



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the Postgraduate Study Programme of:

Protection of Monuments

Department: Architecture

Institution: National Technical University of Athens

Date: 04/03/2026



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 **Protection of Monuments** of the
National Technical University of Athens 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 Protection of Monuments of the **National Technical University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. PANAGOPOULOS THOMAS (Chair)
(Title, Name, Surname)
Universidade do Algarve
(Institution of origin)

2. ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)
(Title, Name, Surname)
TU Dortmund University, Germany
(Institution of origin)

3. Karanafti Aikaterina
(Title, Name, Surname)
Aristotle University of Thessaloniki
(Institution of origin)

4. KATOPODES NIKOLAOS
(Title, Name, Surname)
University of Michigan
(Institution of origin)

5. THEODOSSOPOULOS DIMITRIOS
(Title, Name, Surname)
University of Edinburgh
(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.

In preparation for the review and assessment of the PSP Protection of Monuments of the National Technical University of Athens (NTUA), the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE). These included background information and guidance on the review and accreditation process, detailed data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The programme review was conducted via teleconference, which was organized and coordinated by HAHE and the National Technical University of Athens (NTUA). The schedule and agenda of the review were as follows:

Monday, 2/2/2026:

1. Preliminary private teleconference meeting of the EEAP. Discussion of the programme under review. Assignment of writing parts of the accreditation report to the members of the EEAP.
2. Welcome teleconference meeting with the Directors of the three PSPs, the Head of the Department, MODIP, Steering Committees/OMEA members.
3. Short overview of the PSP Protection of Monuments with the Director of PSP1: Mr Nikos Belavilas Professor, School of Architecture, NTUA.
4. Short overview of the PSP Urban and Regional Planning with the Director of PSP2: Irini Micha, Associate Professor School of Architecture, NTUA
5. Short overview of the PSP Research in Architecture: Design - Space- Culture from the Director of PSP3: Mr Stavros Gyftopoylos, Professor, School of Architecture, NTUA.
6. Teleconference meeting and discussion of facilities and learning resources with teaching faculty and the administrative staff members Mrs Iris Polyzou (PSP1), Mrs Christina Spinasa (PSP2), Sofia Alexandropoulou (PSP3). On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities related to the three PSPs. Discussion about the facilities presented in the video produced for this purpose.
7. Private debriefing meeting (EEAP members only).

Tuesday, 3/2/2026:

1. Meeting with the teaching staff members of the PSP1 including Dr. Maria Balodimou, Professor Andreas Georgopoulos, Associate Professor Lena Lambrinou, Associate Professor Eleftheria Tsakanika, Associate Professor Kostas Tsiambaos.
2. Meeting and discussion with five (5) current PSP1 students.
3. Meeting and discussion with five (5) recent PSP1 graduates.

4. Meeting with employers and social partners including Mrs Dora Hatzi - Rodopoulou, Architect Engineer, PhD TU Delft, Vice president of TICCHI Greece, Mrs Eleni Oikonomopoulou, Architect Engineer, MSc, Employee at Ministry of Culture, Mrs Eleni Maistrou, President of ELET's council of architectural heritage, Mrs Dimitra Mavrokordatou, Architect Engineer, MSc, Employee at Ministry of Culture, Ms Georgios Tsironis, Architect Engineer, MSc, Owner of I-land architects
5. Private debriefing meeting (EEAP members only).
6. Closure meeting of PSP1. Informal oral presentation of the EEAP key findings and clarifications with the Director PSP1 Nikos Belavilas, Head of the Department Matthaios Papavasileiou, President of MODIP Athanasios Zisis, MODIP member Kostantinos Kostopoulos, the OMEA members: Mr Athanasios Moutsopoulos, Mrs Ifigenia Mari, Flora Bougiatioti and MODIP staff: Mrs Maria Bania.
7. Private debriefing meeting (EEAP members only).

Wednesday, 4/2/2026

Teleconference meetings related to PSP2

Thursday, 5/2/2026

Teleconference meetings related to PSP3

Friday, 6/2/2026 to Saturday 7/2/2026:

Draft report writing. EEAP virtual meetings. Review and finalization of draft report.

Throughout the review and evaluation process, the EEAP was in close communication with the Department and the PSP administration, which were very accommodating in providing additional information requested by the EEAP. The EEAP found that the University and the PSP administration, as well as the faculty, staff, and stakeholders interviewed were eager and helpful in our discussions, providing valuable additional information.

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 postgraduate study programme (PSP) Protection of Monuments is organized and offered by the School of Architecture - National Technical University of Athens (NTUA). The PSP was reestablished in 2018 (see Government Gazette B3304_10/8/2018). The PSP constitutes the evolution of the previous Postgraduate Program, active from 1998.

The PSP provides students with the necessary knowledge to document historic building materials, structures and intervention processes. The PSP aims to specialize qualified scientists in the methods and techniques of an integrated interdisciplinary approach, research, cooperation, and dealing with the multidimensional problems of the Protection of Monuments.

Teaching in the PSP is provided by 10 faculty of NTUA, 9 emeritus professors and 30-40 invited lecturers. The Scientific Coordinating Committee of the PSP has members from the Schools of Architecture, Chemical Engineering, Civil Engineering, Rural, Surveying and Geoinformatics Engineering.

