Αθήνα, 21-01-2019
Αρ. πρωτ. 8335

Προς

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   Ρίο Αχαΐα

Θέμα: Πιστοποίηση του Προγράμματος Προπτυχιακών Σπουδών Διαχείρισης Πολιτισμικού Περιβάλλοντος και Νέων Τεχνολογιών του Πανεπιστημίου Πατρών

Αξιότιμε κ. Πρόεδρε της ΜΟΔΙΠ,
Αξιότιμε κ. Πρόεδρε,

Είμαστε στην ευχάριστη θέση να σας πληροφορήσουμε ότι το Συμβούλιο της ΑΔΙΠ, κατά την 77η/09-01-2019 Συνεδρίαση, αποφάσισε τη χορήγηση πιστοποίησης στο Πρόγραμμα Προπτυχιακών Διαχείρισης Πολιτισμικού Περιβάλλοντος και Νέων Τεχνολογιών του Πανεπιστημίου Πατρών με διάρκεια ισχύος τεσσάρων ετών, από 09-01-2019 έως 08-01-2023.

Το Συμβούλιο της ΑΔΙΠ έκανε δεκτή την Έκθεση της Επιτροπής Πιστοποίησης, βάσει της οποίας το Πρόγραμμα Προπτυχιακών Σπουδών Διαχείρισης Πολιτισμικού Περιβάλλοντος και Νέων Τεχνολογιών του Πανεπιστημίου Πατρών συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας ΠΠΣ της ΑΔΙΠ και τις Αρχές Διασφάλισης Ποιότητας του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης (ESG 2015).

Παρακαλούμε δεχθείτε τα θερμά μας συγχαρητήρια για την ανταπόκριση του Τμήματος και του Ιδρύματός σας στη διαδικασία πιστοποίησης του εν λόγω ΠΠΣ.
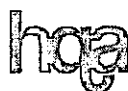
Συνημμένα σας αποστέλλουμε:
α) την Έκθεση Πιστοποίησης
β) την Απόφαση του Συμβουλίου της ΑΔΙΠ

Για το Συμβούλιο της ΑΔΙΠ
Η Πρόεδρος

Καθηγήτρια Νικολέττα Παΐσίδου

Αθήνα, 21-01-2019
Αρ. πρωτ.: 8328

ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο της Αρχής Διασφάλισης και Πιστοποίησης της Ποιότητας στην Ανώτατη Εκπαίδευση (ΑΔΙΠ)

Έχοντας υπόψη:

1. τις διατάξεις των άρθρων 66, 71-73 του ν. 4009/11
2. την ΥΑ 1553/2014 (ΦΕΚ 324/Υ.Ο.Δ.Δ./6-6-2014) για τη συγκρότηση του Συμβουλίου της Ανεξάρτητης Διοικητικής Αρχής, με την επωνυμία «Αρχή Διασφάλισης και Πιστοποίησης της Ποιότητας στην Ανώτατη Εκπαίδευση» Α.ΔΙ.Π., όπως τροποποιήθηκε και ισχύει
3. την ΥΑ 199221/Ζ1 ΦΕΚ 774/Υ.Ο.Δ.Δ./11.12.2014, με την οποία διορίζεται ως Πρόεδρος της Α.ΔΙ.Π., η καθηγήτρια Νικολέττα Παϊσίδου
4. την 77/09-01-2019 συνεδρίαση του Συμβουλίου

ΠΙΣΤΟΠΟΙΕΙ

ότι το Πρόγραμμα Προπτυχιακών Σπουδών Διαχείρισης Πολιτισμικού Περιβάλλοντος & Νέων Τεχνολογιών του Πανεπιστημίου Πατρών συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας ΠΠΣ της ΑΔΙΠ και τις Αρχές Διασφάλισης Ποιότητας του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης (ESG 2015).

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για τέσσερα έτη, από 09-01-2019 έως 08-01-2023.

Για το Συμβούλιο της ΑΔΙΠ
Η Πρόεδρος

Καθηγήτρια Νικολέττα Παϊσίδου

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΑΔΙΠ

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

HQA

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report

for the Undergraduate Study Programme of:

Cultural Heritage Management & New Technologies

Institution: University of Patras

Date: December 17, 2018

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Report of the Panel appointed by the HQA to undertake the review of the Undergraduate **Study Programme of Cultural Heritage Management & New Technologies** of the **University of Patras** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of the Higher Education Institution named: Cultural Heritage Management & New Technologies of the University of Patras comprised the following five (5) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1.   **Dr Angelos Stefanidis (Chair)**
     Bournemouth University, United Kingdom
2.   **Prof Michael Edwards**,
     Royal Holloway, University of London, United Kingdom
3.   **Prof Constantinos Mavromoustakis**
     University of Nicosia, Cyprus
4.   **Prof Nicolas Tsapatsoulis**
     Cyprus University of Technology, Cyprus
5.   **Associate Prof Paschalis Paschalis**
     University of Nicosia, Cyprus

II.   Review Procedure and Documentation

The Accreditation Panel members (AP) attended a meeting in the HQA premises in Athens on Tuesday 11/12/2018, at which staff of the HQA explained the Accreditation Procedure, and the role and tasks of the AP members. The AP members met privately afterwards to discuss their initial impressions of the Department.

