



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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# Accreditation Report for the Postgraduate Study Programme of:

**Public History**

**School of Humanities**  
**Institution: Hellenic Open University**  
**Date: 18 November 2023**



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Public History** of the **Hellenic Open University** for the purposes of granting accreditation.

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Public History** of the **Hellenic Open University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. Prof. Dr. Nikolaos Psarros (Chair)**

University of Leipzig

**2. Prof. Dr. Maria Antoniou**

Pace University, New York

**3. Prof. Dr. Panagiotis Christias**

University of Cyprus

**4. Demosthenes Kostakis**

University of Ioannina

## II. Review Procedure and Documentation

The accreditation procedure took place in digital form from November 13th to November 18th, 2023. Prior to the sessions, the members of the External Evaluation & Accreditation Panel (EEAP) had the opportunity to study all accreditation support materials supplied to them by HAHE in advance, including:

HAHE Materials such as the Guidelines for EEA Panel, the M12\_PSP MAPPING GRID, and the European Qualifications Framework.

the Department's Proposal for Accreditation along with several annexes.

In the early afternoon of November 13th, 2023, the EEAP met to discuss the process and to divide tasks among its members. The sessions with the Department took place on November 13th between 16:00 h and 20:30 h EEST, and on November 14th, 2023, between 15:00 h and 20:30 h EEST.

The EEAP members were welcomed by Prof. Dr. Emmanouil Koutouzis, Dean of the School of the Humanities of the Hellenic Open University (HOU), the Directors of the two PSP, PSP "Public History", Prof. Theocharis Athanasiadis, and PSP "Modern and Contemporary Greek History", Prof. Athanasia Balta, the HOU Vice President/President of MODIP, Prof. Ioannis Sibetheros, the member of the Steering Committee of PSP "Public History", Associate Prof. Ioannis Koubourlis, the members of the Steering Committee of PSP "Modern and Contemporary Greek History", Prof. Vasileios Gounaris and Prof. Evanthis Chatzivasileiou, the OMEA member Associate Prof. Georgia Pateridou, the MODIP Representative Associate Prof. Dimitrios Filippis, and the members of the MODIP staff Ms. Evangelia Kaldani, Mr. Nikos Karousos (Internal Evaluation Unit), and Mr. Serafeim Karaiskakis (Strategic Planning & Development Office).

In the second part of the meeting following Persons joined the session:

- Teaching staff member (DEP) of PSP "Public History", Prof. Theocharis Athanasiadis
- Assistant Study Programme Director of PSP "Public History", Assoc. Prof. Ioannis Koubourlis
- Teaching staff member (DEP) of PSP "Modern and Contemporary Greek History", Prof. Athanasia Balta
- Chief Administrative Officer, Ms. Marianna Taliouri

Administrative staff members:

- Ms. Mara Thanopoulou (Library)
- Ms. Alexandra Christakopoulou (Personnel Department)
- Ms. Eirini Skarmoutsou (Liaison office)
- Ms. Athina Siafarika (PSP1, PSP2 Student Registry Department)
- Mr. Georgios Temponeras (Premises and Building Projects Department, Office Application and Software Team)

During this part of the meeting, a guided tour of the facilities was provided in the form of a short film and EEAP members discussed in detail the structure of both programs with the Directors and the teaching staff members.

On November 14<sup>th</sup>, 2023, the sessions included subsequent meetings with:

a) Teaching staff members of PSP “Public History”:

- Associate Prof. Athina Syriatou
- Associate Prof. Vagelis Karamanolakis
- Dr. Raymondos Alvanos
- Prof. Polymeris Voglis
- Assistant Prof. Alexandros Teneketzis
- Prof. Efi Gazi
- Dr. Eleni-Argyro Kouki
- Prof. Vasilis Dalkavoukis
- Prof. Lida Papastefanaki
- Dr. Menelaos Charalambidis

The EEAP and the teaching staff discussed various topics regarding the PSP, namely the admission procedures for students, the problems of integrating admitted students with a broad background of former studies into coherent learning groups, the methods of teaching, the introduction of the students to philosophical research methods, and the future career prospects of the graduates.

b) Students of the PSP “Public History”:

The EEAP met with ten (10) students from the 1<sup>st</sup> and the 2<sup>nd</sup> year of the PSP. The students reported on their study experiences and the impact of their studies on their professional and private lives. The majority of the HOU students are professionals or persons that attend the courses because of intellectual interest. In the case of the PSP “Public History”, the interviewed students were journalists, active and retired teachers and persons employed in the broader cultural sector. All students expressed very positive opinions about the PSP and stated that the insights gained from their studies are of great benefit for their professional lives and their personal development.

There were some individual complaints about the tuition costs of 300 € per Thematic Unit (course, abbreviated as TU), the library services, and the number of the Consultation Sessions.

c) PSP “Public History” graduates:

The EEAP met with ten graduates of the PSP, namely.

