



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the New Postgraduate Study Programme of:

History of Modern and Contemporary Art

Department: Visual Arts and Sciences of Art (formerly Fine Arts and Sciences of Art)

Institution: University of Ioannina

Date: 30/12/2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of History of Modern and Contemporary Art of the University of Ioannina for the purposes of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Postgraduate Study Programme Profile	6
Part B: Compliance with the Principles.....	8
Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	8
Principle 2: Design and Approval of New Postgraduate Study Programmes	12
Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	18
Principle 4: Teaching Staff of New Postgraduate Study Programmes.....	23
Principle 5: Learning Resources and Student Support	27
Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	31
Part C: Conclusions	34
I. Features of Good Practice	34
II. Areas of Weakness.....	34
III. Recommendations for Follow-up Actions.....	34
IV. Summary & Overall Assessment	35

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of History of Modern and Contemporary Art of the University of Ioannina comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. TZANETAKIS GEORGE (Chair)

(Title, Name, Surname)

Department of Computer Science, Faculty of Engineering, University of Victoria

(Institution of origin)

2. BARAKLIANOU STELLA

(Title, Name, Surname)

Photography BA Hons programme, School of Art, Design & Architecture, University of Huddersfield

(Institution of origin)

3. KOZARIS DIMITRIOS

(Title, Name, Surname)

Ελεύθερο Επάγγελμα

(Institution of origin)

4. Sikalidou Dimitra

(Title, Name, Surname)

Aristotle University of Thessaloniki

(Institution of origin)

5. Tahinci Anna

(Title, Name, Surname)

The Glassell School of Art

(Institution of origin)

II. Review Procedure and Documentation

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

In preparation for the external review of the proposed new inter-institutional and inter-disciplinary post-graduate study programme (PSP) the accreditation panel reviewed the documentation provided to us. This documentation included the accreditation report prepared by the PSP, the summary provided by the quality assurance unit of the universities, the strategic plan for the universities, the feasibility study conducted to determine whether the programme should be established, the quality assurance policy of the universities, the study guide of the program, and various other documents describing in detail the operation, policies and planning. The accreditation panel met on December 8, 2025 via video-conferencing to prepare for the meeting, and to plan and organize the writing of the report.

The external review took place remotely using video-conferencing on December 9, 2025. During this day the panel had the chance to conduct productive discussions with faculty, administration, staff, and collaborating organisations and learn about the proposed post-graduate programme. The review of provided materials continued after the online meetings were concluded until the completion of writing the accreditation report. Decisions regarding compliance and the writing of the accreditation report were made with equal participation from each panel member and were unanimously agreed upon through a consensus-building process. The academic unit fully collaborated with the panel during the accreditation process and provided any additional information and clarifications that were requested in a timely and professional manner.

III. Postgraduate Study Programme Profile

Brief overview of the new 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 new Inter-Institutional Master's Programme History of Modern and Contemporary Art offers a contemporary and interdisciplinary framework for the study of European art of the 19th and 20th centuries. It is addressed to students seeking solid academic training and access to dynamic fields of professional development. The Programme awards a unified degree, a Masters of Art Degree (MA) specialising in the academic field of "Art History."

The objective is to prepare professionally competent art historians who will be able to respond to the needs of academic research, continuing their studies by pursuing doctoral research in Greece or abroad, as well as to the institutional framework of museums of modern and contemporary art. Graduates of the new PSP can work in private and public museums of modern and contemporary art, galleries, exhibitions, cultural organisations, and work as freelancers and in the education sector.

The duration of the programme is 2 years of full-time study corresponding to 120 ECTS. The program consists of 75% distance learning (synchronous or asynchronous) and 25% in-person teaching. This structure ensures access without the need to relocate and facilitates students with limited mobility, including people with disabilities. Students in the PSP take courses for the first three semesters (90 ECTS) and prepare a master's dissertation (30 ECTS) during the fourth semester.

The proposed start date is the academic year 2026-2027. There is a tuition fee of 3,000 Euros for the duration of the programme. The maximum number of admissions is twenty-five (25) and the minimum number that is required for the commencement of a postgraduate cycle is set at twelve (12). The programme was designed based on the process outlined in article 80, paragraph 4 of the Greek law N 4957/22 for the establishing of new inter-institutional post-graduate programs.

The partner departments are the Department of Fine Arts and Art Sciences of the University of Ioannina, which will handle the administration of the PSP, and the Department of History and Archaeology at the University of Patras. The department of Fine Arts and Art Sciences of the University of Ioannina, was established in 2000. The University of Ioannina was founded in 1964, as a charter of the Aristotle University of Thessaloniki and became an independent university in 1970. It has a student population of approximately 30,000 undergraduate students and about 3,000 graduate students (Masters and PhD).

