ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Εθνική Αρχή Ανώτατης Εκπαίδευσης
Hellenic Authority for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaae.gr • www.ethaae.gr

# Accreditation Report

# for the New Postgraduate Study Programme of:

Protection, Valorization and Conservation of Monuments and Sites

Department: Architecture

Institution: Technical University of Crete

Date: 09/01/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Protection, Valorization and Conservation of Monuments and Sites of the Technical University of Crete 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 ..... 7

**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 ..... 11

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification ..... 17

Principle 4: Teaching Staff of New Postgraduate Study Programmes ..... 20

Principle 5: Learning Resources and Student Support ..... 24

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes ..... 27

**Part C: Conclusions ..... 30**

I. Features of Good Practice ..... 30

II. Areas of Weakness ..... 30

III. Recommendations for Follow-up Actions ..... 30

IV. Summary & Overall Assessment ..... 32

# 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 Protection, Valorization and Conservation of Monuments and Sites of the Technical University of Crete 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. HARITOS GEORGE
   *(Title, Name, Surname)*
   College of Engineering, The University of Akron
   *(Institution of origin)*

3. STATHOPOULOS THEODORE
   *(Title, Name, Surname)*
   Centre for Building Studies & Department of Building, Civil & Environmental Engineering (BCEE), Faculty of Engineering & Computer Science, Concordia University
   *(Institution of origin)*

4. THEODOSSOPOULOS DIMITRIOS
   *(Title, Name, Surname)*
   University of Edinburgh
   *(Institution of origin)*

5. Tsivolas Konstantinos
   *(Title, Name, Surname)*
   National Technical University of Athens
   *(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 review and assessment of the PSP Protection, Valorization and Conservation of Monuments and Sites of the Technical University of Crete (TUC), 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 Technical University of Crete. The schedule and agenda of the review were as follows:

Monday, 15/12/2025:

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.

Tuesday, 16/12/2025:

1. Welcome teleconference meeting and short overview of the PSP with the President of MODIP, Vice Rector of Academic Affairs, Lifelong Learning and Outreach, Associate Professor Fotios Kanellos, the Director of the PSP Professor Maria Stavroulaki, the Dean of the School Associate Professor Alexandros Vazakas and the MODIP Supervisor Andreani Lyroni.
2. Meeting with the teaching staff members of the PSP including Associate Prof. Klimis Aslanidis, Professor Despoina Dimelli, Assistant Prof. Artemis Karnava, Professor Amalia Kotsaki, Professor Pagona Maravelaki, Assistant Prof. Dimitrios Rotsios, Professor Nikolaos Skoutelis, Professor Konstantinos Providakis, Professor Panagiotis Partsinevelos.
3. Teleconference meeting and discussion of facilities and learning resources with teaching faculty and the administrative staff member Aikaterini Malli.
4. Meeting with employers and social partners including Antonios Papaderakis, Special Innovation Advisor at the Region of Crete, Basilis Kontezakis, President of the Steering Committee of the Technical Chamber of Greece, Western Crete Delegation, Eytyxia Protopapadaki, Ephorate of Antiquities of Chania, Ministry of Culture.
5. Private debriefing meeting (EEAP members only).
6. Closure meeting. Informal oral presentation of the EEAP key findings and clarifications to: President of MODIP, Associate Professor Fotios Kanellos, the Director of the PSP Professor Maria Stavroulaki, the Dean of the School Associate Professor Alexandros Vazakas and the MODIP Supervisor Andreani Lyroni.
7. Private debriefing meeting (EEAP members only).

Wednesday, 17/12/2025 to Saturday 20/12/2025:

Draft report writing. EEAP virtual meetings. Review and finalization of the 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 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 postgraduate study programme (PSP) Protection, Valorization and Conservation of Monuments and Sites is organized and offered by the School of Architecture - Technical University of Crete. The new PSP was established in 2025 (see Government Gazette B1457_27.03.2025). The PSP constitutes the evolution of the existing Postgraduate Program "Space, Design, and Built Environment" active from 2014 to 2026.