- Ms. Christina Biliopoulou (Teacher at Public Education)
- Mr. Dimitris Damaskinos (Teacher at Public Education)
- Mr. Dimitris Kloukinas (Archaeologist - Numismatic Museum of Athens)
- Ms. Vassiliki Kokota (Philologist)
- Ms. Ioulia Leivaditi (Employee of the Ministry of Foreign Affairs, Press attaché)
- Ms. Eleni Manoli (Journalist)

- Ms. Amalia Papaioannou (Historian - Museum of Distomo)
- Ms. Marianna Papamikroulea (Conservator/Restorer)
- Mr. Thrasyvoulos Papastratis (Lawyer, Essay writer)
- Mr. Sokratis Stavridis (Teacher at Public Education, Former employee of the Ministry of Immigration)

All graduates praised the study conditions and the cooperative environment with the teaching staff. They stated that the studies broaden their horizons of knowledge. The graduates who are employed in secondary education stated that they also benefited greatly with respect to their teaching. Regarding the tuition fees, there were single critical voices demanding tuition-free studies. The majority, however, showed understanding for the necessity of raising tuition fees and judged that the cost to benefit ratio is good. Some graduates pointed out that the study program is very demanding for working persons. In general, the graduates were content with distance teaching, however, there were also demands for at least some sessions in presence.

#### d) Employers and social partners:

Following the meeting with the students, the committee met with following representatives of employers and social partners:

- Mr. Panagiotis Angelopoulos (Member of the administrative board of the NGO “Primarolia”)
- Ms. Pinelopi Avouri (Chief Executive Officer of KEPEA Zakynthou)
- Mr. Nikos Fotopoulos (Member of the scientific board of KANEP/INE-GSEE)
- Mr. Antonis Kalfas (Member of the administrative board of Friends of the Museum of the City of Katerini)
- Mr. Costis Karpozilos (Director of the "Archives of Contemporary Social History [ASKI])"
- Ms. Marilena Katsimi (Journalist, Director of Historical Promenades)
- Mr. Dimitris Petropoulos (Journalist, Director of "Time Machine)
- Ms. Sofia Rok – Mela (Director of Industrial Educational Museum of Lavrio)
- Ms. Vassiliki Sakka (President of the Association for History Education in Greece)
- Prof. Dr. Riki van Bouschoten (Member of the administrative board of the Oral History Association)

The representatives of the employers and the social partners unanimously agreed that the PSP “Public History” is essential for the development of the field of Public History in Greece and the cooperation with the teaching staff and the students is of paramount importance for their respective institutions. All representatives mentioned that there are active cooperation projects and that their institutions offer opportunities for student internships.

After the conclusion of the meetings, the EEAP held a debriefing session to discuss first findings and critical points, and to prepare for the last meeting.

The digital visit concluded with a closing meeting with HOU Vice President/President of MODIP, Prof. Ioannis Sibetheros, the Director of the PSP “Public History”, Prof. Theocharis Athanasiadis, the Assistant Study Programme Director of the PSP “Public History”, Associate Prof. Ioannis Koubourlis, the Dean of the School of Humanities, Prof. Emmanouil Koutouzis, the OMEA member, Associate

Prof. Georgia Pateridou, the MODIP Representative, Associate Prof. Dimitrios Filippis, and the members of the MODIP staff, Ms. Evangelia Kaldani, Mr. Nikos Karousos (Internal Evaluation Unit), and Mr. Serafeim Karaiskakis (Strategic Planning & Development Office).

During this meeting, the EEAP discussed their first impressions and received the Department's feedback. It also requested and received supplemental materials from the Quality Assurance Unit (MODIP).



### III. Postgraduate Study Programme Profile

The PSP “Public History” was established in 2017 and obtained its current form in 2020. It has a capacity of 200 students per semester. It is the only PSP of a Greek university devoted to this subject among the 41 related study programs in the countries of the EU and in the UK.

The admission takes place on a semester basis. Entitled to study are holders of a degree or diploma of higher education in a related subject. The teaching language of the program is Greek. Knowledge of an additional language as well as familiarity with the use of PCs, e-mail and the Internet facilitate following the program.

The object of the PSP “Public History” is the study of the ways in which the past is reconstructed, disseminated, and imprinted in the public sphere through rituals and celebrations, monuments, and museums, through schools and other state institutions, the mass media, the cinema, the internet, etc. The purpose of the program is twofold: on the one hand to train in the analysis of historical culture, on the other hand to scientifically prepare those who wish to work professionally in bodies that manage the past in the public sphere.

The studies last two years (four semesters) and comprise 120 ECTS points with 1 ECTS point corresponding to ca. 28 hours of study (including the participation in Group Consulting Sessions (GCS). Students can attend one to three 10 ECTS TUs per semester. In the first semester they can choose freely from 1 to 3 TUs and in the subsequent semesters they can freely choose among the TUs offered in the respective semester, but only after having absolved the TUs that have remained from the previous semester. In the third semester, they must choose the TUs ΔΙΣ60, and ΔΙΣ64 and one of the ΔΙΣ62, and ΔΙΣ63.

The preparation of the Diploma Thesis requires the successful attendance of nine TUs. The oral defence of the Diploma Thesis requires the successful completion of the nine compulsory TUs of the PSP.

Each Thematic Unit is priced at 300 € and the Diploma Thesis is priced at 900 €, so that the total costs of attending the PSP amounts to 3600 €.