The site visit to the Department of Cultural Heritage Management and New Technologies of the University of Patras (UP) at Agrinio took place on Wednesday 12/12/2018. The visit lasted from 09.00 to 17.00.

At the welcome meeting, the AP met the Vice-Rector and President of MODIP, Prof. N. Karamanos, and the Head of Department, Assoc. Prof. D. Damaskos. Prof. Karamanos gave a broad overview of the history and current situation of the University, informed the AP about the Quality Assurance Procedures of the University, and laid emphasis on the fact that the UP was the first university in Greece to be evaluated with full compliance. He indicated that the Department participated fully in the university's evaluation processes.

Assoc. Prof. Damaskos made a short presentation of the history of the Department, which was founded in 2004 and was incorporated into the School of Business Management in 2013. He explained various aspects concerning the study programme and its objectives, staffing, numbers of students, programme progression and completion statistics, and the preparation of the students for the labour market.

The AP subsequently had meetings with:

1. MODIP representatives (Prof. A. Karamanos and Prof. I. Giannikos) and members of OMEA (Prof. T. Monioudi-Gavala, and Assistant Profs K. Tzortzi, D. Tsolis, T. Koutsobinas, E. Papaioannou). These Quality Assurance representatives explained the Department's evaluation processes, which are coordinated by the OMEA (Internal Evaluation Committee of Department), and answered a series of questions from the AP, providing supplementary information.
2. Members of the teaching staff (Associate Profs G. Styliaras, I. Zarra, D. Koukopoulos, C. Fidas, C. Zaphiropoulos, E. Lemonidou, M. Katsianis, C. Merantzas). The AP discussed with them their professional careers, workloads, staff mobility, their understanding of student-centred teaching, the linking of teaching and research, the structure of the study programme, and other such matters.
3. Undergraduate and graduate students. The AP asked them about their satisfaction with the Department and the study programme, their involvement in evaluation processes, and the possibilities they had of participating in research activities. The students expressed their general content with their learning experience and had a very positive opinion about their relationship with the members of the teaching staff.
4. Alumni. The AP met with three alumni to discuss their experience of studying at the Department and subsequent activities. Due to technical difficulties, the AP was unable to talk to another two graduates of the Department who were only able to take part through Skype.
5. Employers and social partners. The AP met the Vice-Mayor of Agrinio (Culture) and two members of the School of Local History, and also afterwards via Skype with a member of the Stavros Niarchos Foundation. They were positive about the Department and its students, but the meeting was not greatly informative about the career prospects of the Department's graduates.
6. A second meeting with MODIP and OMEA representatives, where the AP asked some questions for clarification.
7. The site visit ended with a closure meeting with the Vice-Rector and Head of Department, at which the Chair of the AP gave preliminary feedback on the visit.

The AP did not have any dedicated meeting with members of the administrative staff.

On the same day (14.00-14.45) the AP visited the main classroom, computer laboratories and other departmental facilities, accompanied by the Head of Department, the Chair of OMEA, and members of administrative and academic staff.

The AP would like to thank the Head of Department and his colleagues for this helpful tour, and in general for the positive atmosphere in which the site visit was conducted. All members of Department were very willing to collaborate with the AP and provide further information when requested. The extensive documentation provided in advance, and in hard copy and on a flash drive during the visit, forms the basis of the current report.

III.   Study Programme Profile

The Department of Cultural Heritage Management and New Technologies was founded in 2004 as a department of the University of Ioannina (Government Gazette 138/22-7-2004) and was incorporated into the School of Business Management of the University of Patras in 2013 (Government Gazette 130/05-06-2013, 134/05-06-2013). The first students were admitted in the academic year 2004-05. The Department is located on a small campus in Agrinio and housed in a former school building (Music School) donated by the Municipality of Agrinio. Currently the Department has seventeen members of academic staff (1 Professor, 4 Associate Professors and 12 Assistant Professors) and three members of administrative staff.

The Department awards academic qualifications which range from Bachelor's to Doctor of Philosophy. The current undergraduate programme consists of two complementary disciplines, namely Management of Cultural Resources (MCR) and Cultural Informatics (CI). The programme of study is designed as four (4) year degree, and is subdivided into eight (8) semesters. Each semester (Autumn / Spring) comprises thirteen (13) teaching weeks, followed by a period of assessment. The academic calendar, which encompasses all the activities of the Department, is published annually by the University of Patras. An institutional admissions policy determines the entry-level qualifications of students and their overall number for each year of academic study.

Through its programme and activities, the Department aims at promoting knowledge of the cultural history of Greece and its management, supported by the use of new technologies. The Department is committed to high-quality research and teaching; research informed teaching; international cooperation; mobility of both staff and students; cultivation of skills that enable its graduates to seek jobs in a number of domains, especially cultural heritage management; and the bridging of academia with industry and society. It aims to achieve the above objectives through involvement, among other areas, in research projects; a variety of teaching methods involving new technologies; collaboration with national and international departments involved in cultural heritage management and with the use of new technologies; Erasmus+ agreements; and student placements.