The PSP provides students with the necessary knowledge to document historic buildings, settlements and cities, in relation to their natural surroundings. In order for the students to be able to take a position between different historical approaches regarding the management, preservation and valorisation of the architectural heritage of each historic period, successful contemporary practices in the international field are analyzed. Specific scientific fields as history, architectural typology, aesthetics, pathology assessment and cutting- edge survey and repair technology contribute to general issues related to the protection of the historic built environment at different scales (architecture, city, region). Interdisciplinarity enables students to develop modern methodologies for the holistic protection of architectural heritage within the context of sustainability. The above issues are equally approached in theory and praxis. Emphasis is placed on the research and exploitation of advanced technology in the field of digital systems and innovative materials and structures. The Master also aims to equip postgraduate students with an understanding of the approaches to managing and planning for sustainable tourism development at World Heritage Sites and to develop a critical approach to the co-existence of tourism and heritage, tangible and intangible.

Teaching in the PSP is provided by 12 members of staff from the School of Architecture in TUC and instructors from the University of Crete.

The programme has set the maximum number of admitted students per academic year to 25, but the average number currently is around 10.

The PSP requires a minimum of four (4) academic semesters 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 postgraduate project). The mode of study is Full-time or Part-time and blended learning with 50% presential and 50% distant 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 management, protection, valorization and conservation of Monuments and Sites, leading to careers in the public and private sectors, and a small fraction of graduates continues with doctoral studies. The School of Architecture offers one graduate program, participates in one post-graduate program and maintains an active programme in doctoral studies.

## 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**

The postgraduate study programme (PSP) Protection, Valorization and Conservation of Monuments and Sites is organized and offered by the School of Architecture - Technical University of Crete. The new PSP was established in 2025 (see Government Gazette B1457_27.03.2025). The PSP constitutes the evolution of the existing Postgraduate Program "Space, Design, and Built Environment" active from 2014 to 2026.

The PSP provides students with the necessary knowledge to document historic buildings, settlements and cities, in relation to their natural surroundings. In order for the students to be able to take a position between different historical approaches regarding the management, preservation and valorisation of the architectural heritage of each historic period, successful contemporary practices in the international field are analyzed. Specific scientific fields as history, architectural typology, aesthetics, pathology assessment and cutting- edge survey and repair technology contribute to general issues related to the protection of the historic built environment at different scales (architecture, city, region). Interdisciplinarity enables students to develop modern methodologies for the holistic protection of architectural heritage within the context of sustainability. The above issues are equally approached in theory and praxis.

Emphasis is placed on the research and exploitation of advanced technology in the field of digital systems and innovative materials and structures. The Master also aims to equip postgraduate students with an understanding of the approaches to managing and planning for sustainable tourism development at World Heritage Sites and to develop a critical approach to the co-existence of tourism and heritage, tangible and intangible.

Teaching in the PSP is provided by 12 members of staff from the School of Architecture in TUC and instructors from the University of Crete.

The programme has set the maximum number of admitted students per academic year to 25, but the average number currently is around 10.

The PSP requires a minimum of four (4) academic semesters 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 postgraduate project). The mode of study is Full-time or Part-time and blended learning with 50% presential and 50% distant 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 management, protection, valorization and conservation of Monuments and Sites, leading to careers in the public and private sectors, and a small fraction of graduates continues with doctoral studies.

The School of Architecture offers one graduate program, participates in one post-graduate program and maintains an active programme in doctoral studies.

## II. Analysis

The Panel finds that this PSP is very well organized, and it is confident that the School is fully committed to the implementation of the Quality Assurance Policy, as well as to the continuous improvement of the same. The goals set forth for this PSP are also carefully thought out.

Stakeholders clearly indicated that there exists a great need for the knowledge and skills graduates of this PSP will bring to the labour market.

The EEAP also found that the specified learning outcomes for this PSP agree with the European and National Qualifications Framework for Higher Education (Level 7). Specific quality goals are well defined, discussed, and reviewed on a systematic and continuous basis. These goals are judged relevant, appropriate, and measurable.

## III. Conclusions

The proposed PSP is excellent and addresses critical Local, National, and international needs both in Government Agencies and in Industry. The vision, goals, and objectives are carefully thought out and articulated. The EEAP believes that the proposed PSP has a very high potential for success and that it should proceed to implementation.

**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**

The EEAP has no specific recommendation relative to adherence to Principle 1

## 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 PSP Student Guide and course & thesis outlines show that the proposed PSP is structured over 4 semesters, compared to the usual 3 for the context of PSP in Greece, and is offered over a 2-year cycle. The first two semesters (the First Year) cover taught courses, all relevant to the sector of heritage; the third one introduces research methods, and the fourth one is dedicated to the dissertation. The theoretical courses are delivered through Distance Learning, and the design/ studio courses take place in a workshop environment at the premises of the Architecture school, and the dedicated lecture room and labs of the PSP. They all seem to be adequate as spaces and resources, and they are complemented by the presence of the TU of Crete library within its campus.