The programme is inter-departmental and shares staff and courses with the schools of Civil Engineering, Chemical Engineering and Surveying/ Geoinformatics Engineering at NTUA. Two directions are offered, A: "Conservation and Restoration of Historic Buildings and Sites", or B: "Materials and Conservation Interventions".

The programme has set the maximum number of admitted students per academic year to 40, but the average number currently is around 25.

The PSP requires a minimum of four (4) academic semesters of study. To graduate, a student must have successfully completed 120 European Credit Transfer System (ECTS) credits (90 ECTS for coursework and 30 ECTS for the preparation and successful completion of a graduate thesis). The mode of study is full-time presential learning. There is a satisfactory number of elective courses offered, which allows for adequate flexibility in the study programme.

The PSP prepares graduates trained in the valorization and conservation of Monuments and Sites, leading to careers in the public and private sectors, and a small fraction of graduates continue with doctoral studies. The School of Architecture offers three postgraduate programs and maintains an active programme in doctoral studies.

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 School of Architecture, one of nine Schools at the National Technical University of Athens (NTUA), created the Post Graduate Programme (PSP) titled "Protection of Monuments" in the academic year 1998-1999 (Government Gazette Issue 989/18-09-1998/Issue B). Specifically, the PSP under review represents the evolution of the original PSP over the last 25 years.

The NTUA PSP on Protection of Monuments is the pioneering program in Greece for this subject, and it remains the leading program in monument protection, a vital area for the Greek society and economy. The PSP aims to train architects and engineers for the private and public sectors, as well as higher education, in the protection and restoration of historical monuments and structures.

The strategic goals of the PSP cover the following thematic areas:

- Pursuit of learning outcomes according to the framework of National and European standards.
- Delivery of a high-quality education according to current trends in the arts, sciences, and international practice.
- Improvement of the quality of teaching and research.
- Delivery of modern learning topics in combination with new research results.
- Preparation of well-trained architects who can address future challenges in an evolving labor market.
- Research and Innovation with a focus on cutting-edge scientific areas in the field of monument protection.
- Encouragement of extroversion through collaboration with other universities and institutes in Greece and abroad.
- Enforcement of academic freedom and prevention of all types of discrimination.

The PSP offers a moderately flexible full-time study program spanning three academic semesters, totaling 90 ECTS credits (30 per semester) and the students use the final semester to complete a graduate thesis (30 ECTS). The learning outcomes and qualifications acquired from this program are fully compatible with the European and National Qualifications Framework for Higher Education (E & NQFHE) Level 7. Furthermore, the achievement of quality within the PSP and the optimization of processes across all areas (educational, research, administrative, etc.) are monitored, assessed, and evaluated through defined quality indicators in accordance with applicable legislation and the E & NQFHE Level 7.

To implement this policy, the School of Architecture commits to the following processes and procedures for monitoring and continuous improvement of the PSP quality:

- Establishment of an appropriate structure and organization of the PSP.
- Pursuit of learning outcomes and qualifications set by the E & NQFHE Level 7.
- Evaluation of the quality and effectiveness of teaching in the PSP through the MODIP questionnaire.
- Recruit qualified teaching faculty with significant research records.
- Increase in the quantity and quality of the research output of the faculty.
- Pursue links between teaching and research.
- Produce qualified graduates who are competitive in the labor market and monitor their job placements.

- Maintain quality support services, including administrative, library, and student welfare support, for the PSP.

The PSP has established a quality assurance process and created a set of Key Performance Indicators (KPI) to:

- Improve the quality of teaching.
- Reduce the time needed for graduation.
- Increase student participation in course evaluations.
- Engage specialized consulting firms to support the PSP's research activities.
- Improve the transition of graduates to the labor market.
- Strengthen links with other universities and research centers.
- Increase visibility of the PSP's teaching and research activities.
- Organize and participate in National and international activities.
- Improve student participation in National and international conferences.
- Reorganize the study program and engage new instructors in the PSP teaching.

II. Analysis

The PSP Protection of Monuments curriculum aims to educate competent, competitive graduates who will meet the growing demand in the labor market (private, public, and higher education). The curriculum is comprehensive and equips students with the expertise needed to meet the demands of monument protection. The PSP provides its students with a unique opportunity by offering courses taught by renowned experts in the field and specialized skills that give students an exceptional advantage in the labor market. PSP graduates become competent at solving real-life problems facing monuments in Greece, particularly in Athens and the Cyclades.

The PSP Protection of Monuments is a traditional program that focuses on personal interaction between students and instructors. The program delivers a high-quality education valued by current and former students. Program stakeholders expressed very positive opinions about the technical skills and depth of knowledge of the PSP graduates.

The School of Architecture, in collaboration with the University's MODIP and the School's OMEA, has established the quality policy of the PSP Protection of Monuments. Implementation of this policy involves setting clear objectives and Key Performance Indicators (KPI), and continuous monitoring to progress toward achieving those targets. The goal is to secure the constant development and improvement of the PSP and the academic unit.

The PSP's Quality Assurance Policy is easily accessible on the School's website. It includes comprehensive references to PSP delivery and highlights commitments to meet requirements and to strive for continuous improvement. Additionally, a PSP Steering Committee, in conjunction with OMEA, further supports the overall quality assurance of the PSP.