The Department of History and Archaeology of the University of Patras was formed as a successor of the Department of Museology and the Department of Cultural Environment and New Technologies in 2019. The University of Patras was established in 1964 and has a

student population of approximately 30,000 undergraduate students and about 3,000 graduate students (Masters and PhD).

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

In accordance with the HAHE regulations for granting Accreditation, the Department of Fine Arts and Art Sciences of the University of Ioannina (acting as the coordinating department), the Department of History and Archaeology of the University of Patras (acting as the partner department) and the new inter-institutional PSP MA in "History of Modern and Contemporary Art" provided the necessary documents related to the Quality Policy as well as the Goal setting for the new PSP. This was communicated to the Panel in advance, and it gave initial insight into the Institutional strategy.

The Institutional strategy is based on a collaboration between two academic departments of Greek universities of the periphery, offering access to two academic environments, and allowing for the organization and delivery of innovative and sustainable postgraduate study programmes. The new PSP is scheduled to begin for the inaugural academic year of studies 2026-2027.

The new Programme fills an actual need to provide high-level postgraduate education in the academic field of art history, with an emphasis on the study of Greek and Western art of the 19th and 20th centuries (a field covered by the most important museums and most art historians in Greece), and its applications across all aspects of the cultural institutional sector: history and theory of

modern and contemporary art; history and critique of exhibition institutions; research, documentation and interpretation of museum objects and collections; museological applications and academic debates; art history and education; digital art history, and others. The new PSP is interdisciplinary, combining the history of modern and contemporary art with related academic fields, such as museology, curating, cultural studies, history and theory of architecture and social anthropology. Those research areas are fine-tuned to similar academic programs like ArtI@s (University of Geneva and Purdue University: <https://artlas.huma-num.fr/en/partners-and-funding/>), as well as the Institut d'Histoire moderne et contemporaine in France (<https://ihmc.ens.psl.eu>).

II. Analysis

The academic unit has set specific, measurable, achievable, relevant and timely goals regarding the new PSP, in respect of teaching methods, student satisfaction, learning outcomes and research output. In particular, it seeks: a) to provide graduates with specialised scientific knowledge and skills in the field of nineteenth- and twentieth-century art history; b) to promote new researchers who will have acquired the theoretical background and skills to develop professional activity that responds to the needs of cultural institutions, public and private; c) to specialise in the use and deployment of diverse methodological tools and critical practices for the production and publication of academic texts; d) to reinforce interdisciplinarity through modules derived from other related fields (museology, applications of technology in the cultural sector, accessibility for special population groups in cultural units etc); e) to understand, critically process and apply contemporary practices and theoretical approaches in the operation of museums and cultural institutions; f) to familiarise students with contemporary methodological paradigms of research and practice in the field of art history and museology; and g) to integrate the use of new technologies of information and communication, methodologically adapted to new academic and museological concepts, into cultural institutions. The learning outcomes of the new PSP are appropriate for level 7, according to the European and National Qualifications Framework.

The objective is to prepare graduates for careers in museums, cultural institutions, education, research, and creative industries related to modern and contemporary Art within contemporary academic, cultural and institutional contexts, responding to the needs of both academic research (continuing their studies by pursuing doctoral research in Greece or abroad), as well as the professional needs of museums and art centres (working on permanent collections and temporary exhibitions of modern and contemporary art). It will award a unified degree, a Masters of Art Degree (MA) specialising in the academic field of Art History.

The new PSP is built to carry on successful previous and current research projects

such as the Creative Europe Cultural Cooperation project - Western Balkans, titled "Some Call us Balkans" (2021-2023), the ESPA-financed programme "EMST, The National Museum of Contemporary Art in Greece: history, institutional frame, narratives, perspectives (2020-2021), as well as the ELIDEK-financed programme on WWII public monuments (WARS project, 2022-2024). The programme builds on the international experience of teaching staff, who have participated in HORIZON, ERASMUS+, Creative Europe, encouraging students to participate in international networks, conferences and research.