All courses are taught by staff members of the Architecture school and additional specialists are invited from the University of Crete (archaeology, art history). All staff appear to be active with research on the field of their courses or have invested significantly in the learning environment of the current version of the PSP over the last few years.

The PSP certainly builds on specialisations of the Architecture school staff, as it is demonstrated by their research publications and activities. No mention was made by the Senate in their approval decision about a wider teaching strategy of the TU of Crete in this sector, but the PSP harmonizes with the strategic choices of the faculty, resulting in the development of interdisciplinary management and

integrated design via deployment of innovative research practices, as mentioned in Principle 1. Due procedure was followed for the PSP design and approval, which occurred 9 months ago (March 2025) and the institution's Quality Assurance Unit (MODIP) has been actively involved.

The programme is presented as a new one, so student input was not sought in its design, and no students were interviewed by the EEAP. New elective courses on Archaeology and Art History of Crete and Venice in the Renaissance were introduced in the proposed PSP as a reflection on students' interests, as also an effort to give a different direction from the traditional, architecture-led conservation PSP in Greece.

There is no option of providing work experience to students in the form of a Placement course at the PSP curriculum. Students though are encouraged to support research projects by the staff and align their work with activities of these projects accordingly. Their participation is always on payment by the tuition fees or research funds.

The EEAP met a small group of stakeholders, all from local authorities and professional agencies (W. Crete). They gave a very positive view of the need for such a PSP for the local labour market but also examples of successful collaborations they have had with the PSP staff (feasibility study for the restoration of the Neoria in Chania; survey of architectural heritage in the local prefectures). One stakeholder representative was also a graduate of the current PSP. They have not though participated actively in the design of the proposed PSP or the current one.

Each semester offers courses that total 30 ECTS credits and the anticipated student workload seems to be in accordance with the European Credit Transfer and Accumulation System for level 7. The relevant regulatory framework by the Institution is expected to be followed by establishing the OMEA unit, an internal QA panel to monitor feedback by the students and PSP development.

**II. Analysis**

The proposed PSP provides a comprehensive structure for the subject. Fundamental courses for the development of future professionals in the heritage sector (building survey and analysis, material pathology, technology of structural interventions, history and theory of conservation) are provided in the First Year. These are offered by bearing in mind that students from non-design background (architecture, engineering) are admitted (archaeologists, art historians) and the staff appear to be flexible enough to adapt the syllabus of each course in each cycle to the level and needs of the students (for example in material pathology or structural appraisal).

The studio/ workshop courses also aim to accommodate non-design students by integrating them into multi-disciplinary teams (led by designers). The EEAP agrees with the PSP staff on the value of this approach, as it represents how heritage projects are expected to be delivered in professional life, so every student should then appreciate the contribution of other specialists and learn

how to act in such environments.

The elective courses highlight effectively the relevance and need for the proposed PSP: they address topical subjects (tourism and development), but also the historic urban character that the city of Chania (where the PSP is based) represents in a very rich manner (Archaeology, Renaissance Art History, urban and holistic interventions). All courses are strongly based on the specialisations of the staff and their teaching experience at the School of Architecture and the current PSP, so this should give enough confidence to the students.

The PSP is expected to recruit 25 students, but the average number currently is around 10, so the EEAP is concerned that the staff may stretch themselves to organise courses that would be poorly attended. This is particularly critical in the context of the School of Architecture, as there will be no other PSP whose students can take such course, neither any other relevant PSP at the TU of Crete, which is also a small and young institution. One option to safeguard the viability of these courses could be to offer such courses to graduating students of the UG Architecture programme, by tailoring those students' coursework to a lower ECTS level.

The Research Methods workshop in Semester 3 appears to serve two main aims: support for the development of the dissertation in semester 4 and a broader introduction to research. The EEAP agrees with the usefulness of both approaches, as some PSP graduates may consider a higher research degree afterwards.

Placement opportunities were also discussed as an option for Semester 3 – it was mentioned by stakeholders and is a good practice elsewhere. There are possibilities for employment in the region, and apparently within the private construction sector, but the PSP staff consider it difficult. Placement can be offered as an elective course instead of Research Methods or the latter can be reduced to 10 credits to accommodate this or other electives in Semester 3.

