



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report **for the Postgraduate Study Programme of:**

Cultural Heritage Materials and Technologies-CULtTech
Department: History, Archaeology and Cultural Resources Management
Institution: University of Peloponnese
Date: 11/03/2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Cultural Heritage Materials and Technologies-CUltTech** of the **University of Peloponnese** 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 Cultural Heritage Materials and Technologies-CULTech of the **University of Peloponnese** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. PSARROS NIKOLAOS (Chair)

(Title, Name, Surname)

Universität Leipzig

(Institution of origin)

2. Chatzikonstantinou Ioannis

(Title, Name, Surname)

Aristotle University of Thessaloniki

(Institution of origin)

3. CHIKOVANI ANA

(Title, Name, Surname)

Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili

Tbilisi State University

(Institution of origin)

4. ELOEVA FATIMA

(Title, Name, Surname)

Department of Classical Studies of the Philological Faculty of Vilnius University

(Institution of origin)

5. LAZARIS STAVROS

(Title, Name, Surname)

UMR Orient & Méditerranée (Paris)

(Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The External Evaluation & Accreditation Panel (EEAP) was constituted in December 2025 and the accreditation support material concerning the new Postgraduate Study Program (PSP) “Cultural Heritage Materials and Technologies” of the Department of History, Archaeology and Cultural Resources Management of the University of Peloponnese was available via the HAHE Accreditation Management System before the accreditation visit. The review was organized by HAHE and the Department of History, Archaeology and Cultural Resources Management of the University of Peloponnese. The quality of the support material was very good. Indicatively, the providing documentation included: Course Syllabi, Study Guide, the Guidelines for Academic Advisors, the Senate decision for the Quality Policy and Institutional Strategy, the Student Guide, the Internal Evaluation Report of MODIP, Teaching Staff Information, the Accreditation Proposal, etc.

The accreditation procedure lasted from February 16th to February 19th, 2026 and included the PSPs of the Department of History, Archaeology and Cultural Resources Management of the University of Peloponnese, namely “Modern and Contemporary History: New Considerations and Perspectives” (PSP1), “Management and Technologies in Cultural Heritage” (PSP2), and “Cultural Heritage Materials and Technologies” (PSP3).

All the participants involved (MODIP, Teaching Faculty, Administrative Staff, and social partners) were very prompt to provide us with all the information we asked for. The meetings conducted online utilizing the e-presence video conference facilities. All meetings took place in a very friendly and cooperative spirit.

The timetable and agenda of the accreditation procedure were as follows:

On Monday, February 16th, 2026, the EEAP members had a short meeting to organize the accreditation review and allocate the different tasks. After this preliminary discussion, the EEAP had a meeting with the following University members that included the directors and steering committee members of all three PSPs that were included in the process of accreditation:

- Director PSP1 “Modern and Contemporary History: New Considerations and Perspectives”: Professor Athanasios Christou
- Director PSP2 “Management and

- Technologies in Cultural Heritage”: Assistant Professor Maria Kouri
- Director PSP3 ”Cultural Heritage Materials and Technologies”: Assistant Professor Maria Xanthopoulou
- PSP1 ”Modern and Contemporary History: New Considerations and Perspectives” Steering Committee: Assistant Professor Androniki Makri
- PSP1 ”Modern and Contemporary History: New Considerations and Perspectives” Steering Committee: Associate Professor Eleni Zimi
- PSP2 ”Management and Technologies in Cultural Heritage” Steering Committee: Associate Professor Vassilis Pouloupoulos
- PSP2 ”Management and Technologies in Cultural Heritage” Steering Committee: Associate Professor Theodoros Koutsobinas
- PSP3 ”Cultural Heritage Materials and Technologies” Steering Committee: Dr. Andreas Karydas (NCSR Demokritos)
- PSP3 ”Cultural Heritage Materials and Technologies” Steering Committee: Dr Evangelos Gerasopoulos (National Observatory)
- Konstantinos Mavreas, Head of MODIP, Vice Rector for Academic and Student Affairs
- Mrs. Papaporfiriou Anthoula, MODIP Supervisor

Immediately afterwards, the EEAP had the opportunity to have an on-line tour of the classrooms, lecture halls, libraries laboratories, and other facilities related to the three PSPs, and to discuss the facilities presented with following members of the administrative staff and professors:

- Administrative staff: Charalampia Galanopoulou
- Administrative staff: Evangelia Ntolou
- Administrative staff: Vasiliki Valantou
- Administrative staff: Psilloudis Ioannis, Librarian
- PSP1: Professor Athanasios Christou
- PSP1: Professor Iakovos Michailidis
- PSP1: Assistant Professor Anastasopoulos Nikolaos
- PSP2: Assistant Professor Maria Kouri
- PSP2: Associate Professor Vassilis Pouloupoulos
- PSP3: Assistant Professor Maria Xanthopoulou

- PSP3: Associate Professor Eleni Zimi
- PSP3: Dr. Andreas Karydas (NCSR Demokritos)

The first day of the accreditation procedure was closed with a short debrief meeting of the EEAP members.

On Thursday, February 19th, 2026, the EEAP had four meetings. The first meeting was with following teaching staff members of PSP3 “Cultural Heritage Materials and Technologies”:

- Associate Professor Angeliki Antoniou (University of West Attica)
- Professor Emilia Banou (UoP)
- Dr Evangelos Gerasopoulos (National Observatory)
- Dr. Andreas Karydas (NCSR Demokritos)
- Dr. Vasilis Kylikoglou (NCSR Demokritos)
- Dr E. Liakakou (National Observatory)
- Professor Nikolaos Michalopoulos (National Observatory)
- Dr Eleni Palamara
- Dr Vayia Panayiotidi

The EEAP discussed various topics of interest with the faculty members who attended the meeting, e.g. the program’s structure and profile, professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the program; strengths and possible areas of weakness.