The AP feels that the high quality of the existing curriculum could be further enhanced by considering future curriculum developments, such as the possible addition of complementary courses to the technological domain of the course. One such example could be the addition of a course in 3D modelling and animation which would support the virtual reconstruction of cultural monuments and enable students to develop related applications in disciplines such as Augmented Reality.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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

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

a) *the suitability of the structure and organization of the curriculum;*

b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*

c) *the promotion of the quality and effectiveness of teaching;*

d) *the appropriateness of the qualifications of the teaching staff;*

e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*

f) *ways for linking teaching and research;*

g) *the level of demand for qualifications acquired by graduates, in the labour market;*

h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*

i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

Study Programme compliance

In the judgment of the AP, the Quality Assurance Policy of the Department of Cultural Heritage Management and New Technologies at UP is fully compliant with the University's System of Internal Evaluations. The site visit confirmed the Department's commitment to developing and implementing appropriate quality processes.

The Department underwent external review of its undergraduate programme in 2014 and has subsequently addressed all the recommendations made in the 2014 report, as is evidenced on the departmental website. From this, it is clear to the AP that the Department has the willingness to promote the quality and effectiveness of its teaching, and that it puts the needs of the students at the heart of its activities.

The Department's Study Programme Committee (SPC) is responsible for reviewing the study programme. There is an annual review process, which guarantees thorough and continuous improvement, and enables research developments to be incorporated in the teaching.

The Internal Evaluation Committee (OMEA) is responsible, in collaboration with the University's Quality Assurance Unit (MODIP), for overseeing the quality assurance processes of the Department and for evaluating their effectiveness.

The AP found that the Quality Assurance Policy is communicated to all relevant stakeholders. There is up-to-date information on the Department website (KPIs, analysis, statistical data), including the annual evaluation summaries and the report of the External Evaluation that took place in 2014. The information is also present in the Study Guide of the programme.

All courses are evaluated by students on an annual basis through questionnaires. Since the 2017/18 academic year the system has been improved by the introduction of electronic questionnaires, which also allow students to enter free-text comments of a qualitative nature. The Department claims that the participation rate by students has significantly improved since 2017/18.

The OMEA is responsible for presenting and discussing the data and analysis of the annual evaluation with all Department members at the General Assembly.

The students confirmed that the Department actively promotes their involvement in the evaluation processes, and discloses the information in class and via electronic means. The AP also confirmed with the students their willingness to participate actively in the evaluation process.

In the judgment of the AP, the Department's curriculum is suitable in terms of its academic content and is in line with the National Qualifications Framework. It is designed to promote effective learning of high quality, with courses taught by well qualified academic staff. The staff are research active and seek to incorporate their research into their teaching, to the extent of publishing papers with students (co-creation). There is clearly a demand for the graduate qualifications of the programme, despite the economic crisis, though the AP was unable to assess the extent of the demand with representatives from employers.

Finally, the University of Patras offers high-quality administrative and other support services. There is, however, a not insignificant problem for the staff and students at Agrinio that these services are based on the main campus. While, for example, the Agrinio campus has a small library and there are electronic resources, access to the holdings of the University Library is challenging for staff and students.

Panel judgement

Principle 1: Institution policy for Quality Assurance	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. The AP recommends that the Department considers further ways of increasing the direct engagement with the main University campus in Patras, giving students and staff even more opportunities to become embedded within the wider institutional family.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:
- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The development of the programme of study being reviewed was developed in accordance to the relevant policies of the institution. As part of these policies, the institution's Quality Assurance Unit (MODIP) oversees the process of internal and external evaluation of the University's academic departments and their programmes. Overall, the AP is satisfied with the level of periodic review compliance in relation to the Department's adherence to the Quality Assurance policies and standards, as stipulated by the HQA code of practice. Evaluating the level of compliance at the local level is the responsibility of the SPC whose remit includes:

- monitoring the overall coherence of the academic provision
- reporting on the planning, design and delivery of the curriculum
- monitoring student outcomes
- coordinating the work of internal committees and external partners to facilitate the overall delivery of the programme

The AP is satisfied with the operationalisation of the SPC processes and its annual report which demonstrates the overall compliance of the Department with the strategic aims of the institution, the pursuit of high-quality research and teaching, comprehensive external engagement and international relations, and general efforts to support the students.

Professional practice and the engagement with the wider professional community, features strongly in the overall strategy of the Department. The institution offers clear direction in terms of promoting

the importance of external engagement and certain mechanisms which can be utilised to facilitate such engagement. One such example can be seen in the support the Department receives from the institution which promotes the close working relationship with the local community, business, the chamber of commerce, and other similar stakeholders. Much the work carried out by academic staff in this area builds on the personal relationships which have been cultivated over a period of time. In addition to the above, the SPC through the legislative framework of the university, monitors the active participation of students in various bodies ensuring they have the opportunity to express their views regarding their programme of study, its structure, the courses which comprise it, and any challenges students face.

The use of questionnaires forms the primary information gathering mechanism. Some of the important aspects of this information relate to the monitoring of student performance across the MCR and CI academic strands of the programme. Further key information relates to student placement activities and their effectiveness, as well as more general performance indicators relating to the annual monitoring of the programme, i.e., assessments, progression and completion rates.