The Dissertation in the 4th semester appears to be open to students to propose a subject, which can deal with sites outside Crete, as shown in the current version of the PSP. The quality of the work is occasionally high enough and publication or presentations at conferences are encouraged.

All courses of the PSP will profit from the rich building heritage of Chania and Crete in general. There are several sites in the region that can be case studies with a wide range of cultural and technical issues, and can be meaningfully documented, while staff and stakeholders highlighted there are many conservation projects occurring in Crete, with opportunities for site visits, field trips and temporary placements.

The Learning Outcomes for each course are comprehensive for the subject and appear to be right for ECTS level 7. Course organisers should review them again to avoid some very specific outcomes (for example, use of nanomaterials for the Material Pathology ARCH261 course). General and transferrable skills are also outlined and once again they can be looked at in some more detail before the PSP Study Guide is published. In general, it is advised that all course organisers

ensure that their Learning Outcomes description at the Study Guide follow the same format: “The students who successfully conclude the course will be able to: …”.

Overall, the PSP follows a meaningful structure for its level and subject. Regarding the learning experience, student attendance is facilitated by offering the workshops and studios over Friday to Sunday. The PSP staff are making a great professional and personal effort in this aspect, which has been a very helpful practice in many PSP in Greece that want to make attendance easy for students who are usually working or must travel to the institutions. The programme of lectures and workshops will be published well in advance so that the students should know well when these weekend teaching blocks take place (two times per month) and plan their travel.

The workload as outlined in the Study Guide appears to be reasonable and some courses have a more detailed breakdown that is specific to the subject. Most courses also outline clearly their assessment criteria, which is very helpful for the students, and more detail may be provided in the courses’ handbooks or their e-class sites. It would be beneficial for all courses to follow a similar practice.

As some activities may still be designed before the PSP starts, there is an opportunity for the staff to reflect better on any lessons learnt from the current PSP and engage more formally in this process the current graduating students, alumni and the stakeholders. Maybe a socialising and networking event can be organized in May 2026, which can be combined as an official launch of the new PSP and an Open Day for perspective students. This can be an activity to increase the visibility of the PSP beyond Crete as the EEAP is concerned with the long-term viability of the programme, which can be guaranteed mainly by increasing the student number beyond 10.

Right now, there is no need for offering the courses in English as there have not been requests from foreign students and no ERASMUS exchanges are planned.

## III. Conclusions

Overall, this is a well-structured PSP curriculum, that makes the most of the Architecture school staff expertise and acknowledges where more input can be required by attracting staff from the neighbouring University of Crete. The courses are very meaningful for the subject, and they are offered with sufficient lectures and workshop / studio components, while provision is made for the learning experience of students who do not come from Architecture or Engineering backgrounds. The curriculum is balanced between core subjects and elective courses, with reasonable workload and allowance for working student attendance, and there is strong preparation towards the dissertation in the last semester.

There is a concern about the current PSP low number of students (10) which may affect the viability of the elective courses and the disproportionate effort the staff may put into their preparation. This is part of the broader reasons for the PSP to make every possible effort to increase the visibility of the programme and

its admissions.

**Panel Judgement**

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

**Panel Recommendations**

To enhance adherence to Principle 2, the EEAP recommends the following:

R2.1: Reflect on the efficiency of the number of elective courses when considering the number of students in the PSP, to avoid poor enrolment and attendance.

R2.2: Consider Placement opportunities in Semester 3 as an elective course

R2.3: Publish the Study Guide on the website, so that the perspective students have a clear idea of each course syllabus

R2.4: Ensure course outlines are fully informative and more uniform, that they all include more detailed assessment criteria, general / transferrable skills and not too specific Learning Outcomes

R2.5: Organise an Open Day to increase the visibility of the PSP and engage more of its alumni and stakeholders

## 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 has established comprehensive internal regulations that cover all stages of the programme, from admission to graduation. Admission process, necessary documents, and criteria are clearly defined and available in the study guide and on the programme's website. The maximum number of admitted students is 25, while the expected number of applications for the first year is around 20, as stated during the meetings. As highlighted in the meeting with the University, the PSP accepts candidates from a wide range of academic backgrounds, ranging from engineering to the history of arts. The minimum duration of study is four semesters, corresponding to a total workload of 120 ECTS, with the possibility of extension under specific and documented circumstances. The PSP also offers the option of part-time study for students who are employed. Regulations regarding study duration, part-time study framework, possible extensions, and conditions for dismissal in case of academic failure are clearly outlined