The second meeting was with students currently enrolled in the PSP3, namely:

- Ms. Katerina Anagnostopoulou (1st semester, entry year 2025-26)
- Ms. Anna Combry (1st semester, entry year 2025-26)
- Ms. Naomi Glenn (5th semester, entry year 2023-24)
- Ms. Lydia Pappa (5th semester, entry year 2023-24)
- Mr. Gowrish Prabhu (5th semester, entry year 2023-24)

year 2023-24)

- Ms. Rafaela Pseftoyianni (1st semester, entry year 2025-26)

- Ms. Eleni Samartzi (5th semester, entry year 2023-24)

- Mr. Nikolaos Skoutaridis (5th semester, entry year 2023-24)

The students were asked to comment on the structure and the content of the PSP, their experiences with teaching staff, facilities, accommodation, employment expectations, and the to point out strengths and weaknesses of the program.

The third meeting was with PSP3 graduates. The attendees were asked to comment on their experiences during their studies and to point out strengths and weaknesses of the program. Following persons did partake in the meeting:

- Ms. Vasiliki Anevlavi (entry year 2015-16, archaeologist, Post-Doctoral Researcher, University of Vienna)

- Mr. Dimitrios Mitsos (2015-16, conservator, doctoral student UoP)

- Ms. Arezina Sakka (2015-16, conservator, researcher National Observatory of Athens)

- Ms. Nikolatta Kladouri (2016-17, PhD Uop, conservator Hellenic Ministry of Culture)

- Ms. Elisavet Mantzana (2016-17, conservator, doctoral student UoP)

- Mr. Stelios Kesidis (2018-19, conservator, doctoral student Uop)

- Mr. Patrick Layton (2018-19, conservator, doctoral student University of Vienna)

- Mr. Sidart Sarkar (2021-22, archaeologist, doctoral student University of Cambridge)

The fourth meeting, with employers and social partners, was of a very constructive nature. All participants expressed their enthusiasm and willingness to offer their support in any possible way. Following persons attended this meeting:

- Dr. Giannis Karatasios (NCSR Demokritos)

- Ms. Dr Afroditi Kamara (Time Heritage Ltd)

- Ms. Katerina Karousou (Αρχαιοθήκη)

Καρούσου / Karousos Archives)

- Ms. Maria Kylafi (Antiquities Ephorate of Messenia, Pylos Geoarchaeological Project)

After the end of this meeting, the EEAP had their private debrief meeting, where the outcomes of the virtual visit were discussed and the oral report was prepared. Finally, in the closure meeting the EEAP gave a short preliminary report of their key findings.

In the closing meeting the following members of the University were present:

- Head of Department / OMEA: Professor Athanasios Christou
- PSP3 Director: Assistant Professor Maria Xanthopoulou
- PSP3 Steering Committee: Associate Professor Eleni Zimi
- PSP3 Steering Committee: Dr. Andreas Karydas (NCSR Demokritos)
- PSP3 Steering Committee: Dr Evangelos Gerasopoulos (National Observatory)
- PSP3 Steering Committee: Professor Nikolaos Michalopoulos (National Observatory)
- OMEA: Assistant Professor Nikolopoulos Anastasios
- Prof. Konstantinos Mavreas, Head of MODIP, Vice Rector for Academic and Student Affairs
- Associate Professor Konstantinos Konstantopoulos, MODIP member
- Ms. Papaporfiriou Anthoula, MODIP Supervisor

The EEAP wishes to thank the Department of History, Archaeology and Cultural Resources Management of the University of Peloponnese for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the EEAP over the course of the virtual accreditation visit.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The PSP "Cultural Heritage Materials and Technologies" was established in 2015 (Government Gazette 3181/B'/02.08.2015) and re-established in 2018 (Government Gazette 4975/B'/08.11.2018) in accordance with Law 4485/2017, as an Inter-Institutional Program as a collaboration between University of the Peloponnese, Department of History, Archaeology, and Cultural Resources Management National Centre for Scientific Research "Demokritos" National Observatory of Athens.

The program aims at bridging the gap between archaeology and the natural sciences. CultTech is designed to provide broad but detailed knowledge in theory, as well as practical experience in the main applications of science in archaeology, as there is a wealth of archaeological objects recovered from systematic excavations in the country. The courses of the program focus on all the main directions of Archaeological Science, such as archaeological materials, dating, geoarchaeology, field research, 3D imaging and reconstruction, etc. Theoretical courses in Landscape Archaeology and Cultural Heritage Management are also provided, aiming at providing students with a holistic approach. Fundamental for the program is its orientation towards practical research, offering extensive laboratory training in small groups.

In addition, students are offered the opportunity to prepare an original thesis that is closely related to or within ongoing research projects. The PSP's aims are:

- to inspire students in relation to the subjects they have chosen to study and to create for them an interesting and fruitful learning experience.
- to develop knowledge, understanding and skills in the interdisciplinary field of Archaeological Science.
- to provide students with the appropriate knowledge and skills to develop into competent scientists.
- to provide students with the opportunity to come into contact with the most recent and innovative scientific developments in the interdisciplinary field of Archaeological Science.
- to provide education and training through a variety of educational activities, in order to achieve the development of skills that can be applied in scientific and professional careers.

- to prepare students for further research and work in academic, research institutions dealing with Cultural Heritage.
- to provide students with the necessary knowledge and skills to be able to formulate scientifically based solutions to problems related to Archaeological Science.

The faculty members are dedicated to maintaining academic excellence, promoting innovative research, and contributing to the advancement of their disciplines.

The program is primarily addressed to graduates of schools of heritage conservation, archaeology, cultural heritage, material science, and engineering. Graduates of similar or relevant fields are also welcome to apply.

Minimum requirements include:

- Overall degree of Upper Second Class or above
- English language certificate, at a level of C1 or above

Tuition fees for all students are 4,000 €, paid in two installments. The first installment must be paid upon acceptance to the program, the second at the beginning of the second semester. Scholarships based on academic and social criteria may be awarded to students. The number of scholarships, the amount rewarded, and the process for awarding scholarships are determined by the program's Steering Committee. The criteria for awarding of scholarships are mentioned in the call for applications each academic year. The maximum admitted students per academic year are 20.

The duration of studies is three (3) academic semesters, which correspond to a total of 90 ECTS credits. The teaching takes place exclusively in presence. Teaching language is English. The studies include a structured combination of coursework, research training, and thesis writing. The third semester is dedicated to the composition of the MA thesis (in English) that is expected to be research-based and of original character. After a successful public defense the theses are published in the “Amitos” repository.