The PSP “Public History” is characterised by following specific features:

- The 4th semester is dedicated solely to the preparation of a diploma thesis, which the students defend in public.
- Weekly Discussions with the participation of students and teaching staff members on a topic defined to better understand the educational material of each study week.
- Final semester thesis in each Thematic Unit, which is subject to a final examination. Students must present their work to their professor and the class.
- Organization of conferences, seminars, and scientific lectures with the participation of docents, students, and graduates of the PSP, often in collaboration with other institutions.
- Publication of books: a) collective volumes on occasion of national anniversaries with contributions by the scholars involved in the program, and b) translation of books suitable as teaching material by the teaching staff involved in the program.

- Utilisation of electronic platforms and digital sites for learning content management.
- Visits to archival sites (e.g. General State Archives) and Public History institutions (e.g. Piraeus Group Cultural Foundation)
- Organisation of summer schools to deepen the teaching objectives and practising primary research.
- Establishment of a repository of oral testimonies.

In the time span between 2018 and 2023 the number of new admissions per semester varied between 20 and 141 students. The average number of enrolled students in the same period varied between 291 and 568 students per semester. The maximum number of applications (950) was achieved in the winter term 2021. The age of most of the students in the same period was between 40 and 45 years.

Apart from the regular teaching the PSP engages also in following regular extracurricular activities:

- Presentation of the PSP at the Thessaloniki International Fair (annually in September).
- Reception of new incoming students (annually in October).
- Graduation Ceremony (annually in November).
- Operation of social media pages and video presentations of the PSP on YouTube
- Presentations of the Program to associations of teachers and persons employed in institutions managing the past (museums, institutions, etc.)
- Presentations of the Program on websites specialised in historical studies (e.g. History Conferences and Meetings in Greece).

## 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**

In assessing compliance with this principle, the panel has examined:

- the Programme's Academic Accreditation Proposal (A1)
- the Quality Policy (A2)
- the Quality Goal Setting (A3)
- the Student Guide (A5)
- the Module Outlines (A6)
- the Student Evaluations (A9)
- the discussions with various stakeholders during the review period

Overall, the AP found that the academic unit has established a Quality Assurance Policy which is appropriate for the PSP and includes a commitment of the academic unit for its implementation and continuous improvement.

### **II. Analysis**

The PSP “Public History” follows the Policy for Quality Assurance with regard to teaching and research as introduced and established by the Hellenic Open University (HOU). MODIP and the School of Humanities take up the responsibility of implementing the PSP with an Internal Quality Assurance System (IQAS). The PSP’s aim is twofold: on the one hand, to investigate in depth the new forms of production of historical knowledge and culture and, on the other hand, to prepare scientifically those who will work professionally in various sectors (primary and secondary schools, archives, research institutions, local museums) and will be called to present history in a general audience.

HOU is an institution which has extensive and accredited experience in involving students in the evaluation of the teaching staff and in assessing the latter’s performance on a yearly or semester basis. Continuous improvement is promoted through regular fine-tuning of strategic goals and taking into account student evaluations. The evaluation questions include the evaluation of the faculty, the self-evaluation of the students, as well as available resources (accessibility to bibliography). The data provided shows a high satisfaction of students with the PSP and the student-faculty interactions. Student satisfaction was also evident during the meetings the panel had with current students and alumni. Quality Assurance Policy is communicated to all parties involved.

The academic unit has set specific, measurable, achievable, relevant, and timely goals regarding the PSP in respect of teaching methods, student satisfaction, learning outcomes and research output. The PSP has clear strategic goals and has planned the means for attaining them. The quality goals are paired with the suitable KPIs. These goals are duly monitored, updated, and communicated. The learning outcomes of the PSP are appropriate for level 7 (Master), according to the European and National Qualifications Framework for Higher Education.

The PSP publicises its strategic goals on its website after they have been met with the approval of the MODIP and other authorities of the University. This documentation (general guidelines of Quality

Policy and Quality Goals) is communicated and uploaded on the PSP website. For the time being, all this information is available only in Greek.

### III. Conclusions

The University has a positive impression about how the PSP has been designed to cover a wide range of thematic units. In the interviews it held with the teaching staff and the students, it had the opportunity to assess their enthusiasm for pursuing the PSP’s objectives and expanding its activities by organising, on the one hand, visits to various museums and public lectures and conferences, on the other.

#### Panel Judgement

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

#### Panel Recommendations

- Inquire into new ways to promote the participation of students in the evaluation processes, especially for some of the thematic units.
- Produce an English version of the information on Quality Policy and Quality Target (as they appear only in Greek in the PSP’s website).

## 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 PSP “Public History” was established in 2017 and obtained its current form in 2020. It has a capacity of 200 students per semester. It is the only PSP of a Greek university devoted to this subject among the 41 related study programs in the countries of the EU and in the UK.

The object of the PSP “Public History” is the study of the ways in which the past is reconstructed, disseminated, and imprinted in the public sphere through rituals and celebrations, monuments, and museums, through schools and other state institutions, the mass media, the cinema, the internet, etc. The purpose of the program is twofold: on the one hand to train in the analysis of historical culture, on the other hand to scientifically prepare those who wish to work professionally in bodies that manage the past in the public sphere.