The new PSP is implemented according to model forms of education and learning under the law (par. 1 article 88 of Law 4957/2022) and the regulations of science and technology. It has adopted a hybrid format of blended learning with 75% distance learning (synchronous & asynchronous, via Moodle/MS-Teams/Zoom, e-course, e-class) and 25% face-to-face instruction (field trips to exhibitions and events, seminars, presentations of assignments, exams). This structure ensures access without the need to relocate (including Greek-speaking students living abroad) and facilitates students with limited mobility, including people with disabilities. Academic courses, seminars and educational activities are scheduled to be supported by the use of online learning methods (Moodle/MS-Teams/Zoom, e-course, e-class). The Departments and the new PSP are committed to implement the quality processes/procedures that are provided for and analyzed in the Quality Manual of the Institution's Quality Management System (MODIP) and are applied at the level of the Departments' Study Programs of both institutions: <https://arts.uoi.gr/web/organosi/diasfalisi-poiotitas/> for the University of Ioannina and <https://ha.upatras.gr/> for the University of Patras.

The Implementation of the Quality Assurance Policy of the new PSP includes specific quality assurance actions, with the aim of creating a framework within which the new PSP must operate. The new PSP is committed to the efficient allocation and management of financial resources (self-financed through tuition revenue) through procedures that contribute to the optimal choices in order to achieve the creation of an appropriate environment for the achievement of objectives. The new PSP has established Quality Assurance Objectives on an annual basis: specific measurable and directly observable annual quantitative and qualitative objectives are selected after consultation and agreement between the Departments and the new PSP administration, which are assessed by specific indicators. Internal Evaluation and Monitoring of the new PSP is scheduled on an annual basis in collaboration and with the support of MODIP of both institutions. Quality Data Collection for the measurement, analysis and improvement of the new PSP is based on procedures applied for collecting and analyzing information regarding the new PSP (student data, teaching staff, course structure and organization, teaching and provision of services to PSP students, etc.) and enriched with data from the OPESP information system of HAHE. This is clearly communicated to all stakeholders through the official

website of the new PSP (<https://art-history.ac.uoi.gr/>), the study guides as well as the orientation actions scheduled to take place at the beginning of each academic year. Through this internal evaluation process, all information about the new PSP becomes immediately accessible, up-to-date and formulated with objectivity and clarity. The new PSP is subject to an external evaluation and periodic certification process by HAHE, carried out by committees of independent experts.

III. Conclusions

Based on the above, the Panel’s conclusion is that the new PSP demonstrates full compliance with this principle.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations for this principle.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The new PSP “History of Modern and Contemporary Art” is in accordance with the University of Ioannina Strategic Plan for the Development and implementation of new PostGraduate programmes offered by the University.

The joint Senate decision no. 1176/01-04-2025 of April 2025, between the two above named institutions, inaugurates the PSP “History of Modern and Contemporary Art” as being in accordance with Greek legislation (n. 4957/2022) and the Greek Government Gazette (ΦΕΚ 4942/Β’/2023).

The Joint Report of the University of Ioannina of the Department of Fine Arts and Arts Sciences and University of Patras’s School of Archaeology, is the second key document that outlines the need for the establishing of a new PSP “History of Modern and Contemporary Art”. In this it is evident that the relevant institutional procedures have been followed in compliance with the legal framework in Greece for the founding of new PSP’s in accordance with article no. 4957/22, paragraph 80 & 63, paragraph 2 of the legal framework for the establishing of new PSP’s as well as the relevant government guidelines as these are outlined in the Government Gazette (no. 19, FEK 4272/ 3rd July, 2023, section B).

The two above documents, Senate Decision together with the Report of May 2025, create the necessary framework that justify the need for the creation of the inter-departmental PSP “History of Modern and Contemporary Art.” Further to this, the Student Handbook (Study Guide Inter-departmental MA in the “History of Modern and Contemporary Art” 2025-2026)” outlines in detail the objectives and aims of the course. The Student Handbook includes the details of the outline of the curriculum, course content and structure, ECTS credits and expected learning outcomes.

The PSP is offered as a two year blended learning course. 75% of the course is taught online, whilst 25% will be delivered in person. The course is delivered and taught in Greek, whilst there is an option for undertaking the final Thesis in English.

Specifically, the taught content is delivered over four academic semesters, whilst the final semester is entirely dedicated for the writing up of the Final Thesis (equivalent to 30 ECTS). Each successful completion of the semester is equivalent to 30 ECTS points, with a mix of compulsory courses and electives. Overall, the 120 ECTS credits are needed for the successful completion of the course. This is in line with the European framework based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7.

During the first semester, the taught courses are two: History of Modern and Contemporary Art (equivalent to 15 ECTS), Contemporary Theories of Art (15 ECTS).

Semester two taught courses involve: History of 19th and 20th century Art in Greece (15 ECTS) plus one elective from the list (15 ECTS). The courses offered during the third semester are: Exhibition Curating (15 ECTS) plus one elective

from the list (15 ECTS). The Final Thesis (Semester four) is equivalent to 30 ECTS credits. The Student Handbook stipulates the procedure for the supervision of the Thesis as well as the guidelines of the written thesis, that should be a minimum of 40,000 and maximum of 60,000 words in total for the written thesis.