The PSP has no provisions for external internships. However, the program is open to international students through the ERASMUS and EUNICE exchange programs.

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

The PSP Cultural Heritage Materials and Technologies is an inter-institutional program run by the University of Peloponnese in collaboration with the National Centre for Scientific Research ‘Demokritos’ and the National Observatory of Athens, with a Quality Assurance Policy fully aligned to the University’s framework and values.

The Quality Assurance Policy is appropriate for the PSP, covering teaching, research, and administration. It includes commitments to: implementation across all functions, continuous improvement of program quality as well as efficient use of tuition fee revenues (€4,000 per student), ensuring resources are directed to teaching, infrastructure, and support services.

Continuous improvement is promoted through annual internal evaluations and external quality assurance procedures, student evaluations of courses and teaching staff, monitoring graduate employability and career trajectories and specific goals of the PSP.

The Quality Assurance Policy is published online in both Greek and English, accessible via the PSP website. It is communicated to academic staff, administrative staff, students, and external stakeholders.

The PSP has set SMART goals such as improving graduation rates, increasing student participation in evaluation processes, enhancing involvement in conferences and research publications, and strengthening links with social partners and alumni. These goals are paired with KPIs (e.g., graduation rates, evaluation participation percentages, conference presentations, and research output) and are monitored annually through MODIP systems. However, some students reported that evaluation questionnaires have only been completed once during their studies, with limited follow up or feedback mechanisms, and alumni noted they did not receive feedback after evaluations, though they could raise issues directly with professors.

The PSP’s learning outcomes are aligned with Level 7 of the European and National Qualifications Framework.

II. Analysis

The Quality Assurance Policy of the PSP is comprehensive, strategically aligned with the University’s framework, and tailored to the needs of postgraduate programs. It covers teaching, research, administration, and financial accountability, ensuring coherence across functions.

The Department demonstrates a clear commitment to continuous improvement through structured processes such as annual reviews, collaboration with MODIP, and the cultivation of a “quality culture” among staff and students. While these mechanisms provide a sound basis, students and alumni have noted that

evaluation questionnaires and feedback mechanisms are not used as often as they could be. At the same time, the PSP reinforces transparency and accountability through its website, which provides program regulations, study guides, learning outcomes, assessment procedures, and student services, alongside employability data, alumni testimonials, and practical guidance for international students. Strengthening the consistency of internal evaluation practices would make the program more responsive to student concerns and reinforce its commitment to continuous improvement.

Although internal evaluation practices could benefit from greater consistency, the PSP demonstrates strong transparency and external accountability through its website, which provides comprehensive information and support for students and alumni, reinforcing its overall commitment to quality and continuous improvement.

Financial accountability is evident in the structured allocation of tuition fees, with reinvestment into teaching, infrastructure, and research activities that strengthen learning resources and support sustainability. The alignment of learning outcomes with Level 7 of the European and National Qualifications Framework confirms academic rigor and compliance with external standards.

Overall, the PSP demonstrates a well-structured and effective quality assurance system, with clear goals, accountability mechanisms, and alignment to international standards, while refinements in evaluation practices could further enhance its impact.

III. Conclusions

The PSP has built a coherent and effective quality assurance framework that aligns with institutional and international standards, ensuring academic rigor and sustainability. While evaluation practices could be applied more consistently, the program’s strong foundation and commitment to improvement position it well for continued impact and credibility.

Panel Judgement

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

Panel Recommendations

- Strengthen evaluation practices by ensuring questionnaires are administered regularly (e.g., each semester) and that results are systematically communicated back to students and alumni.
- Introduce structured feedback loops so that student and alumni input directly informs program improvements and is visibly acknowledged.
- Enhance alumni tracking mechanisms to monitor career outcomes and reinforce the program's impact.

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 Inter-Institutional PSP “Cultural Heritage Materials and Technologies” (CultTech), offered by the Department of History, Archaeology and Cultural Resources Management (ΤΙΑΔΠΑ), University of the Peloponnese, in collaboration with the National Center for Scientific Research “Demokritos” and the National Observatory of Athens, was established in 2015 and re-established in 2018, in accordance with the applicable national legislative framework (L. 4485/2017; currently L. 4957/2022).

The program was designed and approved through a formally defined institutional procedure, which included:

- academic justification and proposal preparation by the Department Assembly,
- submission of a comprehensive dossier (feasibility study, sustainability and financial planning, infrastructure and laboratory adequacy, tuition justification),
- review by the competent postgraduate and quality assurance bodies, and
- final approval by the Senate and publication in the Government Gazette (FEK).

The documentation confirms full compliance with institutional and national regulatory requirements.

The program clearly defines:

- its interdisciplinary academic identity in the field of Archaeological Science and Cultural Heritage Technologies,
- its scientific objectives and research orientation,
- its structure (two semesters of coursework plus Master’s Thesis, 90 ECTS),
- intended learning outcomes aligned with EQF/NQF Level 7 and the Dublin Descriptors, and
- employment and doctoral progression prospects.

The curriculum comprises eight taught courses (four per semester) and a research-oriented Master’s Thesis. It integrates archaeometry, geoarchaeology, environmental and climate studies, digital documentation technologies (GIS, photogrammetry, 3D modeling), laboratory training and computing applications.

Teaching methods combine lectures, laboratory-based instruction in small groups, applied data analysis, project-based assignments, and supervised research.

Student assessment includes written assignments, laboratory reports, presentations, examinations where applicable, and thesis evaluation by a three-member committee.

All key academic information — curriculum structure, ECTS allocation, learning outcomes, course descriptions, thesis requirements, mobility opportunities and teaching staff profiles — is publicly available through the Student Guide and program website. The program operates within the University's Internal Quality Assurance System and is monitored by the Quality Assurance Unit (QAU/MODIP).

II. Analysis

The program follows a clearly defined and transparent approval procedure consistent with national legislation and the ETHAAE standard.

Its academic identity is coherent and distinctive. The strong foundation in archaeometry and analytical laboratory methodologies constitutes a significant strength and differentiating feature within the national context. The availability of advanced instrumentation and collaboration with leading research institutions ensures a robust research–teaching nexus.