Despite the program's 25-year history, there is little evidence of systematic student, alumni/alumnae, or stakeholder engagement in its design, modification, and continuous improvement. In particular, the student questionnaires used for course evaluations are unappreciated and ineffective. Furthermore, the

associated KPI are rather unambitious. In contrast, both students and stakeholders interviewed by the EEAP expressed a strong desire to participate in the processes to improve the PSP. Admittedly, the faculty's strong academic qualifications have enabled the program to operate smoothly to date. However, many opportunities for novel ideas from external partners are missed, and the PSP risks limiting its own desire for greater extroversion.

III. Conclusions

The PSP Protection of Monuments is an excellent graduate program with outstanding faculty who are very dedicated to providing a unique learning opportunity. However, the program's approach to self-assessment and continuous improvement is not compatible with modern standards. The course evaluation questionnaires need restructuring, and the students need to be motivated to increase their participation in the course and program assessment. For a program of such long history, high quality, and renowned faculty, the KPI must be more ambitious. Finally, engaging stakeholders in program improvement discussions can only help, and it will significantly improve the program's extroversion.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 1, the EEA Panel recommends the following:

R1.1. Establish a formal External Advisory Board. Such a board will comprise members of the private and public sectors, alumni/alumnae, and other program stakeholders.

R1.2. Increase the target levels and refine the KPI to set measurable goals, especially those related to student learning.

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 observations are based initially on the web site and the 2023-24 Study Guide. Useful, up-to-date information was given through the presentation of the PSP. The programme is inter-departmental and shares staff and courses with the schools of Civil Engineering, Chemical Engineering and Surveying/ Geoinformatics Engineering at NTUA. Two directions are in offer, A is coordinated by the School of Architecture and B by Chemical Engineering, and currently only direction A is assessed in this accreditation report.

In general, the programme is presented as a specialist one, and its philosophy and orientation is to support all disciplines involved in conservation projects for buildings and historic settlements, without a primary dedication to design, but with a deep engagement with all the technical skills and roles of each discipline involved. This philosophy affects consistently the curriculum, the learning experience, the duration of the course (4 semesters), the high dedication, experience and specialisation of the staff, the range of elective courses. At the same time, this strong engagement may limit somehow its externalisation and occasionally its renewal.

The PSP springs from the research and practice experience of the staff, which is very strong in quality. This eventually is reflected in the structure and elective courses, but also the expectations for highly prepared students to match such ambition, and their admission through an examination (in contrast to other PSP of the Architecture school at the NTUA where admission is through application and portfolio).

The curriculum follows a very relevant structure for the sector with compulsory courses on core subjects and skills (history & theory of conservation, building analysis, material pathology, structural repairs, urban conservation) and a small number of specialist courses based on the staff's expertise and interests.

The curriculum and learning environment are well defined in the Study Guide and the web site provides basic information about the courses. The latter includes the academic profile and the strong professional and research experience of all teaching staff. Each course is clearly explained and learning is presented in terms of knowledge, skills and more general abilities (a sort of graduate attributes). All courses are delivered in Greek, though there is a provision for some of the elective courses to be delivered in English.

The dissertation takes place in the 4th semester, and part of the 3rd one is dedicated into the preparation of the research method. The students can choose their own topic. A structure is suggested that involves a survey of a case study (a building or settlement) and research into original sources, to form the basis for

the analysis of the topic. This is in line with the ethos of the PSP and the curriculum.

The teaching staff is pedagogically very experienced. Right now, it seems all necessary resources are in place – each course has sufficient tutors and the PSP has a dedicated teaching space at the school of Architecture. Since the accreditation is for the current Direction A, there are only limited courses from the partnering departments, which reduces travel to the other campus of the NTUA (Zografou) where their laboratories are based, on specific days only.

The anticipated student workload seems to be compliant with the European Credit Transfer and Accumulation System (ECTS) for level 7. We became aware though (from the presentation of the PSP and interviews with students and graduates) of the high intensity of the coursework which produced high quality and substantial output, for any of the courses of the programme. This is reflected in the scheduling of the teaching, all taking place in the mornings, Monday to Thursday, which eventually demands full commitment by the students. There is no Part Time option for the PSP.

Fieldwork is very important for the PSP and the staff arrange visits to sites with complex and contemporary issues, which then serve for all the 4 projects embedded in the curriculum. These projects are attached to the courses, with their own brief, and they deal in an applied manner with key skills (building analysis, conservation criticism, structural analysis, urban and rural settlements). Local government authorities occasionally fund some of these activities or publish the collective outcome, which then becomes a strong resource for the next cohort or fieldwork.

No fees are charged as per NTUA policy, and external funding is welcome, but can be used only for expenses not for paying services or hiring staff.

There is no particularly active involvement of the students in the development of the curriculum, but there seems to be very good contact with staff, who listen to their suggestions and understand problems with logistics or time management. Similarly, the very relevant group of external stakeholders has not provided particular input to the development of the PSP.

There is no option of providing work experience to students or exchanges, though there is regularly a collaboration with other PSP on fieldwork they want to carry out in Greece (for example Ecole du Chaillot in Paris). Most students often have already some working experience since they graduated.

The learning environment is supported by Helios, the central NTUA teaching portal. Although the school of Architecture has only one IT technician, this resource seems to serve the students well.

II. Analysis

The PSP is very relevant, well structured and well attended. The proposed curriculum is the result of a strong learning experience over the last 30 years and its continuous improvement. Students and graduates talked about the intense nature of their studies and this is shown on the daily schedule of lectures and activities, in contrast to many other PSP that are taught over certain days only.