II. Analysis

From both the submitted paperwork as well as from the meetings with members of the academic and teaching community, it is evident that the course structure, content and overall aims and objectives have been designed with the fulfilment of a gap in the current academic market of post-graduate education offering high level expertise in the field of modern and contemporary art.

The course overall offers an exciting and refreshing prospect for post-graduate studies, as it aims to combine the knowledge and inter-disciplinary expertise of two different institutions, the University of Ioannina's Department of Fine Arts and Art Sciences, as well as that of the University of Patra's Department of Archaeology.

Given the high number of recent graduates from the School of Fine Arts and Science of Arts, as well as the expanding cultural sector that involves public art museums, private art collections and further incentives to promote modern and contemporary art in Greece, there is a need to offer post-graduate studies of a high level that will fulfil the gap in the market.

The curriculum has been designed to reflect the contemporary needs of the post-covid era, whereby the taught content will be delivered 75% online, with a 25% for in person teaching. The curriculum is clearly structured, with a balance between compulsory and electives. It is also very noteworthy that there is a wide range of electives offered (sixteen in total). These range in themes that respond to modern and contemporary issues in art and include for example, photography, multimedia and digital media.

According to the Student Handbook, participation in the taught sessions is compulsory. Students are expected to graduate within two years of their studies with a provision also for allowing extensions, for exceptional circumstances. However, the extension can only be granted for a maximum of two years, beyond which, if a student continues to be registered, they are automatically withdrawn. This is noteworthy as a remedy to the well known cases of ongoing registered students that do not graduate on time, in Greece.

In addition to the curriculum and course content, the Panel had the chance during the meetings held to have a discussion with relevant external stakeholders, for example, from MoMus museum in Thessaloniki that holds the unique Costakis Collections, as well as other regional key stakeholders, the Municipal Art Gallery of Konstantinos Xenakis, Serres and the Hellenic Diaspora

Foundation, as well as others, it is evident that the PSP has strong ties with public museums and institutes, through which students can obtain work experience.

From meetings with the Director of the PSP, Professor Areti Adamopolou, as well as other academic staff, namely Esther Solomon, Victoria Ferendinou, Amalia Foka, it is evident that all Professors are highly esteemed academics within the field of modern and contemporary art, with a recognised profile, including high profile publications in their respected field.

Further to the permanently elected staff, there are other external academics that can support and contribute within their specialised fields of contemporary art, namely for topics like digital arts, photography, multimedia, etc.

III. Conclusions

The Panel is confident that the nature of the inter-disciplinary studies offered from the combined institutions, has been well designed and integrated into the curriculum.

The PSP is designed to offer a post-graduate level of expertise in the field of modern and contemporary art in Greece. Together with the wealth of knowledge as well as the unique inter-disciplinary character of the PSP involved, the Panel is confident that the PSP is well designed to deliver its aims and objectives. A further plus is that the PSP benefits from academic and teaching assistance from other academics, from the University of the Peloponnese as well as from the School of Fine Arts in Athens, make this PSP endeavour a strong addition amongst the current post-graduate studies offered in Greece in the field of modern and contemporary art.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Some minor amendments needed to the Study Guide (the academic year 2025-2026 change to 2026-2027) and further such amendments to all the relevant study documents will be needed to reflect the future anticipated academic intake.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The PSP follows common recommended practices for student progression, recognition, and certification.

Student admission: Graduates accepted into the PSP must have knowledge of at least one language beyond Greek at a proficient level.

Selection of graduate students is done using a transparent process using the following criteria:

Their total grade of their undergraduate studies 10%

Their grades in undergraduate courses that are relevant to the courses in the PSP 10%

The performance of the applicants in their senior thesis or any other research activities 10%

Specialised knowledge: graduate degrees, research publications, professional experience, multiple undergraduate degrees, specialized computer training 10%

Graduate degree in a related field 30%

An admission interview conducted by faculty 40%

A minimum score of 60% is required to be admitted.

Support for new students:

The PSP organises information meetings at the start of each academic year that aim to present in detail the study guide, the student requirements, and the procedures that govern it. In parallel, it provides printed and online documents supporting the smooth adjustment of the graduate students to the academic environment. The study guide is clearly organised and has been written in order to support new and existing graduate students.

Monitoring of student progress:

Student progress is monitored every semester through evaluation of their performance in the individual courses and their projects. In addition, a faculty supervisor is assigned to oversee the completion of their graduate thesis.