Much of this information enables the Department to consider its overall performance in relation to the national higher education sector which is becoming more competitive. Maintaining a competitive advantage, and being able to offer quality education in a niche academic area which is characterised by interdisciplinarity, is an endeavour welcomed by the AP. An important aspect of the uniqueness and value of the programme is found in the inclusion of placement opportunities offered to students and the way in which these are administered as a result of the Department's relationship with local partners, although there is evidence of possible improvements in this area.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

1. The Department's unique selling point characterised by the interdisciplinarity of the programme could be exploited further. By increasing its visibility through additional partnerships and collaborations, the Department could establish itself as the leading provider of academic excellence in this field.
2. Building on the previous point, the AP feels that there are many more potential stakeholders who can be drawn into forming an alliance of external collaborative partners, both within Agrinio but also further afield. Closer partnerships with public bodies and private entities could be used to provide more students with placement opportunities, enhancing their employability opportunities and transferable skill sets.
3. The Department should continue to consider the further improvement of physical interaction opportunities between the students (and staff) of Agrinio and those in Patras. Potential barriers, such as transportation costs between campuses or the scheduling of joint events, should receive careful consideration.

Principle 3: Student-centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

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

In addition :
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

The AP is fully satisfied that the Department is committed to the principle of student-centred learning and teaching. Significant evidence was presented to the AP which demonstrates that putting students at the heart of the learning process increases their stimulation, motivation and overall pedagogic engagement. The body of evidence was found in all the relevant learning and teaching documentation provided by the Department, and was also present in the presentation by the Head of Department and members of OMEA, the meeting with the academic staff, and more importantly, it was noted in the discussions with the students.

Following the careful review of the available documentation regarding the quality procedures followed by the Department and information gathered from meetings with the OMEA, the AP is

satisfied that there is a robust annual monitoring exercise in place which ensures the continuing improvement of the students' learning experience. For their part, students feed into the annual monitoring process by evaluating their academic experience by means of a questionnaire. Questionnaires are submitted electronically with a completion rate of approximately 80%. The aggregated questionnaire outcomes are published online.

It was noted that the annual monitoring process is overseen by OMEA, and their reports are considered by the General Assembly of the Department, before they are forwarded to MODIP for further consideration. This important process was confirmed during the meeting with academic staff, who offered examples of how the curricula undergoes regular review, taking into account student feedback but also their collective research interests.

The AP also considered the recruitment and admissions strategy of the Department, noting the range of ability and interests among students. The Department recognises the enriching diversity of the students' background. It supports them through flexible learning paths and by developing a programme structure which is designed to progress students from more general and foundational courses in the first two years of study, to course specialisations in the two areas of MCR and CI, during the final two years. As part of the efforts to enhance their experience, students are able to self-select courses from the two subject areas, thus pursuing their specific academic interests.

Staff adopt a variety of pedagogical methods which are best suited for their field of expertise. The meeting with staff confirmed their comprehensive understanding of the assessment methods, and that direct support available by the OMEA which mainly consists of more experienced academic staff. The AP was pleased to note this type of arrangement.

Specifically in relation to learning and teaching methods, it was noted that the standard format of a three-hour teaching session is structured around a variety of delivery modes, including conventional lecture and seminars supported by presentations and the use of online material which supports student-centred learning pedagogical methods. Examples of this include flipped classroom approaches characterised by presentations and self-evaluations of learning efforts. Another pedagogical method used, aligned particularly well with courses of the technological domain, is group work undertaken both during and after regular teaching. Overall, the students are exposed to a range of assessment methods, such as individual and group work, multiple-choice assessments and practical project work. The assessments are appropriate for the level of the courses, and they allow students to demonstrate how they achieve the intended learning outcomes of each course. Administrative arrangements also exist to address extenuating circumstances which have a detrimental effect on the students, such as illness. The teaching schedules for each course are advertised in advance on the e-class platform, as are the assessment briefs, with further information found in the Study Guide. The AP notes that the students feel well supported by the staff and enjoy an excellent working relationship with them.

The aforementioned working relationship enables students to discuss their performance, get feedback, and seek support on improving their performance. Similarly, staff are very generous with their time, supporting the students with both academic and pastoral matters. This is recognised by the students who view staff as very approachable and willing to help at all times. There is strong evidence of a deep mutual respect between staff and students. Provisions are also in place for

students to raise complaints by submitting a claim in writing to the General Assembly of the Department.

Panel judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. It would be desirable for the Department to expand its existing co-teaching scheme to cover more courses across the programme, in an effort to align even further the theoretical with the practical aspects of the disciplines. The AP feels that this would be a good approach to enhance learning and teaching.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme compliance

The Department adheres to the student admissions processes set by the Greek Ministry of Education, and which are based on national university entrance exams and grades derived from the high school certificate. Due to the interdisciplinary nature of the Department, applicants can gain admittance to the programme with either a humanities background obtained by following high school courses in the areas of Modern Greek, Ancient Greek and History, or a more science-based background which involves courses in the areas of Maths and Informatics.

New students receive an induction to the programme and the administrative processes of the Department in the very early part of their studies. The induction material is also posted on the Department's website (http://www1.culture.upatras.gr/). In order to provide all students with the necessary foundational knowledge, irrespective of their background, the Department offers a first semester introductory course entitled "*Culture and New Technologies: interdisciplinary approaches*", designed to introduce the students to the different topics of the curriculum and the academics which support those topics.

Student progress is supported by having regularly planned meetings their academic advisors. The student data captured are used to produce performance indicators for each course which could be further used to monitor students progression and completion. However, no documentation describing the specific process was found in the Quality Assurance Policy document or the Programme Study Guide.