The 90 ECTS structure is appropriate for Level 7 postgraduate studies and reflects a balanced distribution between coursework and research. The Master's Thesis plays a central role in developing autonomous research capacity and advanced methodological competence.

The intended learning outcomes are consistent with Level 7 descriptors, particularly in relation to:

- advanced knowledge of cultural heritage materials and analytical techniques,
- ability to apply interdisciplinary scientific methodologies,
- competence in laboratory experimentation and data interpretation,
- critical judgement and autonomous research skills,
- effective scientific communication,
- awareness of environmental, ethical and societal dimensions of technological applications.

At the same time, given the program's title and interdisciplinary scope, there is an opportunity to further articulate and enhance the visible integration between archaeometric approaches and broader technological, environmental and management dimensions of cultural heritage. While digital technologies, climate studies, geoarchaeology and heritage management are already included in the curriculum, their conceptual interconnection with archaeometric methodologies could be presented more explicitly as part of a unified academic framework.

Strengthening this integrative dimension would not require reducing the strong

archaeometric component; rather, it would involve making clearer how analytical science, computing technologies, environmental monitoring and heritage management mutually inform one another within the program's philosophy and learning outcomes.

The program demonstrates labour-market relevance in research institutions, heritage bodies, environmental monitoring contexts and digital heritage sectors. Continued systematization of stakeholder feedback mechanisms would further document this relevance.

III. Conclusions

The program is fully compliant with Principle 2.

It demonstrates:

- a clearly defined and documented approval process,
- alignment with institutional strategy and regulatory framework,
- a coherent and distinctive academic profile,
- strong research integration and laboratory infrastructure,
- clearly articulated Level 7 learning outcomes,
- transparent publication of academic and structural information.

Opportunities for further enhancement include:

- making the interdisciplinary integration between archaeometry and broader technological and environmental dimensions more explicitly visible,
- consolidating documentation of constructive alignment,
- further formalising structured stakeholder consultation mechanisms, and
- systematically presenting graduate pathway data.

Panel Judgement

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

Panel Recommendations

- Enhance the visible integration of program pillars Further highlight how archaeometry, digital technologies, geoarchaeology, environmental studies and heritage management operate as interconnected components of a unified academic framework.

- Consolidate constructive alignment documentation. Present a summary mapping of program learning outcomes, course outcomes, assessment methods and grading criteria to strengthen transparency.
- Further systematize stakeholder feedback mechanisms Document structured engagement with alumni, cultural institutions and research partners.
- Increase visibility of interdisciplinary synthesis in public documentation. Provide indicative examples of thesis topics or project-based coursework demonstrating integrated technological and analytical approaches.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP "Cultural Heritage Materials and Technologies" (CultTech) is an intensive, three-semester English-language program totaling 90 ECTS credits. The curriculum is structured to bridge the gap between archaeological science and modern technological analysis, with the first two semesters dedicated to core and elective coursework and the final semester reserved for the Master's Thesis. The program adopts a highly interactive teaching methodology, utilizing laboratory-based training, field research, and seminars that encourage students to engage directly with material analysis and data interpretation.

Evaluation is multifaceted and continuous, designed to assess both theoretical understanding and practical laboratory proficiency. Assessment methods include written examinations, laboratory reports, research essays, and final oral presentations, with specific criteria for each component clearly defined in the course syllabi. To facilitate a personalized academic journey, the program has established the Academic Advisor role, providing each student with a mentor to guide their research and professional development. Additionally, a formal Complaints and Objections Procedure is in place, ensuring that student grievances regarding grades or administrative issues are handled through a transparent, committee-led process. Continuous quality monitoring is achieved through anonymous digital surveys, where students provide feedback on course content and teaching effectiveness at the end of each semester.

II. Analysis

The CultTech program exhibits a strong alignment with student-centered learning principles by placing high-level laboratory experience at the heart of the educational process. This approach moves students away from passive reception toward active scientific inquiry, as evidenced by the integration of hands-on analysis of archaeological materials into the curriculum. The diversity of assessment, specifically the use of lab reports and research projects, allows students to demonstrate a wide range of scientific and analytical competencies. The institutionalized support systems, such as the Academic Advisor, are crucial in a program that requires high levels of technical specialization, as they provide a safety net for students navigating complex research methodologies.

Furthermore, the Complaints Procedure serves as a vital indicator of the program's respect for student agency and procedural fairness, fostering an environment of mutual accountability. The feedback gathered through the evaluation surveys suggests that students value the international orientation of the program and the direct access to specialized faculty and equipment. The program effectively creates a "learning community" that prepares students for global careers in heritage science.

III. Conclusions

In conclusion, the PSP "Cultural Heritage Materials and Technologies" is Fully Compliant with Principle 3. The program successfully integrates rigorous scientific training with a transparent, student-oriented support framework. The clarity of its assessment methods, the strength of its mentoring system, and its commitment

to procedural fairness through grievance protocols ensure a high-quality academic experience. The program not only meets standard expectations but excels in creating an inclusive, research-driven environment for international and local students alike.

Panel Judgement

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

Panel Recommendations

- Establish a "Student Research Journal" to publish exceptional student lab reports or thesis abstracts, enhancing the students' scientific profiles before graduation.
- Establish "Technical Workshop Clinics" that will provide extra support for students who may require a refresher on specific analytical instruments before starting their thesis work.
- Continue to explicitly link student feedback to tangible improvements, perhaps by issuing a "Quality Assurance Bulletin" that highlights how student evaluations have shaped the curriculum for the following year.

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 Inter- Institutional Postgraduate Program "Cultural Heritage Materials and Technologies" fully complies with EU standards on student admission, progression, recognition, and certification. Admission to the program follows national procedures established by the Greek higher education system, with transparent criteria and procedures publicly available on the program's official website. The program attracts students with a specific interest in cultural heritage materials and technologies.

The program's structure is clearly defined, with a total duration of three academic semesters, including thesis preparation. Extensions of up to two semesters may be granted upon justified request, with longer extensions possible in cases of serious health issues. The curriculum comprises 90 ECTS credits, allocated as 30 ECTS per semester, including four courses per semester and a 30 ECTS thesis.