The programme employs a variety of assessment methods, including written or oral examinations, assignments, or a combination of these, as well as exemption through coursework where applicable. The assessment method for each course is clearly stated in the course outline. A student's performance in a course is considered successful when he or she is graded at least with a grade of six and a half on a scale from 0 to 10. Teaching combines distance e-learning, which mainly concerns the theoretical aspects of the courses, with face-to-face teaching, which encompasses the practical aspects as well as laboratories. Appropriate technological infrastructure supports the distance learning component. During the third and fourth semesters, students complete their master's thesis, for which the procedures and evaluation criteria are explicitly defined.

Students can participate in Erasmus+ program under specific criteria. During the meeting with the university, it was stated that scholarships would be awarded to two or three students. Finally, the Diploma supplement for the programme is in place.

**II. Analysis**

Overall, the PSP demonstrates a well-structured and transparent regulatory framework that effectively governs all aspects of the programme. The clearly defined admission procedures, study duration regulations, assessment methods, and thesis requirements contribute to academic consistency and fairness. The admission of students from diverse academic backgrounds may create difficulties in certain courses due to gaps in foundational knowledge, particularly for students coming from the social sciences. However, as all academic backgrounds

are related in some way to the PSP's subject, proper handling of these differences can enrich the learning environment. The possibility of offering distance learning enables the programme to invite distinguished guest scholars to deliver lectures, regardless of geographical constraints, which enhances the academic quality of the programme. Opportunities for international mobility through Erasmus+ further strengthen the programme's academic profile.

The diploma supplement should mention both the 2nd study circle και 7th study level and the mode of study is Full-time or Part-time and blended learning with minimum 50% presential and 50% distant learning.

**III. Conclusions**

The PSP meets the expectations of Principle 3.

**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**

R3.1: The Diploma Supplement should indicate Level 7 as the qualification level, and Level 6 as the admission level. The Supplement should also mention that the mode of instruction is blended (minimum 50% in person and 50% distant learning), and should include up-to-date information on the Hellenic higher education system

## 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 teaching staff of the PSP Protection, Valorization and Conservation of Monuments and Sites of the Technical University of Crete is drawn mainly from the academic personnel of the Technical University of the Crete (School of Architecture), whose scientific fields correspond directly to the content of the PSP curriculum. Most, but not all, faculty members delivering courses in the programme, have Ph.D. either from Greece or from other countries and are quite active in research and the supervision of post-graduate theses. All lectures in the courses and the laboratories are given in Greek except for cases (very limited at the present time) of students attending but coming from abroad. Also lectures in English are given by the foreign specialists who are often invited to contribute their knowledge and expertise to the PSP. The enthusiasm of the teaching personnel to be involved in the programme is clear.

The selection of faculty members falls within the remit of the School of Architecture and the electoral bodies constituted in accordance with the

legislation in force at each time. Vacancies are announced and applications are submitted through the APELLA or other similar platforms, thereby ensuring transparency at all stages of the recruitment process. Typical selection criteria include the research output, teaching experience, professional activity, and administrative work of the candidates.

The PSP does not provide additional incentives or dedicated funding by the European Commission for the advancement of careers of its faculty members. Nevertheless, members of the teaching and research staff are generally encouraged to participate in mobility and exchange activities with other institutions in Europe and beyond. A number or faculty members travel abroad to present their research findings in conferences or to participate in educational trips organized by the PSP under consideration.

Teaching duties are assigned to lecturers by the PSP administration before the start of each academic semester. The consultative allocation process considers both subject relevance and each lecturer's overall weekly teaching load across all programmes. The programme has a hybrid mode of operation and courses are available remotely. However, in total, at least 50% of the program content is delivered by physical presence. All laboratory courses require physical presence of both teachers and students. Course evaluations are taking place, but the participation level is low.

The scientific research performance and publication record of most of the PSP teaching staff are commendable, demonstrating a high level of productivity both in terms of quantity and the calibre of the peer-reviewed journals in which their work appears.

**II. Analysis**

The Faculty of Architecture of the Technical University of Crete responsible for this PSP implements a transparent and objective recruitment process, cultivating a conducive work environment with adequate resources for teaching and research. Indeed, resources will be adequate assuming that the programme will reach the intended full capacity of 25 students. Therefore, a recruitment strategy should be developed to stress the specific features of this PSP to make it attractive to a larger number of new students.