Student mobility is actively promoted by the Department which has developed four bilateral agreements with European universities and has assigned the role of Erasmus+ coordinator to a member of staff. The students are enthusiastic about the mobility programme and make good use of it. During the meeting with the AP, the student stated that they receive excellent support from their advisors on this matter. However, the practical aspects of the coordination between the Study Programme in Agrinio and other foreign universities is not always straightforward.

The Study Programme offers an opportunity to undertake a final year project by replacing two electives during the fourth year of study. The requirements for the final year project are clearly

described in the Programme Study Guide. However, the AP was unable to find a corresponding handbook for the final year project.

The Study Programme describes student placements as an optional component of the curriculum whose duration is two months and normally takes places within institutions such as historical archives, research centres, museums, galleries, ephorate of antiquities, as well as in private companies. Academic staff supervise students during their placement period by conducting onsite visits, whenever possible. The AP is pleased to see that the students are very enthusiastic about placements and that the range of opportunities is strong.

The list of institutions accepting placement students can be found in the Programme Study Guide and on the Department's website. Upon closer inspection however, the AP could not find specific enough information regarding the bilateral agreements in place which would make the nature of collaboration more formal, potentially leading to additional placement opportunities.

Certificates (diplomas) are awarded to students upon successful completion of their studies. The conferment of degrees is governed by the overarching UP regulations which stipulate that a total of 240 ECTS are needed for graduation. The Programme Study Guide shows the credit variability across the different courses, which range from 4 to 6 credits. Supplementary course transcripts have been available to all graduates since 2015-16.

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

1. The AP recognises the efforts of the Department to support students from different academic backgrounds by providing clear information in the Study Programme of the programme expectations and its specialisations. Consequently, the AP recommends that as part of future periodic reviews, the needs of students from disparate academic backgrounds are further examined.
2. The AP believes it would be useful to include a student progress monitoring guide within the Department's Quality Assurance Policy document to ensure students can have easy access to it.
3. The provision of a final year project handbook could offer additional support to students who are thinking of undertaking such work. Expectations, specific regulations, and any other administrative exceptions listed in such document, would help guide the students through the process of undertaking a final year project.
4. The Department could consider whether the formalisation of its existing network of external partners through the development of bilateral agreements, could help secure more placement opportunities for students. Similarly, consideration could be given to the possibility of a more comprehensive network of external partners and stakeholders.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

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

Study Programme compliance

Staff recruitment is governed by a set of relatively complex regulations which are determined at national level by the Ministry of Education, leaving institutions with limited flexibility. Within the national academic recruitment framework, institutions try to acquire and deploy staff according to the needs of individual departments. In the case of the Department of Cultural Heritage Management and New Technologies, the mixture between MCR and CI, i.e., the theoretical and technical academic areas respectively, has the potential to pose additional staff recruitment challenges in terms of the skill sets needed for each academic area, and the need to have technical support staff, capable of servicing the computer labs of the Department. Regardless of the practical implications of this inevitably challenging staffing profile, the Department is committed to recruiting staff who strongly subscribe to the academic ethos of the institution, which is seen as the fusing of education, research, and professional practice. Alongside the need to provide a sufficient number of highly qualified academic staff, the discussions with students and staff confirmed the need to appoint technical support staff whose primary function would be to support the teaching of some of the more technical subjects but also the regular maintenance of the hardware and software of the labs.

Staff development opportunities are viewed as one of the significant tools for the institutional and departmental betterment. At institutional level, there is evidence of the commitment to supporting staff in their efforts to develop and grow as academics and professional practice experts. Additionally, there is recognition for the mostly disparate sets of academic skills, technical, and technological expertise which exist across the two complementary disciplines, and as such, an appreciation of the need to support staff in their efforts to upskills themselves by bridging the inevitable gaps between experts of different fields. The discussions with both academic staff and the senior management of the institution, highlighted the strong commitment from both sides to continue working together in this area but also a palpable sense of misalignment between what the institution sees as an easily accessible staff development policy and what staff perceive as actual staff development opportunities. At institutional level, there is a clear recognition of the need to support staff who often have varying

levels of teaching and research capabilities as a result of their background and experience of working in higher education.

The discussions with academic staff on their perceived and actual practices regarding their approach to linking research and teaching, provided a clear understanding of the academic ethos of the Department. Staff view research as an integral part of teaching, informing, enhancing, and supporting the academic development and professional practice of students. Useful examples of the practice of embedding research into teaching were offered by numerous staff, demonstrating their commitment to carrying out research into theoretical and practical aspects of their field for the benefit of students and the disciplines they represent. At departmental and institutional level, there was clear evidence of the emphasis placed on quality research, and the practice of co-creation, whereby academic staff work directly with students on developing publishable outputs which further inform the teaching within the Department.

Innovations in learning and teaching are, in many ways, an implicit characteristic which is evident in all aspects of the curriculum. This is primarily driven by the interdisciplinarity of the programme which requires the careful consideration of appropriate pedagogical methods, ensuring that the students are not taught a Cultural Informatics 'half' and a Management of Cultural Resources 'half'. The panel found encouraging the discussions around the concerted efforts of the teaching team to 'normalise' the overall learning and teaching methodology, hence offering the students as much of a seamless experience as possible. It was also noted that the institution provides inclusive and supportive staff development opportunities to enable less experienced academic staff develop a reflective and student-centred approach to teaching.