The European Credit Transfer and Accumulation System (ECTS) is fully implemented, with detailed course descriptions and workload calculations provided for each course. Student progression is monitored through attendance and academic performance; students are required to attend all courses with no more than three absences, beyond which a hearing with the Program Director is initiated. Systematic absences, barring health or force majeure reasons, may result in expulsion. Students are also offered the opportunity to re-assess in September for failed courses. Upon completing at least 75% of the courses in both semesters, students may apply for a thesis topic assignment.

Assessment criteria are clearly communicated at the beginning of each semester, with results released electronically within 15 days. The grading scale ranges from 5.00 to 10.00.00, with classifications of Excellent (8.50-10.00.00), Very Good (6.50-8.49), and Good (5.00–6.49), with 5.00 as the minimum passing grade.

The program actively participates in the Erasmus + mobility scheme, with established procedures for outgoing students, including Learning Agreements. Credits earned at foreign institutions are fully recognized, and incoming students are admitted under bilateral agreements and nominations.

Certification is provided through the Diploma Supplement, which offers detailed information about the qualification. Theses must be written in English with an extensive Greek summary, defended before a three-member examination committee, and subsequently uploaded to the University's Institutional Repository. Anti-plagiarism measures, including Turnitin software, are enforced.

Quality assurance procedures include regular student evaluations of courses and instructors, with all relevant documentation submitted to the University's Quality Assurance Unit. The program's quality management aligns with the University's overarching policies.

II. Analysis

Strengths:

The program is underpinned by a comprehensive, publicly available regulatory framework that covers all aspects of study, including detailed procedures for admission, progression, recognition, and certification. The ECTS system is implemented effectively, with transparent credit allocation across all courses and the thesis, thereby facilitating student mobility and supporting international recognition. Assessment criteria are clearly communicated at the start of each

semester, ensuring transparency, and students receive timely feedback on their performance. The program actively participates in Erasmus+ activities, supported by established procedures for outgoing and incoming student mobility, including the automatic recognition of learning outcomes. Measures to uphold academic integrity, such as the use of Turnitin software for anti-plagiarism, demonstrate a strong commitment to maintaining academic standards. Clear procedures are in place for thesis supervision, with well-defined roles for the three-member examination committee. All approved theses are uploaded to the institutional digital repository, ensuring both accessibility and preservation of academic work. Support structures, including academic advisors and well-defined complaint procedures, are available to assist students throughout their studies.

Areas Requiring Attention:

The program's limited influence on student admissions may affect the quality and preparedness of incoming students due to restricted admissions control. While procedures exist to monitor attendance and academic progress, there is no evidence of systematic tracking of progression rates, time-to-completion, or dropout rates. Although Turnitin is available and required for thesis submission, the program documentation does not clearly specify the consequences of academic dishonesty or provide a comprehensive plagiarism prevention policy beyond the thesis stage. Additionally, there is insufficient evidence of systematic data collection on graduate employability, career trajectories, and professional integration. Despite being conducted entirely in English, the program offers limited support for students experiencing difficulties with academic English. Evaluation mechanisms exist; however, there is little evidence that student feedback systematically informs program development. Furthermore, although the Diploma Supplement is issued, specific details concerning its content and compliance with the standards of the Lisbon Recognition Convention are not comprehensively documented.

III. Conclusions

The Inter-Institutional Postgraduate Program "Cultural Heritage Materials and Technologies" demonstrates substantial compliance with Principle 4 on student admissions, progression, recognition of postgraduate studies, and certification.

Panel Judgement

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

Non-compliant	
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Panel Recommendations

- Enhance Student Progression Monitoring; Strengthen Anti-Plagiarism Policies.
- Establish Graduate Outcome Tracking.
- Improve ECTS Consistency and Transparency.
- Enhance Language and Academic Support.
- Strengthen International Mobility.
- Improve Feedback Mechanisms.
- Enhance Diploma Supplement.

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 teaching staff supporting the PSP “Cultural Heritage Materials and Technologies” consists of 15 members (13 permanent and 2 adjunct staff):

- 3 Full Professors
- 4 Associate Professors
- 5 Assistant Professors
- 1 Lecturer
- 2 Adjunct Faculty Members

The high proportion of permanent academic staff (over 85%) ensures stability, continuity, and long-term academic planning.

Recruitment procedures are governed by the national legal framework, aligned with internationally accepted academic standards. The procedures ensure transparency, merit-based selection, clearly defined qualification requirements, and external peer evaluation.

Academic staff demonstrate substantial research activity and international visibility. Indicative cumulative research indicators include:

- More than 500 peer-reviewed publications (Scopus & Google Scholar indexed)
- More than 4,000 cumulative citations (Google Scholar)
- Average h-index (Google Scholar) approximately 13–15
- Senior faculty reaching h-index values up to 27

Recent publication activity (2022–2023) confirms sustained and ongoing research productivity.

Professional development is supported through:

- Participation in research laboratories (Archaeometry and Marine Archaeology)
- Engagement in national and international research networks
- Collaborations with cultural institutions (Ephorates of Antiquities, regional foundations, archaeological societies)
- Participation in Erasmus+ mobility programs (outgoing mobility active; incoming mobility developing)

The Department hosts specialized laboratories in Archaeometry and Marine Archaeology, which constitute nationally distinctive research infrastructure and significantly strengthen the research–teaching nexus.

Quality assurance processes are implemented through institutional mechanisms (Internal Quality Assurance Unit – MODIP), student course evaluations, and performance monitoring procedures.

II. Analysis

The program meets the core requirements of Principle 5 regarding staff qualifications, competence, and research engagement.

Recruitment is legally regulated and merit-based, ensuring academic integrity and alignment with international standards. The strong representation of senior and mid-career academics contributes to academic maturity and supervisory capacity at postgraduate level.

Research output and citation impact demonstrate that the teaching staff are research-active and internationally visible. This supports the research-led character of the MSc and ensures that teaching content reflects current scientific developments.