Faculty involved in the program demonstrate appropriate expertise and experience to deliver its specialised content through theoretical and practical modalities. The low percentage of student participation in the course evaluation system, which occurs in other programs as well, should be addressed.

Special emphasis is accorded to the integration of faculty research with teaching; whereby contemporary research outcomes inform course content and research-oriented diploma theses are assigned to postgraduate students. This integration advances scholarly productivity among faculty while cultivating research proficiency in students. Dissemination of thesis findings at publications and conferences is encouraged.

Faculty mobility for teaching or professional development abroad outside the

PSP's activities is facilitated. The PSP faculty cooperates with various scientific and technical bodies in Greece and abroad, such as the networks UNITWIN-UNESCO, EUROPANOSTRA, ICOMOS to mention a few. Faculty members are further encouraged to utilise their academic credentials to forge collaborative partnerships with domestic and international universities and other relevant organizations.

## III. Conclusions

The Faculty of Architecture administering this PSP implements a transparent, objective, and equitable recruitment procedure, consistent with established accreditation standards for postgraduate programmes. It sustains a conducive professional environment characterised by favourable employment conditions and comprehensive provision of requisite resources and infrastructure to support pedagogical and research activities. The assignment of diploma theses is done by the PSP by considering the interests of the students, the subject relevance, and the teaching load of the professors.

**Panel Judgement**

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

**Panel Recommendations**

To enhance adherence to Principle 4, the EEAP recommends the following:

R4.1 Develop an appropriate recruitment strategy to attract an adequate number of qualified students to this excellent PSP of the Technical University of Crete to ensure the resources necessary for the delivery of a high-quality programme.

R4.2 Address the issue of low participation of students in the process of course evaluation and generate mechanisms to encourage the students to fill out the appropriate questionnaires.

## 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 PSP is delivered both through distance learning and in-person teaching. The theoretical components of the courses, as well as the various scheduled lectures in the third semester by invited speakers, are conducted online. In-person instruction is provided for the practical components of the courses and for laboratory sessions. The Technical University of Crete provides the necessary classrooms and design studios for the delivery of face-to-face teaching. These facilities will also be available to students during weekends, as courses will be held then, allowing working students more flexibility. In addition, students will

have access to laboratories that are actively involved in research activities. Distance learning is fully supported by the University and is delivered via Zoom for lectures, while course management and educational material are provided electronically through the eClass platform. During the meeting, it was also noted that students will have access to the required software for their studies through their personal university credentials. The library of the University is available to PSP students and accessible online. The library has access to research journals through the HealLink network.

At the institutional level, a comprehensive set of support services is available. These include the Career Services Office, the academic advisor assigned to each student, the Legal Counsellor, the Gender Equality Committee, and counselling units that support students' academic and personal well-being. Administrative procedures, such as issuance of student certificates and other documentation, are also carried out electronically, as confirmed during discussions with administrative staff.

A tuition utilization plan is in place, ensuring transparency in the allocation of programme resources. A significant portion of the expenses is allocated to the recruitment of administrative staff, acknowledging the essential need for effective administrative support. Part of the tuition income is reinvested in students through financial support for participation in scientific conferences, encouraging academic engagement and development.

**II. Analysis**

The PSP is well supported by the University's infrastructure, with lecture rooms and design studios, and access to several laboratories in order to strengthen the learning experience of the students. These facilities, along with the necessary software and extended opening hours, effectively meet the academic and technical needs of the programme. Students benefit from reliable access to e-class, the electronic library, and efficient administrative services, including the option to obtain official documents electronically. The support services provide a solid framework for academic and personal support. The tuition utilization plan is clearly defined, and the reinvestment of funds to support the administrative services and student participation in scientific conferences strengthens the academic profile of the programme.

**III. Conclusions**

The PSP meets the expectations outlined in Principle 5. Students have access to appropriate learning resources, academic guidance, and support services.

**Panel Judgement**

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

**Panel Recommendations**

To enhance adherence to Principle 5, the EEAP recommends the following:

R5.1: The required software for each course, as well as the methods through which students access these tools, should be made more clearly visible and explicitly communicated.

R5.2: Enhance visibility and accessibility of student available support services through more frequent communication and periodic briefing sessions. A dedicated presentation file could be sent to every student at the start of every semester.