The PSP is conceived as an autonomous four-semester study program of 120 ECTS with 1 ECTS point corresponding to ca. 28 hours of study (including the participation in Group Consulting Sessions (GCS)). Students can attend one to three 10 ECTS TUs per semester. In the first semester they can choose freely from 1 to 3 TUs and in the subsequent semesters they can freely choose among the TUs offered in the respective semester, but only after having absolved the TUs that have remained from the previous semester. In the third semester, they must choose the TUs ΔΙΣ60, and ΔΙΣ64 and one of the ΔΙΣ62, and ΔΙΣ63.

The preparation of the Diploma Thesis requires the successful attendance of nine TUs. The oral defence of the Diploma Thesis requires the successful completion of the nine compulsory TUs of the PSP.

The teaching takes place exclusively in the form of group teleconferences (Group Consulting Sessions). There are three four-hour sessions per semester and TU. Additional sessions are offered on demand of the students or when the teaching person considers them necessary. Students also have individual correspondence with the teaching staff and organise themselves in discussion groups. They can use the resources of the HOU via the internet, especially the e-class platform. The HOU library maintains a postal book borrowing service.

The study program has no provisions for a practical exercise or an internship during the studies. Student mobility is provided by the participation of the HOU in the ERASMUS+ program, however, so far, the students do not make use of this program.

## **II. Analysis**

The structure of the courses is adequate for the topic. The workload of three courses per semester is adequate for a specialised postgraduate study program. The quality of the teaching staff is excellent. The tuition fees of 300 € per TU represent a very good cost-to-benefit ratio for the students.

Despite the excellent quality of the teaching and the good motivation of the students, the EEAP has detected some problematic issues that must be addressed in the future to improve the quality of the PSP as a whole and to increase the transparency of the teaching procedures. These issues are:

1. The number of three Group Consulting Sessions per TU and semester appears to be insufficient, and in combination with their long duration (four hours per session) counterproductive. The EEAP understands that this teaching format is owed to the specific living and studying circumstances of the students, the majority of whom are working. Nevertheless, and in comparison, to the structure of courses of similar institutions abroad, a total of twelve hours of teaching sessions per semester does not suffice to justify the amount of 10 ECTS points. It must be noted here that also several of the interviewed students regarded the number of the offered GCSs as insufficient.
2. It is not clear from the description of the courses how the four-hour GCSs are divided between teaching input and student contributions.
3. In the description of each Thematic Unit, ca. 90 to 100 hours are declared as devoted to “individual studies”. This declaration may comply with the guidelines of the HAHE; however, it is not mentioned anywhere in the descriptions of the Thematic Units, how these “individual studies” are related to the GCS or to the preparation of the exams. It is not clear how the outcome of these study hours is reflected on the successful completion of the TU.

## **III. Conclusions**

Having carefully examined the structure of the PSP “Public History”, the EEAP concludes that, in its current form, the PSP fully complies with the needs and the aims of a modern specialised postgraduate study program offered by an institution devoted to life-long learning and to part-time education of working persons. However, there is still room for profound improvements. These improvements regard the structure of the study program and the organisation of the Group Consulting Sessions.



### Panel Judgement

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

### Panel Recommendations

- Consider increasing the number of the GCSs per TU and semester by reducing their duration from four to three hours per session.
- Consider increasing the total number of teaching hours per TU and semester.
- Consider a reduction of the hours devoted to “individual studies” by allocating more hours to the preparation and the post processing of the GDSs and the preparation of the exams.

### 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*
- *provide consulting 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 Public History PSP is conducted entirely online. The students are divided into three equal groups of about 20 students. This offers the possibility of a fully student-centred approach. Lessons combine lectures and PowerPoint presentations, and additionally, films are suggested to students to offer them a more representative picture of the examined period.

### **II. Analysis**

As emphasised by the students, the major benefit of the programme is its adaptability towards the students' needs. Because, the courses are held online at weekends, which allows all students to follow their studies undisturbed. Since the students belong to the 40+ age range, they are already working and have their own families, a fully online programme is their unique opportunity for continuing education.

During each section, students are required to prepare 4 written assignments, on a given topic and with an exemplary bibliography provided by the department. Furthermore, there are also notes created by teachers in order to meet the needs of online teaching. Besides the academic material, students have additional supporting material on the HOU website, which informs them about bibliographic reference, copyrights, and plagiarism.

### **III. Conclusions**

Students' dissertations have managed to win awards, to be shown as historical documentaries on public TV or published as books. Because of all the above, students feel completely satisfied with the department, as they have stated both to the committee members and in the questionnaires, they have participated in. The students' satisfaction is enhanced by the fact that they have 24/7 access to the necessary material, but also direct communication with their professors, via e-mail and by phone, at any time the students consider necessary, to receive guidance for the preparation of their assignments.

### Panel Judgement

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

### Panel Recommendations

- The topic of at least one project, possibly the final project of each module, could be chosen by the students.
- The participation percentage in the questionnaires could be significantly high, since online completion does not create practical difficulties in filling them in.

## **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 HOU has the characteristic of centralised registration and support of all students of the PSPs provided through single structures. Thus, it has created infrastructures to collect and manage information relevant to student progress and help in the formulation of strategies and policies to improve the education services provided. The PSP in “Public History” as a member of the HOU's Programmes of Study, is fully aligned with centralised management.

