in technology like e.g. VR/AR in monument restoration.
- Organize events where various stakeholders to explain the possibilities of mobility, job opportunities, and to give the opportunity to graduates to showcase their work etc.

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

The postgraduate study program of the University of West Attica leading to the degree of MSc in Architectural and Structural Rehabilitation of Historic Buildings and Complexes regularly undergoes evaluation by panels of external experts set by the Hellenic Authority for Higher Education (HAHE), aiming at accreditation. The term during which the accreditation remains current and valid is decided by HAHE.

II. Analysis

Periodic external evaluation of the program is implemented by HAHE. Particularly, HAHE assigns external expert panels to assess whether accreditation is deserved. The findings of the panel are employed to improve and enhance the program as well as the supporting academic unit and institution. The process consists of the following steps/phases:

- 1) Compliance commitment to the panel recommendations: The program and the supporting academic unit confers with the panel and notes down required actions and measures aiming to improvement
- 2) Reflection on panel findings and recommendations: The supporting academic unit records the full set of the panel recommendations. It then works with the QAU to finalize which part of the recommendations can or should be adopted for implementation.
- 3) Formulation of action plan: The academic unit then proceeds to develop an action plan to comply with and implement the recommendations of the external assessment panel. The action plan defines the particular actions and measures to be implemented, the required

resources, as well as the timeline of implementation. After the academic unit complete their plan, they submit it to the institutional Quality Assurance Unit for approval and implementation.

4) Monitoring of action plan implementation: Two years past the accreditation date, the academic unit reassesses the actions implemented so far, and the progress attained by implementing the aforementioned action plan. A table in form of a checklist is conducted in the process showing:

- a. Outcomes attained so far
- b. Degree of achievement of outcomes above
- c. Actions implemented to comply with the external panel recommendations

5) Progress report: The next stage is to conduct a progress report for the Program. At the end of a two-year period after the program's accreditation a Progress Report is prepared and sent for review and approval by the institutional authorities and Quality Assurance Unit. The report is an essential part of the quality assurance plan of the entire institution and its related policies. It also enables a reflection of the external evaluation outcomes and the degree to which they are utilized.

III. Conclusions

A consistent follow-up process is in place allowing the postgraduate study program of the University of West Attica leading to the degree of MSc in Architectural and Structural Rehabilitation of Historic Buildings and Complexes to ensure that it is periodically evaluated and assessed.

Panel Judgement

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

Panel Recommendations

PART C: CONCLUSIONS

I. Features of Good Practice

- The PSP offers both theoretical and practical knowledge combining architectural and structural restoration.
- The success of the PSP in the high employability rate of the graduates.
- The fact that a large percentage of the teaching is conducted remotely helps in attracting students who are already professionals.
- Faculty members are committed to teaching while demonstrating a good research output in terms of projects and publications.
- The Department built a strong relationship between teachers and students, which also extends to the graduates during their professional career.
- The field of the PSP which is very much related to the tourism sector promotion that is substantial part of the economy of the country

II. Areas of Weakness

- The teaching workload of the faculty is well above the minimum of 6h per week.
- More field practice and training activities are sought by the students and must be introduced.
- Promotion of the PSP could be enhanced to attract more applicants and increase the quality of incoming students
- There is no official follow up for alumni activities, and professional progression metrics which would assist in future upgrades of the PSP. Feedback on the PSP from stakeholders and alumni in a structured manner is missing.

III. Recommendations for Follow-up Actions

- Collect feedback from graduates and external stakeholders regarding the PSP in a manner that it is more structured and effective.
- Increase student participation percentage in the evaluation process.
- Address the need for more practical training, considering a) revisit and update teaching methods by introducing project-based courses, b) increase opportunities for internships, and encourage students to make use of Erasmus+ for training and experience
- Develop a joint program with other universities and countries to promote international visibility of the program and secure resources to support such mobility.

- Allocate more resources from PSP income to public promotion and dissemination of the PSP results, faculty achievements and alumni accomplishments.
- Organize seminars and events where stakeholders explain job opportunities, present faculty's research and give the opportunity to graduates to showcase best theses.
- Improve the presence of the PSP activities in social media channels (Facebook, X, LinkedIn, YouTube channel, etc).
- The Department should continue encouraging faculty mobility through Erasmus+ and Sabbatical leaves.
- As the number of students that follows distance learning is high, appropriate learning objectives, outcomes and checking mechanisms must be considered.
- Upgrade the lab infrastructure and the use of modern computer-based tools used in the field of the PSP

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2,3 and 8**

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Panos Papanastasiou
2. Nikolaos Xiros
3. Vasileios Koutsos
4. George Haritos
5. Aikaterini Alexandra Chrysafi