They showed to be very satisfied with their learning experience, finding it very relevant to the demands of the sector. The PSP is a specialist programme to help its graduates develop skills in a specific sector and it seems to be very successful in this direction.

The PSP is addressed only to Greek students essentially, as it is not only delivered in Greek but deals with topical subjects and practices of national focus.

No charging of fees does not seem to be a problem right now, but it may have wider repercussions on resources and the ability to run extra-mural activities. Reflection on advisory board can be useful on this or the search for more sustained external funding sources.

The PSP runs a feasible number of courses, which all align with the staff experience, but there is an overall dependence on emeritus staff, which may reach a critical point soon – and the PSP is fully aware of it.

The curriculum seems to be updated regularly according to the topicality of subjects taught. A global recommendation of this accreditation report is the constitution of the stakeholders into an advisory group, and they can enhance the identification of topical subjects for courses, methods or dissertations, or provide input from the labour market.

One of the three learning aspects (abilities) could be more generalised as Graduate Attributes. These go beyond the strict specialist learning outcomes of the courses, and they address general skills a PG degree holder can apply, especially if they do not intend to carry on with the conservation sector. These are for example: critical thinking, curiosity, problem solving, collaboration, communication, adaptivity, individuality etc.

III. Conclusions

An overall well organized, relevant and successful programme, characterized by intense learning, which is strongly applicable to the professional demands of the sector. The PSP has a very specific profile around the main skills the sector and its projects need. It is well supported by experienced staff, who bring strong research and professional experience to the student learning.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 2, the EEA Panel recommends the following:

R2.1. Add more generalized skills and graduate attributes for each course at the Study Guide. This can serve as guidance <https://graduate-attributes.ed.ac.uk/what-is-the-skills-for-success-framework>

R2.2. Constitute an advisory group among the stakeholders, who could provide extra support in the shaping of a relevant and exciting curriculum.

R2.3. Reflect on the possible use of fees to support the activities of the PSP, especially towards the hiring of tutors and teaching staff.

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 is very demanding, requiring 4 days of 5 hrs attendance. Students and graduates agree it is a very strong and useful learning experience, worthy the effort. The staff believes strongly in the close contact with the students and their work, so there is no promotion of online learning environment, late afternoon or P/T teaching that may have suited working students. No apparent flexible learning paths have been set up.

There are many field trips and exercises, which contribute to a sense of cohort. The class does not use a specific space like a studio, but there are dedicated spaces for them.

The staff work closely with the students in the preparation of the thesis and sufficient guidance is given in the preceding semester.

The assessment criteria and methods are known to the students in advance, the Study Guide is a quite complete document. It is not clear if each course has its own handbook, but the coursework has separate briefs.

No issues were raised about the quality and the procedures in the examinations of courses or the dissertation. The latter is assessed by a panel determined by the Committee of the PSP. The students have the freedom to select their own topic, with advice from the staff.

The overall questionnaire for the entire PSP was completed by 6 students (over a population of 25, i.e. 25%), in the 2022-23 cohort. Overall, there is satisfaction, with 3/5 minimum score and an average of 4/5. In general though, feedback collection is poor, so there is no objective way to receive and act on student opinions or even complaints. However, this is apparently substituted by a very close working environment with the staff. Rather than modes of delivery and pedagogical methods, it is mainly the syllabus or the list of courses that would improve, and this occurs according to the knowledge of the subject by the staff.

Staff mentioned that the questionnaires are centrally planned by NTUA (as confirmed by the vice-principal and head of MODIP) and staff have no involvement or ability to add further questions.

The entry of the students by examination and interview is very important and set the character of the PSP (high selectivity and skills). Students and staff agree on this importance.

The PSP has the role of Academic Advisor, but the students and graduates did not mention anything specific.

II. Analysis

The intensive nature of teaching is not only about knowledge and output, but also the engagement of staff with the students' work. The discussion with the students and graduates showed they appreciated it and their very articulate conversation on the field showed that this experience strengthened their sense of autonomy. The students appreciated the practical experience of the staff and this gave an overall sense of mutual respect in their relationship with the tutors.

This intensity is the clear character of the PSP and its learning experience, and what attracted the students to apply for the programme. It seems they were fully aware of this character, but it can be better communicated to perspective

students by a richer website, and possibly an Open Day type event in Spring preceding the start of each 2-year cycle.

More questionnaires need to be answered by the students and collected by OMEA (the quality unit of the School). It seems there is good communication and constant contact between staff and students, and all possible issues are quickly addressed. If there is though no written feedback, then other ways can be sought to record the student opinion. A suggestion can be a feedback session at the end of each semester, with a student representative taking notes that can be then passed independently to OMEA.

NTUA seeks to update centrally the questionnaire, and the school and university administration discussed positively the suggestions of our panel for improvements, which can be relevant to the students.

In general, more ways to formally consider the student voice should be sought.

III. Conclusions

The PSP is an intensive learning experience, with probably large workload being expected by the students, but this is fully appreciated by all for the professional preparation it makes, and it seems it is what attracts applications. Overall, more ways to formally record and consider the student voice should be sought, either by collecting more answers to the questionnaires or finding ways to record their opinion.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 3, the EEA Panel recommends the following:

R3.1. Improve feedback questionnaire response or explore more ways to record and address student opinion, for example regarding in areas like workload, course scheduling or the curriculum design.