## **II. Analysis**

Apart from the initial emails, with basic instructions to students, the direct telephone contact of the SEPs with the students, there follow in a short period (usually the 2nd week) from the beginning, Group Consulting Sessions (GCSs) in which the structure and operation of the HOU, the competent departments and services that students can address or use during their studies are presented. The meetings held within the framework of the GCS provide the opportunity for most people to express themselves and resolve specific issues, creating a sense of team and allowing for greater interaction. In these meetings, students get to know each other, they present their personal motivations and ambitions, experiences and find partnerships with each other. Also, the proposed educational process, time commitments and rhythms, the obligations and rights and finally the students are led to their self-commitment, the so-called 'teaching contract', an essential component of distance education. Students are informed by email or by means of announcements, including direct email, of the events that will take place in the course, organised by the School and the HOU or by initiatives of the faculty members. In addition, from the academic year 2021- 22, the HOU organises an online welcome event for first-year students, where a presentation is made. The Deans of the Faculties will present the Faculties of the University, followed by separate presentations of the programs by the Directors.

Both the automated data recording and management mechanisms and the regulations for the successful completion of a course contribute to a high level of monitoring of student progress. The structure of a Thematic Units includes a specific study timetable with a set of intermediate compulsory assignments before the students' final examination. The courses training platform (courses.eap.gr) used at the HOU directly records the progress of each student and thus enables teachers to monitor it. In addition, the professors of a subject area, in frequent meetings with the Teaching Staff Team (TST) of the subject area, discuss progress issues of their students, try to achieve similar results with other departments of the same subject area and identify/address cases of non-smooth progress by groups of students or individual students.

The Diploma Supplement is automatically issued upon completion of the curriculum.

Erasmus exchanges are organised and operate on the basis of the integrated ECTS system. The call is public and associated with a scholarship, announced in the link <http://erasmusplus.eap.gr/>.

## **III. Conclusions**

The EEAP express their satisfaction with the organisation of the student life and, especially with the administration of problems and complaints by separate bureaus and instanced, assuring student's rights.

### Panel Judgement

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

### Panel Recommendations

None.

## 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 academic staff of the HOU is divided into two categories: the tenured faculty members (DEP) and the Adjunct teaching staff members (SEP). As far as the PSP “Public History” is concerned, 46 adjunct teaching staff members make up the adjunct faculty, while there is no tenured faculty member participating in the specific PSP.

All members of the teaching staff are active in research, publishing and presenting their scholarly work in appropriate venues. The tenured staff members of the School of Humanities have been appointed and promoted through the ranks following the established Greek legislation and the information system found at and supported by the Apella system. Tenure and promotion committees include external members and follow procedures that are common to all universities in Greece.



## II. Analysis

HOU has set up and follows transparent processes for the recruitment of qualified faculty. Special emphasis is given to highlighting the importance of teaching and research. The selection of the adjunct teaching staff (SEP) takes place every three years on an annual or semester appointment basis and with the provision of contract renewal for up to three consecutive years. There is a clearly defined way of the hiring process based on the combination of a variety of factors, such as teaching and professional experience, current research, and publication record. Most of the adjunct staff hold positions in other Greek universities and research institutions. Every time the position is announced, candidates are invited to fill in an application form and other documents stating their teaching, research, and professional experience as well as other qualifications referred to in the announcement. One such announcement was made for SEP for the period 2022-2025. The students' evaluations are of vital importance not only for the hiring process but also for the renewal or not of the SEP's contracts.

The tenured faculty and adjunct teaching staff are evaluated in all areas of their work using the process determined by the HOU's Quality Assurance Committee (MODIP) through its internal quality assurance system and through the process determined by the Committee on Internal Evaluation (OMEA). It must be noted that the HOU is the first Greek Institution of Higher Education to have established its own independent Internal Evaluation and Education Unit (MEA).

The faculty evaluation process follows global best practices and takes into account student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service. The student evaluation form is online, and it is a comprehensive one, covering every facet of a module, including instruction. The results of the student evaluations are analysed statistically, and the results are used by the supervising faculty to make decisions concerning revision of module teaching material and retention or further professional development of teaching staff members. The statistical analysis results of these surveys are shared with the faculty members.

The evaluation by students is made possible by completing a carefully structured questionnaire, using one of the common internet browsers. The electronic system fully ensures the anonymity of participants. The questionnaire completed by students has assessment questions divided into thematic categories. More specifically, for the evaluation of teachers, the main axes of evaluation are: 1) Teacher's assessment of communication outside the Group Consulting Sessions (GCS); 2) Teacher's assessment during the GCSs 3) Teacher's assessment regarding the correction of the written essays.

The participation rates of students range from 69,17 % for the PSP "Public History", 58,36 % for the School and 55,05% for the HOU. The module ΔΙΣ63 (56,52%) had a somewhat lower participation rate. The PSP members suggest various ways to increase the evaluation rates, such as announcements via email and via the learning platform.

The PSP has established a culture of collaboration among its various members. Regular meetings are held, in which faculty members discuss their own research projects as well as the curriculum and instructional issues affecting their programs, modules and instructional staff. Following the pedagogical principles of Distance Learning the group mentors (SEP) must maintain regular communication with each student during the study periods. The concept of tutoring is deemed

critical in enabling students to obtain feedback from mentors through various means/forms of communication.