Fellowship and Scholarships: There are provisions for awarding financial scholarships based on academic performance as well as fellowships based on financial need. There are clear regulations of how these financial supports are regulated and what criteria are used. Initially, there are 3 full fully funded scholarships based on a projected intake of 22 students (25 is the maximum

number supported by the PSP.

Student mobility: The PSP supports and encourages student mobility within European and international programs, such as the Erasmus+, according to existing regulations promoting academic and cultural student exchanges.

Diploma supplement: All graduates received automatically and at no cost the Diploma Supplement in Greek and English, according to the European regulations.

Master Thesis: The completion of a Master thesis is required and governed by the corresponding regulations in the study guide. More specifically, there are quality specifications about originality, scientific validity, and academic methodology. The assignment and assessment of Master thesis are done following clear and transparent procedures that take into account the expertise and knowledge areas of the supervising faculty. There is also the option for students to optionally participate in selected collaborations with museums, galleries, and other cultural organisations to obtain practical experience. Graduate students will be encouraged to take advantage of the opportunities provided by such practicums as well as student exchanges (Erasmus+) with collaborating institutions.

E-learning support: The PSP “History of modern and contemporary art” delivers all courses using blended learning, which combines remote synchronous and asynchronous learning and in-person learning. The decision to follow this learning approach was based on the nature of the field of study. Art history is an academic field that is mostly based on the study of sources, documents, and bibliography whereas when in-person research is required this is conducted as individual study rather than as part of a course. Therefore, courses do not require practical and laboratory instruction and do not require the physical presence of graduate students for their delivery.

The PSP is supported by modern digital infrastructure such as learning management systems that ensure continuous access to the educational material and the active participation of students to the teaching process. In addition, this blended learning approach expands the number of potential students, including greek speaking students that live abroad.

Both participating institutions, the University of Ioannina and the University of Patras, have extensive experience with the use of new technologies for remote teaching that were created during the COVID-19 pandemic. These digital systems support student management (applications, electives, course selection) as well as teaching. Support for remote instruction is utilising current software for both synchronous and asynchronous learning. The existing audio-visual equipment enables teaching in real-time with sharing of applications, and text as well as an

electronic whiteboard for additional interaction. There is also the ability to create chat-rooms for different groups of students and instructors. The audio-visual equipment is supported by the technical staff of the two participating universities.

The support for remote learning will provide a complete and effective experience for instructors and graduate students encouraging interaction and collaboration. The relevant educational materials including the study guide, lecture slides, bibliographies, assignments) will be continuously available electronically. Students will also have access to the services of the library of the University of Ioannina, through a proxy connection. The assessment of students will have remote written and oral examinations (synchronously) as well as individual and group projects (asynchronously). The combination of assessment methods for each individual course is determined by the course design and is included in the course outlines that are distributed to registered graduate students at the beginning of each semester.

The University of Ioannina ensures the academic integrity of the remote assessments and the correct application of the European and National regulations regarding personal data. The faculty teaching at the PSP have extensive and effective experience teaching remotely through their experience during the COVID-19 pandemic. The website for the PSP has been created by the University of Ioannina (<https://art-history.ac.uoi.gr>) and already contains information about how it will operate.

In-person delivery will be 25% of the PSP. This is not prohibitive for students who can not attend physically or don't want to as it is below the number of allowed absences in the PSP. The content and type of in-person instruction is part of the design for each course and will consist of visits to cultural organisations, and meetings with art curators and historians. It will be announced at the start of the academic year in order for graduate students to be able to plan in advance.

II. Analysis

The PSP is well planned with well-defined and articulated course structure and follows best practices from the Greek and European higher education sector. This is commendable, especially considering that the programme has not yet had students and has a planned start date in the 2026-2027 academic year. The nature of the topic lends itself to online synchronous delivery and assessment for the number of graduate students it is designed to support. There is good support and existing experience with e-learning. The 25% in-person learning is reasonable and will provide an added value to the majority of students without being a burden for the students who are not able to attend in person. This reflects a general practical and pragmatic attitude in the design of the PSP.

III. Conclusions

In terms of regulations for student admission, monitoring of student progress, and awarding of a diploma supplement, the PSP follows established best practices from the Greek and European higher education sector. The panel finds that the PSP is fully compliant with this principle.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Given that the PSP is new with a planned first intake of students in 2026-2027 it is understandable that some of the details such as how the 25% in-person studies are going to be organised. While not a barrier due to the allowable absences for the future it would be good to provide early (before admission) a clear plan of how this will look as it could affect the ability of students to take the program. More details about student admission should have been included for this principle in the PSP's write up - however the panel was able to find the relevant information.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The online meeting of December 9, 2025 was attended by faculty members of the Department of ETET of the University of Ioannina and the Department I-A of the University of Patras, as well as faculty members of the Department of Theory and History of Art of the School of Fine Arts, as well as other related Departments of the two Institutions. In addition to the faculty members, they participate in the implementation of the DPMS, while emeritus and former professors and scientists with documented expertise in the subjects of the DPMS also contribute to the teaching work. They presented the information that is also part of the prepared accreditation report.