The existence of specialized laboratories provides a structured environment for

integrating research into teaching. Laboratory-based activities, fieldwork, and applied research reinforce the interdisciplinary profile of the program. Mobility and international networking are present but could be further strengthened, particularly with regard to incoming scholars and systematic international recruitment strategies.

While quality assurance processes are in place, the more systematic documentation of measurable indicators (e.g., structured staff development plans, international recruitment outreach metrics, monitoring of research growth) would further enhance strategic planning.

Overall, the Department provides a supportive and research-oriented academic environment, though formalization of long-term recruitment and internationalization strategies could further strengthen compliance.

III. Conclusions

The Department ensures that its teaching staff possess appropriate academic qualifications, research competence, and disciplinary expertise.

Recruitment procedures are transparent and legally regulated. Research productivity is strong and internationally visible, and the link between research and teaching is particularly robust in Archaeology, Archaeometry, and Marine Archaeology.

Quality assurance mechanisms are operational and consistent with institutional regulations. The research infrastructure of the Department represents a significant strength.

Further enhancement could be achieved through:

- clearer long-term strategic recruitment planning,
- stronger international recruitment outreach,
- more systematic use of measurable performance indicators.

Overall, the program demonstrates full compliance with Principle 5.

Panel Judgement

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

Panel Recommendations

- Develop a structured long-term recruitment strategy aligned with research priorities and emerging academic fields.
- Introduce measurable recruitment indicators (number of applicants per position, international outreach, diversity of candidate pool).
- Strengthen incoming international mobility through Erasmus+ and other exchange mechanisms.
- Formalize structured staff development policies, including pedagogical training and digital innovation in teaching.

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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Master's Program (PSP) "Cultural Heritage Materials and Technologies" (CultTech) offers an extensive array of learning resources and support services specifically designed for high-level heritage science. Students have access to specialized laboratory infrastructure, including the Laboratory of Archaeometry and the Laboratory of Cultural Heritage Management, which are equipped with advanced analytical instrumentation for material characterization.

Administrative support is provided by dedicated personnel who manage the program's bilingual operations, ensuring that both local and international

students receive timely assistance. The program's financial sustainability is backed by a robust five-year sustainability study, which highlights its viability through tuition fee management. These fees are strategically reinvested into the program to cover laboratory consumables, equipment maintenance, and the hosting of invited international lecturers, ensuring that the learning environment remains at a global standard. Information and educational materials are provided through updated Study Guides and specialized electronic platforms (e-class), which house digital bibliographies and course-specific resources. Furthermore, students benefit from the University's central facilities, including library access to HEAL-Link and the "Eudoxus" textbook distribution system.

II. Analysis

The strength of CultTech's resources lies in the seamless integration of financial planning with specialized laboratory needs. The sustainability study provides a clear roadmap for long-term growth, ensuring that the program's unique technological edge is not compromised by future budgetary shifts. By dedicating a specific portion of tuition revenue to laboratory consumables and high-tech maintenance, the program ensures that students have consistent, hands-on access to the tools required for modern archaeometry. The administrative framework is also a notable asset; the presence of bilingual administrative staff is essential for maintaining the program's international profile and supporting the diverse needs of an English-taught curriculum.

From a student support perspective, the transparency of information, provided via a comprehensive Study Guide and a well-structured digital learning environment, allows students to maximize the utility of the available resources. The internal evaluation reports consistently highlight the adequacy of these resources, reflecting a high degree of departmental oversight and commitment to continuous improvement.

III. Conclusions

In conclusion, the PSP "Cultural Heritage Materials and Technologies" is Fully Compliant with Principle 6. The program has established an exceptional ecosystem of specialized laboratories, financial stability, and dedicated administrative support. Its strategic reinvestment plan ensures that the material resources evolve alongside scientific advancements in the field. CultTech serves as a model for resource management in heritage science, successfully providing an international-standard learning environment that supports its students from admission through to the completion of their research.

Panel Judgement

Principle 6: Learning resources and student

support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Establish a "Laboratory Training Certification" system, providing students with formal recognition of their proficiency on specific analytical instruments.
- Create of a "Digital Heritage Cloud" could allow for the remote storage and collaborative analysis of the large datasets generated during laboratory sessions.
- Establish more formal partnerships with international research centers to facilitate equipment-sharing or short-term research exchanges for students during their thesis semester.

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 Inter-Institutional Postgraduate Program "Cultural Heritage Materials and Technologies" has established several mechanisms for collecting, analyzing, and using information.

The program's data collection systems comprise multiple components. The Student Evaluation System gathers comprehensive questionnaires covering courses and teaching staff, yielding detailed quantitative responses across various criteria rated on a 1-5 scale. For the academic years 2022-2023, extensive evaluation data was collected for all program courses, with average scores ranging from 3.16 to 4.90 depending on the aspect assessed. Administrative data is systematically collected and maintained by the Departmental Office at the start

of studies and throughout the program. Additionally, the program collaborates with MODIP, the Quality Assurance Unit, to implement structured procedures for data collection and processing. Teaching staff are also required to submit Individual Inventory Forms and Course Description Forms to the QAU information system, supporting ongoing quality assurance efforts.

Course evaluation surveys with high response rates, supported by extensive evaluation data. The program uses an e-Class platform to manage information efficiently. It also maintains a LinkedIn profile that enhances visibility and facilitates networking, with 548 followers on its program-specific page. Additionally, a dedicated website is used to disseminate information effectively.

II. Analysis

Strengths:

The program demonstrates a comprehensive student evaluation system, implementing procedures that collect extensive quantitative data across multiple dimensions. These dimensions include course content and organization, teaching methods and effectiveness, learning resources and support, infrastructure adequacy, and overall program satisfaction. Unlike the undergraduate program, where participation in evaluation is limited, the postgraduate program shows higher engagement, as indicated by substantial evaluation datasets. The program also integrates systematic quality assurance practices by collaborating closely with MODIP and establishing data collection procedures aligned with institutional standards. Additionally, digital platforms such as e-Class enhance information accessibility and management. Evidence of ongoing improvement is reflected in regular annual internal evaluations and review processes.