Collectively, there was strong evidence to suggest that both staff and the Department / institution are fully committed to the continuous growth and development of a strong research culture. Staff made explicit references to the passion they have for research and the personal and professional satisfaction they gain from being able to advance their respective fields of study. Encouragingly, there were very positive comments regarding the interdisciplinarity of the Department, and the great advantages this offers to collaborative research opportunities by blending together the MCR and CI disciplines.

Publishing in high quality conferences, and to some extent academic journals, is deemed as the primary means of research dissemination for the department. Facilitating the attendance of international conferences is seen as challenging due to limited funding available. The problem becomes exacerbated when the work produced is the result of co-creation efforts between students and academics. While there is a clear recognition of the financial constraints imposed to the entire higher education sector and, by implication, the University of Patras, there is a clearly stated need for additional funding to support the increasing volume of high-quality research outputs which merit publication.

Similar to the staff recruitment policy, the policies which govern academic conduct, performance, staff development and staff evaluations/appraisals, are stipulated at institutional level, and are implemented uniformly for all staff. The embedded management structure of the Department and its interfacing with the senior management of the institution, offers a well-defined hierarchy which staff and students can easily relate to. As such, the level of responsibility and decision making becomes as transparent as possible.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Continue to offer staff development opportunities to ensure staff maintain the highest teaching and research levels of competence. Staff would benefit from having such opportunities more clearly communicated, so that they can formulate their personal development plans annually with the support of the Department.
2. Continue to support the efforts of the Department to obtain additional funding for staff wishing to attend high quality academic conferences. Such support should try to take into account the co-creation efforts between students and staff, as there is a strong desire from both sides to publish research jointly.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND–ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

> *Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.*
>
> *When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*
> *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

Study Programme compliance

The AP recognises that Learning Resources and Student Support are significantly impacted by the financial constraints imposed on the entire higher education sector in Greece. The AP also wishes to note that, due to the limited time available on the day of the site visit, it was not possible to inspect the Library, which is located in a separate building, though a tour of the main building and its facilities did take place. The AP team visited teaching rooms, computer laboratories and staff offices. Furthermore, the AP wishes to state that student accommodation is not available in the city of Agrinio at this point in time.

Following the facilities tour and discussions with the Vice-Rector and academic staff, the AP is satisfied that the institution provides good support to the Department by providing adequate funding and facilities to enable the high-quality delivery of its programmes.

The building occupied by the Department, which used to be a music school and is offered to the University by the municipality of Agrinio, offers plenty of functional space for all the different functional needs of the Department. The majority of the facilities were renovated recently in order to accommodate modern IT facilities. Both staff and students are reasonably satisfied with their current estate available to them, and acknowledge that there is more investment in the pipeline. Teaching and staff rooms are located in the main building and are in close proximity to one another, making them easily accessible to students and staff alike.

The classrooms are equipped with Wi-Fi access and relatively new digital data projectors, and are comparable to the facilities the members of the AP have in their own institutions. The learning and teaching environment is appropriate, while the provision for disabled access is highly commendable.

It is the view of the AP that, within its budgetary constraints, the Department strives to ensure that the estate facilities are well supported. The two well-equipped computer laboratories, utilised mainly by the technology related courses of the programme, function as open access labs for students. The provision of software is appropriate for the needs of the academic programme on offer.

The academic staff are well qualified and are actively involved in research. The student to staff ratio in the Department is satisfactory, although there is evidence that the appointment of at least one member of technical support staff would provide a significant boost to the delivery of the technical subjects of the programme. It is worth noting that the AP was particularly impressed by the administrative and support staff, who are all dedicated and highly skilled.

It is clear to the AP that the staff of the Department feel well served by the electronic resources available to them, including the computer labs which in some cases play an important role in the conduct of research. The students are clearly happy with their learning experience in this respect and value the resources available to them.

As stated earlier, the AP was unable to inspect the library due to time constraints, however from discussions with students and staff, it transpired that the library is relatively small and its contents somewhat limited. That said, the library is connected to the main library of the University and other key digital resources. The AP notes that within the existing resource constraints, every effort is being made to maximise the value for money of the library. The students did not express any significant concerns about the library facilities apart from the limited collection of hard copy books, as mentioned earlier.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

1. Whilst recognising the healthy student to staff ratio of the Department, the AP feels that a member of technical support staff would make a significant contribution to the technological domain of the programme.
2. The AP recognises that any additional resources allocated to the enhancement of the local library resources would have a positive impact on the overall student experience and the research capability of the wider Department.

Principle 7: Information Management

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

> *Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.*
>
> *Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.*
>
> *The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:*
>
> - *key performance indicators*
> - *student population profile*
> - *student progression, success and drop-out rates*
> - *student satisfaction with their programme(s)*
> - *availability of learning resources and student support*
> - *career paths of graduates*
>
> *A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.*

Study Programme compliance

The UP is responsible for overseeing the continuous improvement of its academic provision and research outputs, as well as the efficient operation its academic services, in accordance with international practices and the guidelines stipulated by ADIP. For this purpose, UP has established a set of principles for the collection of data regarding students, teaching staff, course structures, annual monitoring, assessments, etc. The principles are incorporated within the Quality Assurance Procedures of the Department.

An internal evaluation of standards is carried out annually, consisting of targeted student, academic, and administrative staff questionnaires. The OMEA works in collaboration with MODIP to analyse and communicate the information obtained from the surveys.