Procedures and criteria for selecting teaching staff are carried out at the DPMS in strict compliance with the applicable legislation and the Operating Regulations of the Universities of Ioannina and Patras, ensuring transparency and meritocracy, while all relevant procedures are carried out through the "APELLA" information system.

The assignment of courses to the DPMS is made following a recommendation by the Coordinating Committee based on the criteria of academic competence, scientific activity and relevance to the subject of the Program.

The PSP seeks to attract high-level academic staff from Greece and abroad, encouraging collaborations with internationally renowned scientists and renowned professionals in the cultural field, providing incentives for the inclusion of academics in research programs and aiming at the continuous upgrading of its academic and research potential.

The PSP offers additional financial support for academic staff members through income derived from tuition fees or other sources of funding, but also from participation in research programs of the Art History Laboratory of the Athens Technical University or participation in mobility programs for teachers and students.

Student evaluation process: All lecturers and all courses, without exception, are evaluated, each semester, by students in a manner that ensures anonymity and impartiality, in accordance with the provisions of Law 4009/2011, as well as the relevant instructions and guidelines of the Hellenic National Academy of Higher Education, within the framework of the evaluation procedures of the University.

The evaluation of the academic unit's teaching staff by the students is done in the form of an electronic questionnaire and is available to students who wish to complete it at the link <https://classweb.uoi.gr>.

Regarding the Utilisation of Teaching Evaluation Results: Student evaluation is taken seriously since the results of the teaching staff evaluation are processed by the MODIP of the University of Ioannina and announced in its information system, where each faculty member has access, so that he can monitor the progress of the evaluation of his teaching ability by the students in each course and improve his weak points, either by adapting his educational process accordingly or by potentially updating and transmitting knowledge. For faculty members who belong to other institutions, MODIP communicates the corresponding results to the CE of the DPMS.

Strategy to strengthen research activity: The DPMS intensively cultivates and supports the research activity of teachers and students. Specifically, it assists in the following areas:

Creation of research groups: Encouraging members of the academic staff to collaborate and develop research groups with common interests, in order to focus on the core research field of the DPMS, to strengthen collaborations, joint publications and participation in international conferences.

Seeking external funding: Strengthening participation in research programs funded by national and European bodies through the Art History Laboratory of ETET, seeking to secure additional funding for the research work of members. Also, collaboration with other academic and research units abroad can strengthen funding and offer new fields for research development.

Publications and international collaborations: Encouraging faculty members to submit articles to international journals, to participate in conferences and in international research initiatives, in order to enhance the visibility of the unit and its contribution to the global academic community.

Exchange and mobility programs: Strengthening participation in international exchange programs for teachers and students.

Strategy for training and further development of teaching staff, results of teaching evaluation: The Department of ETET offers development opportunities and promotes the professional and research development of academic staff through various cooperation agreements with foreign universities and research programs.

More specifically, the ETET Department offers opportunities to promote the professional development of teaching staff by:

the provision of educational-research leaves, in accordance with applicable legislation, and the funding of members for their participation in conferences and research programs at home and abroad.

the provision of educational-research leaves, in accordance with applicable legislation, and the funding of members for their participation in conferences and research programs at home and abroad.

by supporting and encouraging initiatives by faculty members in teaching, by visiting places, organising events and educational trips, and visiting research units and scientific bodies that are relevant to the teachers' fields of knowledge.

II. Analysis

The accreditation panel studied the profiles of the teaching staff and concluded that they have expertise as is appropriate to cover the theoretical and practical needs of the PSP. All members of the teaching staff are fully committed to their teaching, research, and practice. This is also evident through individual outputs such as publications.

III. Conclusions

Teaching staff have valuable credentials, experience, and expertise. Their recruitment is fair and transparent, and they should be given all the necessary resources for their training and further professional development to continuously fulfil the mission of the PSP. The accreditation panel finds that the PSP fully complies with this Principle.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations for this principle.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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 Interdepartmental Postgraduate Programme “History of Modern and Contemporary Art” is supported by substantial and well-targeted human, material and digital resources at both collaborating institutions—the Department of Fine Arts and Art Sciences at the University of Ioannina (coordinating department) and the Department of History and Archaeology at the University of Patras.