Weaknesses:

The use of data for decision-making within the program appears limited, despite a data collection process being in place. There is insufficient evidence demonstrating how this information systematically contributes to program improvements. The undergraduate evaluation found that data collected through surveys can be valuable only if there is adequate administrative support to ensure proper collection, treatment, and metadata management. Similar concerns are likely relevant to the postgraduate program. Furthermore, there is no systematic mechanism for collecting and analyzing graduate outcome data. The undergraduate evaluation recommended strengthening the university's alumni careers office and encouraging it to collect employment data, a suggestion that equally applies to the postgraduate program. Additionally, the program currently lacks comprehensive key performance indicators. Specifically, it does not systematically track or report on student progression rates and patterns, dropout and retention rates and their causes, time-to-degree completion statistics, post-graduation employment outcomes, or research output metrics such as

publications and conference presentations.

III. Conclusions

The Inter-Institutional Postgraduate Program "Cultural Heritage Materials and Technologies" demonstrates substantial compliance with Principle 7 on Information Management. The program has established a comprehensive student evaluation system that provides extensive quantitative and qualitative data on teaching effectiveness and student satisfaction. It is well integrated with the institution's quality assurance mechanisms (MODIP) and adheres to established procedures for data collection. Digital platforms, including e-Class, the official website, and other institutional systems, facilitate efficient information management and accessibility. Evaluation data is systematically collected annually across all aspects of the program, ensuring continuous monitoring and quality improvement. However, there is insufficient evidence of how this information is analyzed, interpreted, and used to drive program improvements and strategic decision-making. Furthermore, the program lacks systematic collection and analysis of key performance indicators.

Panel Judgement

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

Panel Recommendations

Enhance Student Progression Monitoring:

- Develop and implement a comprehensive student tracking system that monitors progression through each semester, including enrollment status, course completion rates, and time-to-degree.
- Establish clear metrics and benchmarks for student progression and completion rates.
- Conduct annual analyses of progression data to identify bottlenecks and at-risk students.
- Track and analyze reasons for program withdrawals or delays in completion.
- Generate annual reports on student progression indicators for review by the Postgraduate Studies Committee.

Establish a Graduate Outcomes Tracking System:

- Develop a systematic alumni database maintaining contact information and career progression data for all program graduates.
- Implement a multi-stage graduate survey system:

- Exit survey at graduation
- Follow-up surveys at 6 months, 1 year, 3 years, and 5 years post-graduation
- Collect data on: employment status, job sectors, position titles, salary ranges, further education, use of program skills, and satisfaction with program preparation.
- Use LinkedIn and other professional networks to maintain alumni connections and gather career information.
- Designate a staff member or establish an alumni relations coordinator role to manage this system.
- Share anonymized graduate outcome data publicly to attract prospective students and demonstrate program value.

Improve Data Analysis and Utilization:

- Establish dedicated administrative support (at department, school, or university level) for data analysis and production of actionable metadata from collected information.
- Develop annual analytical reports that synthesize evaluation data, identify trends, highlight areas of excellence and concern, and propose evidence-based recommendations.
- Ensure the Coordinating Committee and Postgraduate Studies Committee systematically review data analysis reports and document decision-making based on this information.
- Create a transparent feedback loop showing how student and stakeholder input leads to concrete program improvements.
- Document and communicate changes made based on data analysis to students, staff, and stakeholders.

Expand Key Performance Indicators (KPIs):

- Develop a comprehensive set of program-specific KPIs covering:
 - Academic performance: Grade distributions, course success rates, thesis completion rates, average grades
 - Student progression: Enrollment trends, retention rates, time-to-completion, dropout rates
 - Graduate outcomes: Employment rates, further education enrollment, career advancement
 - Research output: Student publications, conference presentations, thesis quality metrics
 - Student satisfaction: Course evaluations, overall program satisfaction, recommendation likelihood
 - Teaching quality: Evaluation scores, peer observation results, professional development participation
 - Internationalization: Incoming/outgoing mobility, international student enrollment, international collaborations
- Establish baseline measurements and targets for each KPI.
- Monitor and report on KPIs annually.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP's website provides comprehensive information on program structure, mode of attendance, assessment criteria, degree awarded, and teaching staff, with most CVs accessible via links to partner institutions' webpages.

Content is available in both Greek and English, with more extensive detail in English, reflecting the program's language of instruction. A dedicated section exists on the University of Peloponnese's website, complemented by cross references on partner institutions' sites.

All course outlines are complete and accessible in English and Greek, and the academic unit's Quality Assurance Policy is published online in both languages. Information is clear, up to date, and easily accessible, supported by the University's investment in a major website redesign project to enhance visibility and maintenance. The website also provides program regulations, study guide, learning outcomes, assessment procedures, and student services, alongside statistical data on graduate employability and theses, alumni testimonials, and practical guidance for international students regarding visas, accommodation, local culture, and emergency contacts.

Outreach is further strengthened through an active presence on LinkedIn, Facebook, and Instagram, with regular updates aligned to the academic calendar. Overall, most program information is published in English, with comparatively less detail available in Greek.

II. Analysis

The website provides comprehensive and accessible information covering all essential aspects of the program. The inclusion of course outlines, regulations, learning outcomes, and staff credentials enhances transparency and credibility.

The structured layout, with dedicated sections for program details, student resources, and alumni experiences, ensures clarity and ease of navigation. The additional content for international students (visa, accommodation, cultural life) reflects sensitivity to the needs of a diverse student body.

The integration of social media platforms significantly strengthens outreach and engagement, making the program visible to both domestic and international audiences. The use of statistical data on graduate employability and research output adds objectivity and evidence-based credibility to the information provided.

The institutional website redesign demonstrates commitment to continuous improvement and sustainability of public information systems. However, minor gaps remain, such as incomplete bios for certain teaching staff, and occasional fragmentation of information across partner institution websites.

While the predominance of English reflects the program's language of instruction and enhances international accessibility, the limited depth of Greek content reduces the availability of information for local stakeholders and may affect inclusivity.

Overall, the PSP website remains a comprehensive, accessible, and regularly updated information hub that meets accreditation standards and supports transparency, accountability, and global competitiveness.