There is no system for collecting accurate information about the faculty's workload. In distance learning, teaching duties comprise: 1) Group Consulting Meetings with students for discussion-guidance-overview of the modules (at least 3 times/academic semester with a duration of four 4 hours at a time); 2) Communication with students outside the Group Consulting Meetings to resolve questions, offer systematic support and encouragement in a group of about 20-24 people; 3) Preparation of assignments and updating of the digital learning platform; 4) Support students in the preparation of their assignments and projects and throughout their study period (14 weeks); 5) Assignment correction and individual feedback of each student. It should be noted also that the number of students in a department also affects the workload of the Adjunct teaching staff (SEP). This also accounts for the salary differentiation that SEP members have among themselves, depending on the number of students in their module, as it is stated in the 'Regulations on the obligations of SEP members'.

Due to their being hired on a contract basis, the members of the teaching staff cannot apply for funding to conduct scientific research and to participate in national and international projects and conferences. Only DEP members are eligible to apply for any funding. Reasonably, when interviewed, the SEP members expressed their strong interest and wish for broader funding opportunities, so that the adjunct faculty can participate in such events.

In general, the School of Humanities encourages academic members to collaborate with colleagues in Greece and abroad. A considerable amount of research output produced individually by faculty members appears in peer-reviewed journals and conference proceedings.

The mobility of the faculty and the adjunct teaching staff is achieved through individual initiative, but also through the participation in the ERASMUS+ program. The PSP gives the opportunity for faculty members to teach or train in the framework of cooperation with European Universities and research institutions. Each School of the HOU supports as much as possible (e.g. provision of leave of absence, etc.) this mobility.

Specifically, the PSP strongly supports the research work of its members. They all have access to academic hubs such as "Academia" and "Research Gate", and through international conferences, in which undergraduate and graduate students together with the teaching staff can participate.

### **III. Conclusions**

The PSP follows best practices. EEAP acknowledges this fact and recommends this path to be continued.

## Panel Judgement

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

### **Panel Recommendations**

- Introduction of greater financial motives for the participation in conferences in Greece and abroad, including the adjunct teaching staff (SEP).
- Establishment of such prizes as an “Award for Excellence” for the teaching staff.

## 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 Consulting 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 Department of Public History uses the library of the HOU. The students and the teaching staff, mainly use the electronic services of the library, but this is understandable as the courses are provided remotely.

#### **II. Analysis**

In its online version, the library provides access to more than 500,000 documents, of which 13,200 are directly or indirectly related to the subject of the postgraduate studies. These archives do not entirely belong to the library, but also to collaborating online repositories that HOU has access to. In

addition, students are allowed to borrow books in hard copy from associated libraries. It is worth noting that the library's online services are accessible to people with disabilities.

The library, as a facility, has a reading room and provides 420 books, in hard copy. Finally, it is worth noting that the library provides seminars to students, either in live sessions or through video tutorials, through which it informs students on how to use the library's tools, how to search for bibliography in the online repositories and how to write references in accordance with academic standards, related to the postgraduate degree.

### III. Conclusions

Having considered the above, the library of the PSP fully complies with Principle 6. It offers a wide range of material, in different languages, thus offering the possibility of research writing.

#### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

None.

## 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 HOU has since its establishment implemented data and information management systems, through which the management and monitoring of students, teaching staff, structure data and organisation of courses, teaching, and the provision of services to students and the academic community. The nature of the educational method used made imperative the implementation of such a mechanism.

From the students' registration to their graduation, the HOU maintains all necessary relevant information for the educational support process. In addition, the HOU has a computerised system that manages data regarding personnel, the structure of all PSPs as well as the education processes. All data collection and management mechanisms comply with the ISO 9001 quality assurance system.

The main units/departments handling such data are the facility maintenance department, the MEA, the MODIP, the Student Registry, and the personnel department.

The analysis of the information is performed using statistical methods. In cases where free text data is analysed, content analysis techniques are used.

## **II. Analysis**

The results from the processing of the responses are given in the Internal Evaluation Report of the PSP. The main objectives of the analysis of the results are, on the one hand, the satisfaction - as far as possible- of the students' expectations from the PSP and, on the other hand, the provision of appropriate services in the form of supporting literature and access to electronic sources of information. Another objective is the regular revision of the PSP through the PSP's Board. The criteria taken into account are the modern character of the PSP, the needs of the faculty members and the satisfaction of student expectations.

## **III. Conclusions**

The analysis and processing of the collected information is carried out with the aim of systematic, qualitative control and rationalisation of all aspects of the programme, with emphasis on the identification of weaknesses, the correction of any problems, as well as the continuous improvement of procedures. The conclusions drawn feed into the evaluation procedures and are forwarded for further action to the Steering Committee of the PSP. This methodology is used, inter alia, for the periodic adjustment and upgrading of the structure and composition of the Programme, with the aim of to improve the learning process.

### Panel Judgement

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

### Panel Recommendations

None.



## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

Both the University's website and the various subdomains (e.g. the Erasmus office, the Library, the MODIP, etc) have a well-organised structure, and make available all the necessary information.