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 PSP in Monument Protection is organized by the School of Architectural Engineering in collaboration with the Schools of Chemical Engineering, Civil Engineering, and Agricultural and Surveying Engineering & Geoinformatics Engineering of the National Technical University of Athens. The body responsible for organizing, monitoring, and coordinating the operation of the PSP is the Study Program Committee (EPS), which is composed of faculty members from the respective schools.

Regarding the application process for prospective students, the following graduates are accepted following a call and selection process: graduates of Schools of Architectural Engineering, Chemical Engineering, Civil Engineering, Agricultural and Surveying Engineering, other graduates of Polytechnic Schools, Polytechnic Departments, or Engineering Departments, as well as graduates of Greek universities and equivalent recognized foreign institutions with a relevant field of study. Candidates are required to submit a complete application with specified supporting documents, such as certified copies of diploma/degree with transcript of grades, certification of equivalence from DOATAP (if required), curriculum vitae (including studies, research and/or professional activity, research projects, publications), proof of at least one foreign language (level B2), two letters of recommendation etc. Candidates who meet the typical criteria are invited to a written examination on the history of historical buildings and architectural history, theory, critical assessment and techniques of monument protection, depending on their specialty. Those who pass the written examination are invited to an oral interview, but only Architectural Engineers are required to bring a portfolio with examples of their work (theoretical, designed, and applied) to the interview.

The courses of the PSP start in October of each academic year. The minimum and maximum duration of study is four academic semesters. During the PSP each student is expected to complete 9 courses (6 compulsory and 3 optional), as well as 5 practical assignments, some of which are carried out away from Athens. Attendance at lectures and participation in related educational activities and assignments is compulsory. In the event of extremely serious and documented reasons a student may be excused from participating. As part of the PSP requirements there are 2 to 3 mandatory field trips, as well as daily visits within and around Athens. The postgraduate Thesis must correspond in content to the complete analytical processing and comprehensive restoration of an architectural monument or complex. Therefore, it is expected to include a framework of principles and the relevant feasibility study, as well as the implementation study. For those who are not Architectural Engineers, the methodology remains the same, but the topic should focus mainly on issues related to their specialty. The grade for the Thesis is the average mark awarded by the individual examiners on a scale of 1-10 and may include half a decimal point. The students are expected to

defend their Thesis before a three-member examination board, consisting of the supervisor and two other academic staff members appointed by the Departmental Board.

II. Analysis

A general prerequisite for enrolment in the PSP is the possession of a minimum scientific background. This background is determined by the Curriculum Committee and includes a set of prerequisite undergraduate courses that cover the fundamental knowledge in the broader interdisciplinary subject area of the Schools that contribute to the PSP and award the Degree. Proof of knowledge of the above background is covered either by the detailed contents of the candidate's previous studies and career summary, or by attending and successfully passing courses from the five-year program of the NTUA, as determined by the Academic Council. However, a number of supplementary criteria are also taken into account, such as the grade of the undergraduate dissertation, basic knowledge of drafting plans (for those who are not Architects), the needs and prospects of the employer organization (if the applicant is employed), etc.

Attendance at classes and participation in related educational activities and assignments is mandatory. In the event of extremely serious and documented reasons for the student's absence, the EPS may justify certain absences, the maximum number of which may not exceed $\frac{1}{4}$ of the hours for each course. Courses are held daily in the morning, although the exact hours have not been specified. The grade for each course is based on the final exam, written and/or oral, the exercises, topics, and other assignments specified for each course. In the event of failure to obtain the pass grade, an opportunity is given for retake the exam at a time determined by the EPS. The maximum number of courses that may be retaken is: 2 compulsory and 1 elective. The examination and grading of the Thesis is carried out by a committee that includes the supervisor and is appointed by the EPS, which also sets the evaluation criteria. The minimum grade required for passing the Thesis is 5,5 and in case of failure there is no retake exam. If the requirements for passing the courses and the Thesis are not achieved within two years, the student receives a simple attendance certificate for specific courses they attended.

Since there are no tuition fees for the PSP, there are currently no institutional scholarships or other means of financial assistance for students enrolled. Nevertheless, students are allowed to apply for scholarships and financial support.

III. Conclusions

The PSP provides a well-regulated and academically coherent framework for student admission, progression, assessment, and certification. Admission procedures are transparent and competitive, progression and assessment rules are clearly communicated, and certification practices ensure academic reliability and formal recognition of qualifications. The number of applications exceeds the

number of places available. At the same time, the number of students who are ultimately accepted and enrolled indicates that there is a selection system in place that examines the scientific competence of candidates.

In terms of the duration of study, most students graduate on time. However, as the PSP courses are delivered during morning hours, the need cater for students with employment commitments is a factor that should also be taken into account. In addition to the coordinating School, three other NTUA Schools are participating, reflecting an interdisciplinary approach. The PSP is offered with zero tuition fees, remaining accessible. In combination, these features support a learning environment that maintains academic rigor while remaining accessible to the PSP's target student population. However, as the program is only offered in Greek, there are no opportunities for foreign students to participate. There seem to be no opportunities to study abroad as part of Erasmus or other programmes, which is an area that could be strengthened.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 4, the EEA Panel recommends the following:

R4.1. Consider offering Erasmus mobility opportunities to PSP students, for example during their Thesis research.