III. Conclusions

The PSP has established a strong online presence that communicates program information effectively to students, alumni, and stakeholders. Its integration of social media, alumni testimonials, and practical guidance for international students enhances accessibility and outreach. While the predominance of English reflects the program's language of instruction and enhances international accessibility, the comparatively limited Greek content provides less detail for domestic stakeholders. The system of regular updates and the forthcoming institutional website redesign further strengthen reliability, sustainability, and user experience.

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Ensure that all teaching staff profiles are complete and consistently accessible across partner institutions.
- Harmonize information across the University and partner websites to avoid fragmentation and ensure consistency.
- Expand and regularly update the Greek version of the PSP website to match the depth of the English content, ensuring balanced accessibility for both local and international audiences.

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 director and the teaching staff of the PSP regularly evaluate the program in response to the feedback they receive from student questionnaires each semester and also in response to the evolution of the academic discipline, with the goal of modifying the program as appropriate; for example, by updating the content or the bibliography of the modules or by adding or removing modules.

II. Analysis

Students and alumni of the PSP mentioned that repeated iterations of the same module improved in response to student feedback. This is concrete evidence of successful on-going monitoring and periodic internal evaluation of the PSP.

III. Conclusions

The EEAP finds that the PSP fully complies with Principle 9

Panel Judgement

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

Panel Recommendations

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

The program is fully integrated into the institutional quality assurance system and participates in internal evaluation procedures. Institutional representatives, program leadership and teaching staff demonstrated a constructive and open attitude toward the external evaluation process.

During the meetings, the director of the PSP articulated clear ideas regarding the program's orientation and development, while teaching staff presented well-defined methodological approaches and strong research profiles. Student interviews provided complementary insight into the learning experience, particularly concerning the balance between theory and practice.

II. Analysis

The program shows a mature understanding of quality assurance processes and appears capable of using the outcomes of this external review for further development. The main developmental issue identified, related to the perceived imbalance between theoretical emphasis and student expectations, represents precisely the type of feedback that cyclical external quality assurance is intended to capture and address.

The effectiveness of Principle 10 in this context will depend on how systematically this feedback is incorporated into future curricular reflection and pedagogical fine-tuning.

III. Conclusions

The program has engaged seriously and constructively with the external evaluation process and demonstrates a functioning quality culture, being thus fully compliant with Principle 10.

Panel Judgement

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

Panel Recommendations

- Use the outcomes of this review to reflect systematically on the balance between theoretical depth and applied creative practice within the curriculum.
- Continue strengthening the feedback loop between student input, curricular adjustments and staff development.

PART C: CONCLUSIONS

I. Features of Good Practice

- Clear commitment to continuous improvement through structured processes.
- Strong transparency and external accountability.
- Clearly defined and transparent approval procedures consistent with national legislation and the HAHE standard.
- Strong alignment with student-centered

learning principles by placing high-level laboratory experience at the heart of the educational process.

- Comprehensive, publicly available regulatory framework that covers all aspects of study, including detailed procedures for admission, progression, recognition, and certification.
- Academic staff demonstrate substantial research activity and international visibility.
- Existence of specialized laboratories providing a structured environment for integrating research into teaching.
- Seamless integration of financial planning with specialized laboratory needs.
- Comprehensive student evaluation system, implementing procedures that collect extensive quantitative data across multiple dimensions.
- Website provides comprehensive information on program structure, mode of attendance, assessment criteria, degree awarded, and teaching staff, with most CVs accessible via links to partner institutions' webpages.
- Successful on-going monitoring.

II. Areas of Weakness

- The archaeometric core of the program is not clearly emphasized.
- Program documentation does not clearly specify the consequences of academic dishonesty or provide a comprehensive plagiarism prevention policy beyond the thesis stage.
- Insufficient evidence of systematic data collection on graduate employability, career trajectories, and professional integration.

- Data about content and compliance of the Diploma Supplement with the standards of the Lisbon Recognition Convention are not comprehensively documented.
- No systematic tracking or reporting on student progression rates and patterns, dropout and retention rates and their causes, time-to-degree completion statistics, post-graduation employment outcomes, or research output metrics such as publications and conference presentations.
- The limited depth of Greek content of the program's website reduces the availability of information for local stakeholders and may affect inclusivity.

III. Recommendations for Follow-up Actions

- Strengthen evaluation practices by ensuring questionnaires are administered regularly (e.g., each semester) and that results are systematically communicated back to students and alumni.
- Introduce structured feedback loops so that student and alumni input directly informs program improvements and is visibly acknowledged.
- Enhance alumni tracking mechanisms to monitor career outcomes and reinforce the program's impact.
- Highlight how archaeometry, digital technologies, geoarchaeology, environmental studies and heritage management operate as interconnected components of a unified academic framework.
- Consolidate constructive alignment documentation. Present a summary mapping of program learning outcomes, course outcomes, assessment methods and grading criteria to strengthen transparency.
- Increase visibility of interdisciplinary synthesis in public documentation. Provide indicative examples of thesis topics or project-based coursework demonstrating integrated technological and analytical approaches.
- Enhance Student Progression Monitoring; Strengthen Anti-Plagiarism Policies.
- Establish Graduate Outcome Tracking.

- Improve ECTS Consistency and Transparency.
- Enhance Diploma Supplement.
- Develop a structured long-term recruitment strategy aligned with research priorities and emerging academic fields.
- Strengthen incoming international mobility through Erasmus+ and other exchange mechanisms.
- Establish a "Laboratory Training Certification" system, providing students with formal recognition of their proficiency on specific analytical instruments.
- Create of a "Digital Heritage Cloud" could allow for the remote storage and collaborative analysis of the large datasets generated during laboratory sessions.
- Establish more formal partnerships with international research centers to facilitate equipment-sharing or short-term research exchanges for students during their thesis semester.
- Enhance Student Progression Monitoring.
- Establish a Graduate Outcomes Tracking System.
- Improve Data Analysis and Utilization.
- Expand Key Performance Indicators (KPIs).
- Ensure that all teaching staff profiles are complete and consistently accessible across partner institutions.
- Expand and regularly update the Greek version of the PSP website to match the depth of the English content, ensuring balanced accessibility for both local and international audiences.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,2,3,5,6,8,9,10

The Principles where substantial compliance has been achieved are:

4,7

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

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