## 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 of the Technical University of Crete is following the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The EEAP found that the self-assessment of the PSP on

Protection, Valorization and Conservation of Monuments and Sites is based on procedures that support the learning environment for the students and the strategic goals of the Institution. Factors considered for the assessment of the PSP include the students' workload, students' expectations, and the assessment of student satisfaction. Additionally, the PSP self-assessment takes into consideration scientific and technological developments, societal and job market needs, as well as national, European, and international policies. The PSP Director and the coordination committee will collect information from the students, teaching staff and other stakeholders for the annual self- assessment of the programme. The annual report will be submitted to MODIP for review, and recommendations will be shared with the general faculty assembly. A clear timeline of the self-assessment procedure is established. Decisions for improvements will be made at the end of the academic year and a report will be delivered, which includes suggestions for improvement to be implemented by the beginning of the following academic year.

**II. Analysis**

The PSP did not have a previous external evaluation; however, the Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organizes and supports the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

Through the process of internal review and continuous improvement plan, the positive aspects of the programme will be reinforced by adding new topics based on scientific developments. The collected information will be analyzed, and the programme will be 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 will be addressed when problems are identified in student evaluations. In the past, the PSP has been reviewed and revised without the direct involvement of other stakeholders.

**III. Conclusions**

The self-assessment procedure of the programme is adequate, but should include more active participation of the students, alumni and the external stakeholders.

**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**

To enhance adherence to Principle 6, the EEAP recommends the following:
R6.1: An External Advisory Board (EAB) should be established to enhance further development of the Programme and to create a permanent link with the professional world.
R6.2: The students' participation and the involvement of external stakeholders in the study programme revisions should be enhanced further.

# PART C: CONCLUSIONS

## I. Features of Good Practice

• The faculty and staff are enthusiastic and dedicated to their mission.
• Employment of the postgraduate study programme graduates in public and/or private positions is very high.
• Employers and social partners praised the postgraduate study programme and believe there is a clear need for such graduates.
• Overall, this excellent PSP offers many opportunities to its graduates.

## II. Areas of Weakness

• Student participation in internship training through Placement is limited.
• There are limited interactions with stakeholders and alumni after graduation.
• There is no formal External Advisory Board.

## III. Recommendations for Follow-up Actions

• Reflect on the efficiency of the number of elective courses when considering the number of students in the PSP, to avoid poor enrolment and attendance.
• Consider Placement opportunities in Semester 3 as an elective course.
• Publish the Study Guide on the website, so that the perspective students have a clear idea on the courses syllabus.
• Ensure course outlines are fully informative and more uniform, that they all include more detailed assessment criteria, general/ transferrable skills and not too specific Learning Outcomes.
• Organise an Open Day to increase the visibility of the PSP and engage more its alumni and stakeholders.
• Develop an appropriate recruitment strategy to attract an adequate number of qualified students to this excellent PSP of the Technical University of Crete to ensure the resources necessary for the delivery of a high-quality programme.
• Address the issue of low participation of students in the process of course evaluation and generate mechanisms to encourage the students to fill out the appropriate questionnaires.
• Improve the Diploma Supplement to clearly indicate Level 7 as the qualification level, and Level 6 as the admission level. The Supplement should also mention that the mode of instruction is blended (minimum 50% in person and 50% distant learning) and should include up-to-date information on the Hellenic higher education system.
• Make more clearly visible and communicate explicitly the required software for each course, as well as the methods through which students access these tools.

• Enhance visibility and accessibility of student available support services through more frequent communication and periodic briefing sessions. Maybe a dedicated presentation file should be sent to every student at the start of every semester.
• Establish an External Advisory Board to enhance further development of the Programme and to create a permanent link with the professional world.

## IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
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 |
|---|---|
| PANAGOPOULOS THOMAS | Signed by PANAGOPOULOS THOMAS - 09/01/2026 19:41:04 +02:00 |
| HARITOS GEORGE | Signed by HARITOS GEORGE - 09/01/2026 19:41:04 +02:00 |
| STATHOPOULOS THEODORE | Signed by STATHOPOULOS THEODORE - 09/01/2026 19:41:04 +02:00 |
| THEODOSSOPOULOS DIMITRIOS | Signed by THEODOSSOPOULOS DIMITRIOS - 09/01/2026 19:41:04 +02:00 |
| Tsivolas Konstantinos | Signed by Tsivolas Konstantinos - 09/01/2026 19:41:04 +02:00 |