-The programme benefits from a strong academic team. At the University of Ioannina, the teaching team for the PSP consists of four members of the

academic staff who specialise in modern and contemporary art and will assume responsibility for delivering core components of the programme. Their work is complemented by Laboratory Teaching Staff (Εργαστηριακό Διδακτικό Προσωπικό) with expertise in Cultural Studies, Art Education and related fields, who contribute to teaching, methodological support and the programme's academic orientation. A major asset to the PSP is the Laboratory of Art History, staffed by four faculty members and one member of the Laboratory Teaching Staff, encompassing interdisciplinary fields such as Art History, Museology, Anthropology of Art and Social Anthropology. The laboratory functions as an active hub for seminars, conferences and research initiatives and provides direct support and infrastructure for postgraduate students. The collaborating department at the University of Patras contributes two faculty members specialising in Art History, together with additional colleagues whose teaching and research are relevant to the historical and archaeological foundations of the programme. These faculty members, along with Laboratory Teaching Staff with expertise in museology and intercultural education, enhance the interdisciplinarity and methodological breadth of the PSP.

Teaching needs are further supported, when and if necessary, by visiting professors and early-career researchers appointed through the standard procedures of both institutions. Additional teaching contributions can be made by members of other departments at the Universities of Ioannina and Patras, as well as by specialists from the Athens School of Fine Arts, ensuring access to a wide range of expertise in modern and contemporary art.

-The programme is funded exclusively through tuition fees (66,000 € total, based on the maximum of 22 students paying 3,000 € each, excluding the tuition-waiver scholarships). A detailed and transparent tuition utilisation plan allocates resources as follows:

40% for teaching (internal and external instructors),

15% for administrative and technical support,

5% for mobility and physical presence (travel for lectures, collaborations, conferences),

4.5% for equipment and teaching/research tools,

5.6% for operational costs,

30% for ELKE overheads.

-The programme offers 2 full scholarships per cohort (covering 100% of tuition fees) and 2 partial scholarships (covering 50% of tuition fees).

-Longer-term priorities are especially well thought out, including increasing the number of scholarships per year, strengthening possible mobility for academic staff and students, upgrading infrastructure, and creating opportunities to support student participation in research activities, conferences, fieldwork and symposia.

II. Analysis

The Interdepartmental Postgraduate Programme “History of Modern and Contemporary Art” demonstrates a high level of preparedness and resource adequacy in accordance with the expectations of Principle 5. The programme benefits from a focused and well-qualified teaching team drawn from both collaborating institutions, with expertise that directly aligns with the thematic and methodological scope of the PSP. The contribution of Laboratory Teaching Staff further strengthens methodological training and interdisciplinary engagement.

-The physical infrastructure supporting the PSP is of very good quality. Classrooms equipped with appropriate audiovisual and digital tools enable effective face-to-face teaching—used for up to 25% of the blended programme—while the teleconferencing room and the institutional e-learning platforms ensure the seamless delivery of the hybrid and distance-learning components.

-Digital and library resources are robust and fully integrated into the programme’s design. Students have access to institutional digital services, online learning environments, electronic journals and databases, and the substantial holdings of the Central Library at the University of Ioannina.

-Student support services are comprehensive and function effectively across both institutions. Academic guidance through the Academic Advisor system, psychological and counselling services, welfare support and career development structures ensure that students’ academic, personal and professional needs are addressed. Importantly, the academic staff’s strong network of connections with cultural organisations, museums, galleries and external partners strengthens the programme’s outward-facing dimension and its relevance to the broader field of cultural and artistic production.

-The Study Guide and the dedicated PSP website ensure that students are fully informed about learning expectations, programme organisation, support services and practical requirements. The intention to communicate in-person attendance dates ahead of enrollment (as clarified in our discussion with the director of the PSP) demonstrates thoughtful planning and enhances accessibility, particularly for students balancing work or personal obligations.

-Administrative support is appropriate for the programme’s scale and includes a designated administrator who handles programme-specific responsibilities. This support, combined with academic staff involvement in technical matters, ensures the smooth operation of the programme’s educational and administrative processes.

-The tuition utilisation plan is detailed, transparent and aligned with the programme’s needs and long-term vision. It ensures sustainable funding for teaching, administration, mobility, infrastructure and operational activities, while also providing for scholarships. The plan’s long-term aims—expanding scholarship opportunities, enhancing mobility and supporting student research activities—reflect a forward-looking approach that prioritises academic quality, student experience and international engagement.