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 regulations governing the recruitment of faculty members and laboratory teaching staff (EDIP) are established by the Greek Parliament. The National Technical University of Athens (NTUA), as a public university, strictly follows these regulations. The roles of the PSP and the School of Architecture are therefore limited to selecting the best candidate when the Ministry of Education grants a faculty position. The EEA Panel found that the faculty of the PSP in "Protection of Monuments" has extensive experience in the PSP's topics and strong qualifications to teach the program's courses. Furthermore, some senior faculty members have an excellent record of research accomplishments. During the meeting with the EEA Panel, the faculty expressed their dedication to the PSP and the School of Architecture.

The faculty's teaching responsibilities consist of at least two courses per semester, which provides reasonable time for research engagement. Faculty also co-teach and involve external lecturers in their classes, freeing up additional time for research. The modest targets for student admissions to the PSP further reduce the time faculty devote to teaching, allowing them to pursue other professional endeavors. However, there is no evidence of a formal mentoring process for early-career faculty, nor is there any mention of significant support, such as travel funds, equipment, or teaching allowances, to accelerate their professional development. Furthermore, there is low participation and support for sabbatical leaves in the School.

There is a system in place for evaluating courses and instructors; however, there is no specific mechanism for systematically assessing student learning or for continuous improvement. The Program benefits from the teaching of several renowned emeriti/emeritae faculty members. Although this is an exceptional strength of the PSP, it makes clear the need to sustain the program's quality by adding and mentoring new faculty.

Overall, the PSP's research activities, publications, and funding levels are reasonable and commensurate with those of similar graduate programs in Greek universities. There are strong links between teaching and research in the PSP, and students' graduate theses often lead to journal publications.

II. Analysis

The EEAP found that the faculty of the PSP is highly qualified and that their productivity is commensurate with that of leading research universities in Greece and Europe. The School of Architecture claims that mobility is essential to the faculty, staff, and students. Mobility is evidenced through participation in conferences and some Erasmus+ exchanges. However, there is no systematic approach to provide additional support for the mobility of early-career faculty members. Sabbatical leaves abroad are not particularly encouraged or supported financially by the School.

Linking teaching to research seems natural, as most students complete their theses on topics covered in the required and elective courses. Most of the instructors research the subjects they teach in the PSP; thus, it is very easy to transfer their new findings into the classroom.

III. Conclusions

The faculty members of the PSP "Protection of Monuments" are well qualified to teach the program's courses. The link between teaching and research is excellent. Several opportunities for faculty mobility exist, and teaching responsibilities are low to moderate. These allow for the professional development of early-career faculty; however, there is no established, systematic mentoring or specific processes to enhance the professional development of new hires.

Panel Judgement

Principle 5: Teaching staff of postgraduate

study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 5, the EEA Panel recommends the following:

R5.1. Introduce a formal mentoring process for early-career faculty and other teaching staff to accelerate their professional development and promotion.

R5.2. Encourage and support the sabbatical leave process.

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 PSP courses are conducted exclusively in person, through lectures in classrooms, participation in laboratory sessions, and fieldwork. Lectures take place in auditoriums equipped with projectors, while drafting rooms with individual tables are used for seminar-style courses and examinations

Courses for Direction A are held at the Patission Complex, while those for Direction B take place at the Zografou Campus. Within the framework of the laboratory exercises, and given that the PSP is interdepartmental, students visit laboratories of the other participating Schools (Chemical Engineering, Civil Engineering, and Rural Surveying). The collaborating Schools also contribute

equipment for fieldwork.

The PSP maintains a Scientific Secretariat located at the Patisson Complex, which includes a reading room and provides printed material such as specialized publications, selected postgraduate theses, and documentation related to completed field exercises. The Secretariat is staffed by one permanent administrative employee, dedicated exclusively to this program, and one member of the Laboratory Teaching Staff (EDIP). Technical support for all PSP services is provided by a staff member responsible for the entire School of Architecture.

For course requirements, students use their own personal computers, while for the necessary design software, they utilize the student licenses provided to all students of the institution. Additionally, PSP students have access to the School of Architecture libraries, as well as all institutional services and facilities.

The PSP does not charge tuition fees, and the teaching staff performs its duties without remuneration. To cover operational needs, as indicated in the PSP Sustainability Study, resources are utilized from the School of Architecture and collaborating Departments, research program funds, public or private sector bodies, donations, etc.

II. Analysis

During discussions with the students, a high level of satisfaction was expressed regarding the handling of student affairs by the Secretariat, as well as the communication and provision of information from both the Secretariat and the teaching staff. They also stated that during the institution's operating hours, there is an adequacy of available spaces for work, both in the libraries and reading rooms, as well as in other departmental classrooms.

As emerged from discussions with the faculty and the PSP administration, the absence of tuition fees, combined with the fact that funding is largely covered by the institution's own resources (which have been significantly reduced over the last fifteen years), results in maintenance needs for the existing facilities. To address this, it is recommended to seek additional funding from external sources, such as public or private entities. The introduction of tuition fees, with provisions for scholarships for vulnerable students, should be considered as a measure to enhance the program's viability.