#### **II. Analysis**

The information provided on the University's website has as main recipients not only students (undergraduates and graduates), but also the public. Among others, we can mention the following general information regarding the following areas:

- The HOU's administration, strategic planning, quality policy
- Institution certifications (certificates from HAHE, ISO certificates, Energy efficiency Certificates for Buildings)
- Collaborations (Academy of Athens, Open University of Cyprus, Agricultural University of Athens, Ionian University, Frederick University).
- Education (schools, undergraduate and graduate study programs, registrations, training and lifelong learning. The "Study Information" section is very detailed and includes: the regulation of studies, regulation of Doctoral Studies, Scholarship Regulation, Regulation of Diploma Thesis, Erasmus, and instructions about the various video conference platforms used in the University's distance learning).
- Research (ELKE and Laboratories).
- Various announcements for seminars, talks, on-line training courses, research events.

The PSP “Public History” has its own webpage with the following information on display:

- The PSP’s description, scope, learning outcomes, and general information including the quality policy and the quality target for the year 2023.
- The admission requirements (BA degrees and Certificates of English competency)
- The teaching staff, with their names, modules they teach and CVs in both Greek and English.
- Detailed description of the thematic units, both in Greek and English.

Another way for the dissemination of information to the students is the University’s portal (portal.eap.gr) with restricted access only to registered students using their credentials (username and password). The portal includes the Students’ Registrar, the Learning Management Platform, video conference services and the digital repository “Apothesis”.

In general, the University uses a variety of ways to promote its programs and the exchange of ideas among students, e.g. the monthly newspaper Open 2U, the Webradio, and the social media (Facebook, X [ex twitter], YouTube and Instagram).

### III. Conclusions

In terms of content, the PSP’s and the University’s websites seem to be up to date, clear and easily accessible.

#### Panel Judgement

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

#### Panel Recommendations

- Redesign the layout of the PSP’s website to be more appealing and user-friendly.
- Provide a sub-domain where students can have access to video-recorded lectures, seminars and/or conferences.

## **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 internal evaluation procedures carried out at the level of the Institution, Faculties and Programmes of Studies are the responsibility of the HOU's Internal Quality Assurance System. The responsible Units/Bureaus that cooperate and carry out actions for the operation of the HOU's Internal Evaluation System are:

1. The Internal Evaluation Unit (OMEA).
2. The Strategic Planning and Development Office.
3. The Quality Assurance Unit of the Hellenic Open University (MODIP).

This evaluation focuses on the teachers, the organisation of the modules, the commercial educational material, the logistical infrastructure, and the administrative services. The evaluation takes place in electronic form via the Internet and the data is then used in an algorithm to calculate the average level per targeted module. The results obtained form the basis on which statistical and qualitative analyses are carried out with the ultimate aim of creating useful information on the quality of the educational process from the class-group level, in a subject unit, to the overall evaluation of a Programme of Studies, the Dean's Office and the entire HOU. In the online evaluation, students as well as the coordinators of the modules - only for the evaluation of the lecturers - have the right to be evaluated in the modules they coordinate. In addition, all members of the teaching staff can evaluate the teaching material. Evaluation by students is done by filling in a questionnaire using one of the usual web browsers (Internet Explorer, Firefox, etc.). The electronic system fully ensures the anonymity of the participants while solving many problems such as those of student influence by the teaching staff who were in the classrooms, the issue of not being able to check the validity of the envelopes with completed questionnaires (several arrived unopened), etc.

## **II. Analysis**

The internal evaluation results in the creation of the semi-annual evaluation report which includes statistical and qualitative analyses on the e-evaluation data. This report contains both analytical and aggregated and comparative assessment data for each class, curriculum, deanery and for the whole HOU. In addition, each faculty member is provided with the opportunity to be informed about the evaluation given to him/her by students and coordinators for knowledge and improvement of overall performance in the educational process. Both the online evaluation and the report generation are ISO certified processes in the internal ISO certification system of the HOU.

The implementation of this transparent internal evaluation process provides the opportunity to collect and record difficulties and suggestions for improvement, resulting in easy creation of a plan for future improvements. In this context, a first action plan has already been created and will be reported in a subsequent section. Statistical data collected by the Education and Student Registry departments on student performance, student progression, examinations, teaching data and finally demographic data are also taken into account student demographics.

There is a hierarchical approach to decision making through which issues from all levels of the institution's organisation are identified and discussed: from the educational process in the classroom to policy issues in a Study Programme, a School or the HOU in general. When the issues discussed have an impact beyond the subject area or the PSP, then they are forwarded to bodies in the higher hierarchy of the Hellenic Open University.

In addition, during the evaluation it is possible to collect comments and observations to improve and extend the existing functionality of the system and the evaluation process in general.

## **III. Conclusions**

Examples of good educational practices in the PSP "Public History" include:

1. The constant attention to ensuring that the presentations of the lecturers and tutors (in meetings with students) are well thought out, comprehensible and up to date. They should also provide information on the broader context of the discussion which may not be available in the textbooks.

2. The ongoing care to improve the material on the learning platform. For this purpose, each coordinator talks to the teacher advisors of his/her unit about possible ambiguities, excessive difficulties, additions, and improvements. Each year the suggestions are compiled and the necessary changes to the material.
3. The coordinator of each module prepares detailed guidelines for everything concerning the writing of the papers: citation system, management of quotations, forms of evaluation, bibliographic suggestions, etc., so that the students know exactly how to proceed.
4. Each semester, in each thematic unit, in addition to the 3 prescribed meetings, a lecture on a topic related to the content of the unit is organised, sometimes with a guest speaker and sometimes with a lecturer of the programme. The participation of students is optional.