Efficiency measurements include quantitative and qualitative indicators which provide valuable and reliable information, the collection of datasets encompassing the number and categories of indicators per quality objective, and their analysis and reporting for the purpose of supporting higher level decision-making. The indicators are determined by the Senate which reports its recommendations regarding the integrity and harmonisation of the indicators to the HQA.

UP provides an IT infrastructure implemented by its ECED/IT department, which ensures the collection of all relevant and data, and the publishing of annual reports which are posted on the departmental websites for public scrutiny.

Panel judgement

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

Panel Recommendations

1. The AP recommends that the Department prioritises the opportunities derived from having the employers as partners (and not only available at their careers service website when a position is offered). Closer strategic partnerships with stakeholders could be used to provide more students with placement opportunities thus providing a direct path to employability and enhancing the career paths of graduates.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

> *Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.*
> *Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

Study Programme compliance

The Department benefits from an ever-expanding institutional IT infrastructure which has been designed to accommodate the increasing amount of information generated at student, staff, departmental and institutional level. The information system provision across the institution is characterised by and is designed for the purpose of addressing the needs of particular user groups or stakeholders. For example, student feedback mechanisms such as online questionnaires, can be administered through the conventional online medium (web pages) of OMEA but also a mobile phone app which is the most popular method of interaction between the institution and its technologically aware students.

The academic administration and corporate governance information system, offers a unified approach to collecting, processing, and reporting data which spans IT services, HR, Finance, Administration, and other central functions of the institution (Psifiako Alma). Specifically in relation to Quality Assurance, OMEA at departmental level and the institutional MODIP, benefit from a student-facing system which captures and analyses student feedback (questionnaires), facilitates the capturing and dissemination of internal evaluations, publishes departmental and institutional reports, and conveys the wider strategy of the institution.

At programme level, the published online information captures the overall activities within the academic area in question, and includes important information such as academic staff CVs, academic programmes and their respective curricula, awards and qualifications, learning and teaching policies, assessment strategies, statistical information regarding academic progression and completion rates, and more peripheral information related to employment opportunities and employability rates.

The level of transparency offered by the concerted institutional efforts to become open to the scrutiny of its students, staff and all other external stakeholders, is commendable. As the culture of institutional transparency develops further, there will be further benefits to the institution, most of which will be realised as a matter of routine for the benefit of everyone.

Panel judgement

Principle 8: Public Information	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Continue the great work of meeting the information dissemination needs of the institution and strive to make such information as student friendly as possible. For instance, tidy up the documentation to foreground the programme in the Programme Study Guide as opposed to staff CVs.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:
- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme compliance

The AP appreciates that UP not only complies with the principles of the Quality Assurance System, but, in fact, is one of its leading exponents, as the first University to acquire full accreditation. Further, the Department of Cultural Heritage Management & New Technologies is among the first which applied for accreditation of its Study Programme. The meetings with MODIP and OMEA representatives confirmed the impression given by the proposal document that the UP and the Department of Department of Cultural Heritage Management & New Technologies are in compliance with Principle 9, though there is still room for further improvement.

The central element of the Department's quality assurance system is the Annual Assessment Report for the Study Programme, which complies with the University's Roadmap for Quality Assurance Procedures, approved by Senate in 2016. The annual Study Programme revision aims at two distinct axes: (a) the upgrade of teaching methods and enhancement of student-centred learning through the use of Information and Communication Technologies (ICT tools), and (b) the use of the feedback obtained from the students' questionnaires. These kinds of revision affect the content of individual courses and not the Study Programme as a whole.

The revision process of the Study Programme as a whole is described in the departmental proposal and was confirmed in the meeting with representatives of the MODIP and OMEA. Annually, the Chair of the OMEA oversees the collection of the required forms and data from the academic and administrative staff, and then the corresponding information is entered into the MODIP system. The annual internal evaluation document is prepared and approved by the OMEA and submitted to the General Assembly of the Department and then to the MODIP for approval and publication.

The current Study Programme has been in effect since the academic year 2015-2016. It was revised, following the process described above, taking into account (a) the findings of the external evaluation

that took place in 2014, (b) the comments and subjective evaluation, of the previous Study Programme, obtained from students and faculty members, (c) the need of the Department to form a unique identity and to equip its students with skills that map the requirements of the labour market, and (d) the demand to minimise the Department's dependency on courses offered by other departments.

The content of courses and the corresponding bibliographies were substantially revised to keep up to date in light of new research findings and the development and availability of new technological tools and processes in the sector of Cultural Informatics. Changes were also implemented aiming to improve the learning experience of the students, who confirmed that their views were taken into consideration by the staff via both formal (i.e., through their representatives) and informal (face to face discussions) ways.

The AP considers that the revision process of individual courses is well defined and documented and it is informed, among other things, from the students' questionnaires, which have been completed annually for the last three years. However, as far as the evaluation of the Study Programme as whole is concerned, while the process is clearly documented, the sources of information used and the stakeholders that are contacted for providing input - feedback are not defined.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

1. The AP recommends that the Department clearly describes in the Departmental Quality Assurance Policy Document the Study Programme revision process, along with the sources of information that are used to assess it, and defines specific KPIs that could trigger substantial Study Programme revisions.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

> *HQA is responsible for administering the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*
>
> *Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.*
>
> *The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

Study Programme compliance

This accreditation review is the second external review undergone by the Department of Cultural Heritage Management and New Technologies at the UP, following that of February 2014.