III. Conclusions

The PSP makes satisfactory use of the facilities and equipment of both the School of Architecture and the collaborating Schools for conducting courses, field exercises, and examinations. Furthermore, the teaching and administrative staff contribute effectively to the smooth operation of the program and student support. It is deemed advisable to seek additional resources to improve the services provided to students and increase the program's sustainability.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 6, the EEA Panel recommends the following:

R6.1. Seek additional funding from internal or external sources to increase the long-term sustainability of the PSP.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

In order to continuously improve its scientific and administrative work, the PSP uses data reports from the Integrated Quality Information System (OPESP) for each academic year. For information management and electronic recording purposes, the PSP uses the NTUA Student Registry for student registration, course declarations, grades, thesis, etc. In general, the collection and processing of information is an important tool in the formation of the PSP program, which uses the MODIP's Information System. The procedures applied by the coordinating School of Architectural Engineering have been adopted and alongside the aforementioned tools mentioned, the following actions are being implemented: maintaining student records containing all academic information (completed assignments, grades, contact details); monitoring students' academic progress

(average grade, time to completion, course selection); collecting, processing, disseminating statistical data related to study progression; conducting surveys of graduates through questionnaires and telephone interviews.

II. Analysis

The PSP in Monument Protection has been operating successfully since 1998, offering solid scientific expertise and receiving recognition in the field of Monument Protection. In 2018 the PSP was restructured and re-established, adapting to the contemporary needs of engineering and the labour market. The School has established adequate procedures for the collection of data regarding the student body, teaching methods, student progression, employability and career paths of graduates. The School also analyses and evaluates data related to the availability and accessibility of resources, such as equipment, social services, IT facilities etc.

However, both staff and students confirmed that there is less emphasis on collecting evidence from student satisfaction surveys, which are distributed and administered centrally by the MODIP. The academic staff justified the very low (almost non-existent) response rate due to the centralised management of the student satisfaction surveys and data obtained. The staff pointed out the lack of control for the distribution/collection dates and, more importantly, the design of the student satisfaction the surveys. As a result, the response rate is very low and the responses cannot be analysed statistically.

Regarding the process, the students and the graduates confirmed that they receive invitations to fill in student satisfaction the surveys, but they are reluctant to do so, because they believe that there is no need to provide feedback in such a structured way. Both staff and students stated that they very much prefer oral feedback through informal sessions during or at the end of each course. Students and graduates confirmed that they provide oral/informal feedback on courses and sessions, and mentioned some examples when such feedback has lead to remedial actions from staff. However, neither the feedback sessions, nor these remedial actions were recorded in any way or form, thus there is no evidence of student satisfaction beyond the oral statements of staff and students during the meetings with the EEAP.

III. Conclusions

There is strong evidence that the University and the School collect the required amount of data regarding student registration and progression, analyse and store the data observing relevant legislation and reporting requirements. However, there seems to be a “culture of resistance” from both students and staff to engage with formal data collection of student satisfaction through the standard questionnaires leading to statistical analysis etc. Both sides attributed this culture to the limitations of this form of data collection for assessing satisfaction and leading to improvements, thus preferring more organic forms of providing feedback through informal discussions. Unfortunately, such means of collecting feedback are difficult to record and evidence, without breaching confidentiality and going against data protection legislation.

Panel Judgement

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

Panel Recommendations

7.1. The PSP, and the School in general should address the lack of evidence of student satisfaction. If alternative forms of feedback are preferred by staff and students, then appropriate instruments need to be designed to capture and store such feedback, as well as any actions that address the feedback.

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 website of the PSp is https://www.arch.ntua.gr/index.php/dpms_programma/prostasia-mnimeion/ part of the broader website of the School of Architecture of the NTUA and can be visited by clicking on the "Postgraduate Studies" field, where all the PSPs of the School are displayed. Consequently, its format is standardized and follows that of the School's website. Initially, a brief description of the PSP appears. In the English version of the website, this is the only available information regarding the PSP, and there is no menu leading to further information.

In the Greek version of the website, there is a dropdown menu where one can select and view the courses, which are categorized into Common Compulsory, Direction Compulsory, Direction Elective, and Direction Exercises. If desired, users can select them to view information regarding each course (where it is taught, the instructors, etc.), as well as be directed to the NTUA course management platform "Helios". The homepage also features the Staff Support and Development Policy, as well as a "Material" field, through which the visitor can find forms and instructions for applications, an information brochure for interested and incoming students, the Study Guide, the call for applications for the current year, the course descriptions, and the Government Gazette (FEK) for the operation of the PSP. However, the website lacks information regarding the PSP's activities, past diploma theses, conference proceedings, or published papers.

Since 2023, a PSP Facebook page has been active <https://www.facebook.com/PromniNTUA>, where the activities, events, and publications of the PSP are posted, along with calls for applications for new study cycles.

II. Analysis

The Greek version of the PSP website provides only the basic and required information regarding the programme and falls short in effectively promoting it, as it consists of a strictly standardized format focused on the presentation of courses. A radical redesign of the website is deemed necessary, to include the PSP's activities, its publications, past diploma theses and other notable student works, as well as proceedings from conferences where PSP work was presented. A useful approach that would serve those interested in the PSP would be the inclusion of alumni testimonials on the website regarding the PSP and the skills it provided them for their subsequent integration into the labor market.