III. Conclusions

The Interdepartmental Postgraduate Programme “History of Modern and Contemporary Art” benefits from strong and well-organised learning resources, high-quality facilities, effective student support services and a clear and forward-looking financial plan. The programme’s blended-learning design is well supported by both physical and digital infrastructures. Students have access to substantial academic, welfare and career support services at both institutions and are well informed about available resources.

The programme demonstrates full compliance with Principle 5 – Learning Resources and Student Support.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- the entailed students' workload for the progression and completion of postgraduate studies*
- the satisfaction of the students' expectations and needs in relation to the programme*
- the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The PSP is a newly established post-graduate degree that implements a wide range of methods of Internal Quality Assurance. This is in line with the overall

Quality Assurance Proposal that the Institutions have developed in a joint procedure.

According to the internal Quality Assurance Proposal, that is made publicly available via the University of Ioannina's Department of Fine Art and Art Sciences, <https://arts.uoi.gr/web/organosi/diasfalisi-poiotitas/> there are specific measurable and directly observable annual quantitative and qualitative objectives are selected after consultation and agreement between the Departments and the new PSP administration, which are assessed by specific indicators.

Internal Evaluation and Monitoring of the new PSP is scheduled on an annual basis in collaboration and with the support of OMEA of both institutions.

Specifically, key indicators have been drawn out to measure:

Academic excellence and quality of teaching

Connection with research and society

Transparency of selection and evaluation processes

Student Support

Assessment of Learning Outcomes

And others.

Data Collection for the measurement, analysis and improvement of the new PSP is based on the participation of staff, students as well as administrative and technical support as well as the procedures applied for collecting and analysing information regarding the new PSP (student data, teaching staff, course structure and organization, teaching and provision of services to PSP students, etc.) and enriched with data from the OPESP information system of HAHE. This is clearly communicated to all stakeholders through the official website of the new PSP (<https://art-history.ac.uoi.gr/>), the study guides as well as the orientation actions scheduled to take place

II. Analysis

The PSP has the procedures for Internal evaluation in place, as described in the Quality Assurance Proposal, in line with the relevant academic procedures that are already in place via the University of Ioannina's Department of Fine Arts and Art Sciences, proving that the PSP has mechanisms in place in order to obtain and collate data related to student progression, monitoring and graduation. The technical support and administration will also assist in the collation of data and information.

The Student Guide book also entails a safeguarding for the evaluation from post-graduate students based on feedback and monitoring.

Furthermore, the PSP has taken part in External Quality Assurance procedure via the present Accreditation of HAHE, making this a first opportunity to seek External Evaluation.

III. Conclusions

As this is a newly designed PSP, there is yet to have an intake of first students in order to produce the necessary data. The Panel remains confident that the PSP has all the relevant procedures in place to allow the Annual Internal Evaluations to take place, in accordance with the Institutional Framework.

The Panel thus concludes that the PSP is in full compliance with Principle 6, with a recommendation that the PSP makes these procedures available for public knowledge, via the PSP’s website.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is advisable to include a link on the PSP’s newly designed website with the Quality Assurance Policy document.

PART C: CONCLUSIONS

I. Features of Good Practice

Strong well-regarded faculty with solid expertise in the field
Carefully planned and organised accreditation materials and preparation for online site visit
Pragmatic strategic planning (tuition cost, scholarships, reasonable target numbers, connections to possible employers)
Clearly articulated study guide and good course selection
The Panel is confident that the nature of the inter-disciplinary studies offered from the combined institutions, has been well designed and integrated into the curriculum
Well prepared documentation for accreditation especially considering this is a new program
Well established practices for student admission, student mobility, diploma supplement, financial support with fellowships and scholarships
Support for blended learning (75% online, 25% in person)

II. Areas of Weakness

The areas of weakness are relatively minor and it is also something hard to assess as the PSP has not yet started. The faculty involved are well aware that they will need to adapt and adjust as students start going through the program. A few minor suggestions:
Some small mistakes in Study Guide
Lack of clarity about how the 25% in-person learning is going to be implemented in practice (will it be for all classes or some, how is it going to be distributed over the course of the 4 semesters, what will it consist of, etc)
Include student admission for Principle 3 in future writeups

III. Recommendations for Follow-up Actions

Clearly specify how the 25% in person learning is going to be implemented in practice
For the future explore possibility of offering overlapping English version of the PSP
Enhance website with more content and ensure that if an English version of the website is offered it has all the Greek material translated
It is advisable to include a link on the PSP's newly designed website within the Quality Assurance Policy document

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principles 1,2,3,4,5,6

The Principles where substantial compliance has been achieved are:

None

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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