#### Panel Judgement

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

None.

## **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**

There has been no previous external evaluation report specifically for the PSP “Public history”. Therefore, the panel’s judgement is based on its interviews with members of the teaching staff, students, graduates, alumni, and stakeholders.

#### **II. Analysis**

The PSP has a state-of-the-art evaluation procedure in operation. This is testified by the institutional implication in the procedure, the excellent organisation, and the means and dispositions that helped realise this first external evaluation.

#### **III. Conclusions**

The PSP is fully compliant with the requirements of Principle 10.

### Panel Judgement

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

### Panel Recommendations

None.

## **PART C: CONCLUSIONS**

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

- The PSP “Public History” follows the Policy for Quality Assurance with regard to teaching and research as introduced and established by the Hellenic Open University (HOU).
- The academic unit has set specific, measurable, achievable, relevant, and timely goals regarding the PSP in respect of teaching methods, student satisfaction, learning outcomes and research output.
- The PSP has clear strategic goals and has planned the means for attaining them. The quality goals are paired with the suitable KPIs.
- The PSP is conceived as an autonomous four-semester study program of 120 ECT
- The major benefit of the programme is its adaptability towards the students’ needs.
- The Diploma Supplement is automatically issued upon completion of the curriculum.
- Both the automated data recording and management mechanisms and the regulations for the successful completion of a course contribute to a high level of monitoring of student progress.
- HOU has set up and follows transparent processes for the recruitment of qualified faculty. Special emphasis is given to highlighting the importance of teaching and research.
- The faculty evaluation process follows global best practices and takes into account student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service.
- The PSP has established a culture of collaboration among its various members.
- The PSP strongly supports the research work of its members.
- The library provides access to more than 500,000 documents online, of which 13,200 are directly or indirectly related to the subject of postgraduate studies.
- The library's online services are accessible to people with disabilities.
- The HOU has implemented data and information management systems, through which the management and monitoring of students, teaching staff, structure data and organisation of courses, teaching, and the provision of services to students and the academic community.
- The analysis and processing of the collected information is carried out with the aim of systematic, qualitative control and rationalisation of all aspects of the programme, with emphasis on the identification of weaknesses, the correction of any problems, as well as the continuous improvement of procedures.
- The University uses a variety of ways to promote its programs and the exchange of ideas among students.
- The internal evaluation procedures carried out at the level of the Institution, Faculties and Programmes of Studies are ISO certified processes in the internal ISO certification system of the HOU.
- The PSP has a state-of-the-art evaluation procedure in operation.



## II. Areas of Weakness

- The number of three Group Consulting Sessions per TU and semester appears to be insufficient, and in combination with their long duration (four hours per session) counterproductive. The EEAP understands that this teaching format is owed to the specific living and studying circumstances of the students, the majority of whom are working. Nevertheless, and in comparison, to the structure of courses of similar institutions abroad, a total of twelve hours of teaching sessions per semester does not suffice to justify the amount of 10 ECTS points. It must be noted here that also several of the interviewed students regarded the number of the offered GCSs as insufficient.
- It is not clear from the description of the courses how the four-hour GCSs are divided between teaching input and student contributions.
- In the description of each Thematic Unit, ca. 90 to 100 hours are declared as devoted to “individual studies”. This declaration may comply with the guidelines of the HAHE; however, it is not mentioned anywhere in the descriptions of the Thematic Units, how these “individual studies” are related to the GCS or to the preparation of the exams. It is not clear how the outcome of these study hours is reflected on the successful completion of the TU.

## III. Recommendations for Follow-up Actions

- Inquire into new ways to promote the participation of students in the evaluation processes, especially for some of the thematic units.
- Produce an English version of the information on Quality Policy and Quality Target (as they appear only in Greek in the PSP’s website).
- Consider increasing the total number of teaching hours per TU and semester.
- Consider increasing the number of the GCSs per TU and semester by reducing their duration from four to three hours per session.
- Consider the reduction of the hours devoted to “individual studies” by allocating more hours to the preparation and the post processing of the GDSs and the preparation of the exams.
- The topic of at least one project, possibly the final project of each module, could be chosen by the students.
- The participation percentage in the questionnaires could be significantly high, since online completion does not create practical difficulties in filling them in.
- Introduction of greater financial motives for the participation in conferences in Greece and abroad, including the adjunct teaching staff (SEP).
- Establishment of such prizes as an “Award for Excellence” for the teaching staff.
- Redesign the layout of the PSP’s website to be more appealing and user-friendly.
- Provide a sub-domain where students can have access to video-recorded lectures, seminars and/or conferences.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 2, 3, 4, 5, 6, 7, 8, 9, 10.**

The Principles where substantial compliance has been achieved are:

**None.**

The Principles where partial compliance has been achieved are:

**None.**

The Principles where failure of compliance was identified are:

**None.**

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. Prof. Dr. Nikolaos Psarros (Chair)**

University of Leipzig

**2. Prof. Dr. Maria Antoniou**

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**3. Prof. Dr. Panagiotis Christias**

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