All stakeholders of the programme, including academic, administrative and support staff, and undergraduate and graduate students, actively engaged in the current review. The members of staff demonstrated both in the OMEA meeting and in the meeting with Staff that they are fully aware of the importance of external review and the positive effects that can result from it.

The first review was indeed positive, and the AP is impressed by the Department's responses to the various recommendations made in 2014, which are listed in the Proposal. As stated in the proposal and at the meeting with MODIP and OMEA representatives, all departmental recommendations have been implemented. This includes significant expansion of the curriculum, with greater convergence between the two pathways of study. The Department has also taken steps to reduce its dependence on the teaching staff of other departments. The AP welcomes these curriculum developments.

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

PART C: CONCLUSIONS

I.   Features of Good Practice

There are numerous aspects of the Department of Cultural Heritage Management & New Technologies and its work that demonstrate good practice:

- Staff are very generous with their time, supporting the students with both academic and pastoral matters. There is strong evidence of a deep mutual respect between staff and students.
- The Department's curriculum is suitable in terms of its academic content and is in line with the National Qualifications Framework. It is designed to promote effective learning of high quality, with courses taught by well-qualified academic staff.
- The Department is completely committed to its students and to the principles of student-centred learning.
- The Department has very robust Quality Assurance processes in place which are fully utilised for the benefit of the students.

II.   Areas of Weakness

The AP could not find any significant areas of weakness in the Study Programme or the overall Quality Assurance process. Funding and resources remain an issue but it is recognised that this is a wider issue affecting the entire higher education sector.

III.   Recommendations for Follow-up Actions

The AP recommends that the Department considers further ways of increasing the direct engagement with the main University campus in Patras, giving students and staff even more opportunities to become embedded within the wider institutional family.

The Department's unique selling point characterised by the interdisciplinarity of the programme could be exploited further. By increasing its visibility through additional partnerships and collaborations, the Department could establish itself as the leading provider of academic excellence in this field.

Building on the previous point, the AP feels that there are many more potential stakeholders who can be drawn into forming an alliance of external collaborative partners, both within Agrinio but also further afield. Closer partnerships with public bodies and private entities could be used to provide more students with placement opportunities, enhancing their employability opportunities and transferable skill sets.

The Department should continue to consider the further improvement of physical interaction opportunities between the students (and staff) of Agrinio and those in Patras. Potential barriers, such as transportation costs between campuses or the scheduling of joint events, should receive careful consideration.

It would be desirable for the Department to expand its existing co-teaching scheme to cover more courses across the programme, in an effort to align even further the theoretical with the practical aspects of the disciplines. The AP feels that this would be a good approach to enhance learning and teaching.

The AP recognises the efforts of the Department to support students from different academic backgrounds by providing clear information in the Study Programme of the programme expectations and its specialisations. Consequently, the AP recommends that as part of future periodic reviews, the needs of students from disparate academic backgrounds are further examined.

The AP believes it would be useful to include a student progress monitoring guide within the Department's Quality Assurance Policy document to ensure students can have easy access to it.

The provision of a final year project handbook could offer additional support to students who are thinking of undertaking such work. Expectations, specific regulations, and any other administrative specifics listed in such a document, would help guide the students through the process of undertaking a final year project.

The Department could consider whether the formalisation of its existing network of external partners through the development of bilateral agreements, could help secure more placement opportunities for students. Similarly, consideration could be given to the possibility of a more comprehensive network of external partners and stakeholders.

Continue to offer staff development opportunities to ensure staff maintain the highest teaching and research levels of competence. Staff would benefit from having such opportunities more clearly communicated, so that they can formulate their personal development plans annually with the support of the Department.

Continue to support the efforts of the Department to obtain additional funding for staff wishing to attend high=quality academic conferences. Such support should try to take into account the co-creation efforts between students and staff, as there is a strong desire from both sides to publish research jointly.

Whilst recognising the healthy student to staff ratio of the Department, the AP feels that a new member technical support staff would make a significant contribution to the technological domain of the programme.

The AP recognises that any additional resources allocated to the enhancement of the local library resources would have a positive impact on the overall student experience and the research capability of the wider Department.

The AP recommends that the Department prioritises the opportunities derived by having the employers as partners (and not only available at their careers service website when a position is offered). Closer strategic partnerships with stakeholders could be used to provide more students with placement opportunities thus providing a direct path to employability and enhancing the career paths of graduates.

Continue the great work of meeting the information dissemination needs of the institution and strive to make such information as student friendly as possible. For instance, tidy up the documentation to foreground the programme in the Programme Study Guide as opposed to staff CVs.

The AP recommends the Department clearly specifies in the Departmental Quality Assurance Policy Document, the Study Programme revision process, along with the sources of information that are used to assess it, and defines specific KPIs that could trigger substantial Study Programme revisions.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principle 1, 3, 5, 8, 10

The Principles where substantial compliance has been achieved are:

Principles 2, 4, 6, 7, 9

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

**The members of the Accreditation Panel
for the UGP Cultural Heritage Management
and New Technologies
of the University of Patras**

Name and Surname   Signature

Dr Angelos Stefanidis (Chair)

Prof Michael Edwards

Prof Constantinos Mavromoustakis

Prof Nicolas Tsapatsoulis

Assoc Prof Paschalis Paschalis