It is also essential, in accordance with the criteria of the HAHE (Hellenic Authority for Higher Education), to have a complete version of the PSP website in a second language, in this case, English. Therefore, in its current form, the English version of the website is considered entirely inadequate. The fact that the language of instruction of the PSP is Greek does not imply the necessity of having only a Greek website. The English version of the website must be complete and contain all necessary documents and information regarding the PSP.

Finally, the existence of an active PSP Facebook page is positive and confirms the dedication of the instructors and other personnel of the programme to the subject, as well as the active participation of students in the exercises and activities of the programme, which became particularly evident through discussions with instructors, staff, and students.

III. Conclusions

The PSP website is part of the broader website of the School of Architecture and requires radical change and updating. Most importantly, there should be a bilingual version with complete, clear and objective information, and it is essential to enrich it with the PSP's activities, selected student works, the programme's publications, and other achievements.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 8, the EEA Panel recommends the following:

R8.1. Create a more attractive PSP website and enrich it with more information to promote the PSP more effectively.

R8.2. Promote the work of students and teaching staff more effectively and incorporate alumni feedback.

R8.3. Provide a bilingual version of the PSP website.

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 self-assessment of the programme is based on procedures and continuous improvement of the level of educational offerings along with supporting the learning environment, ensuring the current character of the programme, and the strategic goals of the Institution. Factors considered for the assessment include the student's workload, students' expectations, and the assessment of the students. Also, scientific and technological developments, societal and job market needs, as well as national, European, and international policies are considered. The PSP Director collects all requests for changes to the programme.

The annual report of self-assessment is submitted to MODIP for review, and recommendations are shared with the general faculty assembly. Decisions for

programme improvements are made at the end of the academic year and are implemented by the beginning of the following academic year.

II. Analysis

Through the process of internal review and continuous improvement plan, the positive aspects of the programme are reinforced by adding new topics based on scientific and technical developments and the progress in the field. The collected information is analysed, and the programme is adapted to ensure that it is up-to-date. There is a strategically designed consideration for improving courses using the course evaluations by students. Programme weaknesses are addressed when problems are identified in students' evaluations.

The PSP is reviewed and revised but without the direct involvement of students and other stakeholders. The evaluation of the PSP by the students has low participation (about 25%). The EEAP expects the active student involvement in course evaluations and through their representatives in internal evaluation and continuous improvement of the study programme will increase as soon as students note changes induced by this process.

III. Conclusions

The self-assessment procedure of the programme is well established, but should involve more systematic participation of the students and the external stakeholders.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 9, the EEA Panel recommends the following:

R9.1. Involve the alumni and external stakeholders in the self-assessment procedure.

R9.2. Increase the student's participation and confidence in the course evaluations.

R9.3. Include at the website of the PSP the annual Internal Assessment Evaluations.

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 PSP on Protection of Monuments does not have an external evaluation. Following the instructions of HAHE to this Principle, the EEAP utilised the IQAS Accreditation Report of the National Technical University of Athens (12 December 2021) and the 28th of May 2016 external evaluation of the of the National Technical University of Athens. The School of Architecture provided a detailed response about the previous external evaluations and the PSP has taken into consideration those relevant recommendations and provided a detailed response to the measures of improvement and the sector responsible for the implementation of all recommendations for the PSP.

II. Analysis

The members of the teaching staff of the PSP are aware of the importance of the external evaluation and its contribution to the improvement of the PSP. A procedure for the utilisation of the outcomes of the external evaluation is in place and responsibilities for the implementation of the recommendations is a good practice of the School of Architecture. Most of the recommendations from the previous external evaluations were addressed in a very good manner and a detailed action plan was substantially implemented.

III. Conclusions

The recommendations from the previous external evaluations were addressed in a satisfactory manner.

Panel Judgement

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

Panel Recommendations

The EEA Panel has no specific recommendation relative to adherence to Principle 10.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP has the necessary procedures for monitoring quality assurance.
The faculty and staff are knowledgeable, enthusiastic, and dedicated to their mission.
The programme is addressing an area of need in the Greek society, both in local and national level.
The participation in the program is free, without tuition fees.
Employment potential of the PSP graduates is high.

II. Areas of Weakness

The number of applications to attend the program is declining.
The number of students participating in the course assessment is very low.
The central library is limited.
The website of the PSP is not attractive.

III. Recommendations for Follow-up Actions

- Establish a formal External Advisory Board. Such a board will comprise members of the private and public sectors, alumni/alumnae, and other program stakeholders.
- Increase the target levels and refine the KPI to set measurable goals, especially those related to student learning.

- Add more generalized skills and graduate attributes for each course in the Study Guide.
- Improve the feedback questionnaire or explore more ways to record and address student opinions.
- Introduce a formal mentoring process for early-career faculty and other teaching staff to accelerate their professional development and promotion.
- Encourage and support the sabbatical leave process.
- Seek additional funding from internal or external sources to increase the long-term sustainability of the PSP.
- Consider offering Erasmus mobility opportunities to PSP students, for example during their Thesis research.
- Create a more attractive bilingual version of the PSP website and enrich it with more information to promote the PSP more effectively incorporating alumni feedback.
- Involve the alumni and external stakeholders in the self-assessment procedure.
- Increase the student’s participation and confidence in the course evaluations.
- Include on the website of the PSP the annual Internal Assessment Evaluations.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 3, 4, 5, 6, and 10

The Principles where substantial compliance has been achieved are:

1, 7, 8, and 9

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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