



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
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Accreditation Report

for the Postgraduate Study Programme of:

Literature, thought and culture in the Greco-Roman World

Department: Philology

Institution: National and Kapodistrian University of Athens

Date: 27/05/2024



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Literature, thought and culture in the Greco-Roman World** of the **National and Kapodistrian 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 Literature, thought and culture in the Greco-Roman World of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. CHIKOVANI ANA (Chair)

(Title, Name, Surname)

Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili
Tbilisi State University

(Institution of origin)

2. EFTHYMIADIS STEFANOS

(Title, Name, Surname)

Πρόγραμμα Σπουδών στον Ελληνικό Πολιτισμό, Σχολή Ανθρωπιστικών και
Κοινωνικών Επιστημών, Ανοικτό Πανεπιστήμιο Κύπρου

(Institution of origin)

3. Papatheu Caterina

(Title, Name, Surname)

University of Catania (Italy)

(Institution of origin)

4. TSOULAS GEORGE

(Title, Name, Surname)

University of York

(Institution of origin)

5. Καμπανάρου Άννα

(Title, Name, Surname)

University of Crete

(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

EEAP was appointed by HAHE to evaluate two PSPs offered by the Department of Philology, National and Kapodistrian University of Athens (NKUA). EEAP had access to the accreditation support material of the two PSPs: “Literature, Thought and Culture in the Greco-Roman World” and “Papyrology and Classical Literature” on Friday, May 10, 2024. All documentation files examined by EAAP were only in Greek.

The EEAP studied the documentation provided by HAHE as well as the websites of the two PSPs “Literature, Thought and Culture in the Greco-Roman World” and of the PSP “Papyrology and Classical Literature” of the Department of Philology of the National and Kapodistrian University of Athens.

On the first day, meetings were held for the two PSPs under review, while meetings on the second day were dedicated exclusively to the evaluation of PSP “Literature, Thought and culture in the Greco-Roman World” and those on the third day to the PSP “Papyrology and Classical Literature.”

Meetings of the EEAP with the colleagues representing the authorities of the NKUA and the PSP were held online in late afternoon and evening hours (Athens time) and were scheduled as follows:

Monday, May 13, 2024

17:00 - 18:00 EEAP members private meeting (Zoom meeting) to discuss the documentation and organize the tasks.

18:00 - 19:00 - Meeting with the Directors of the two PSPs, the Head of the Department, MODIP, Steering Committees/ OMEA members, AP, Directors of the two PSP, Head of the Department, MODIP members, Steering Committees/OMEA members, MODIP staff

- Head of the Department: Professor Theodora Antonopoulou

Directors of the two PSP:

- Literature, thought and culture in the Greco-Roman World: Professor Grammatiki Karla
- Papyrology and Classical Literature: Professor Amphilochos Papathomas MODIP

MODIP:

- Mr. Konstantinos Bourletidis Head of the Quality Assurance Unit (MODIP), National & Kapodistrian University of Athens,

MODIP Secretary:

- Mr Theodoros Chajitheodorou, MODIP member
- Mr Anestis Karastergiou, MODIP member

Steering Committees: Literature, thought and culture in the Greco-Roman World:

- Professor Andreas Michalopoulos
- Professor Stephanos Matthaios
- Professor Sophia Papaioannou Papyrology and Classical Literature:
 - Associate Professor Aikaterini Koroli
 - Associate Professor Nikoleta Kanavou
 - Associate Professor Rosalia Hatzilambrou
- Assistant Professor Marianna Thoma OMEA members:
 - Professor Andreas Michalopoulos
 - Assistant Professor Marianna Thoma

19:00-19:30 – The EEAP had previewed the videos prepared for the on-line tour and at this meeting discussed teaching and learning resources, equipment and other facilities with administrative staff members & teaching staff members of the two PSPs.

19:30 – 20:00: The EEAP had a private zoom meeting to exchange views and prepare for the second day of the review process.

Tuesday, May 14, 2024

16:30 - 17:15 - Meeting with the teaching staff of the PSP “Literature, thought and culture in the Greco-Roman World” (Webex meeting)

AP, teaching staff of the PSP:

- Professor Stephanos Matthaios
- Professor Andreas Michalopoulos
- Professor Vaios Vaiopoulos
- Assoc. Professor Myrto Garani
- Assoc. Professor Vassilios Vertoudakis
- Assist. Professor Athina Bazou
- Assist. Professor Aikaterini-Nina Carvounis
- Assoc. Professor Rosalia Hatzilambrou

17:15-18:00: Meeting with 9 students of the PSP “Literature, thought and culture in the Greco-Roman World”. 5 students from the 2nd semester 4 students from the 4th semester. Students were asked about their degree of satisfaction with the PSP and with the services and facilities provided by the University and about their participation in the evaluation processes.

18:30-19:15: Meeting with 8 graduates of the PSP “Literature, thought and culture in the Greco-Roman World”. The experience of the abovementioned graduates in the PSP and their subsequent professional development were discussed.

19:15-20:00: Meeting with employers, social partners of the PSP

- Dr Maria Protopapa-Marneli, Director of the Research Centre for Greek Philosophy, Academy of Athens
- Dr Zoi Phaniou, Deputy Director of the 59th High School of Athens
- Mr Takis Siampanis, Director of the Research Development and Innovation Department in the Vocational Training Center "Margarita"
- Mr Lefteris Liidakis, Director of a private preparatory institution
- Ms Mathiopoulou Anastasia, Director at Poukamisas Educational Group.

A conversation was held about their experience with the graduates, their collaboration with the PSP and the situation of the labour market.

20:00 - 20:30: the EEAP had a private zoom meeting to exchange views and prepare the oral report.

20:30-21:00: Closure meeting with the Director of the PSP, the Head of the Department, MODIP, PSP Steering Committee/ OMEA members, AP, MODIP staff:

- Head of the Department: Professor Theodora Antonopoulou
- Director of the PSP “Literature, thought and Culture in the Greco-Roman World”: Professor Grammatiki Karla

MODIP:

- Mr. Konstantinos Bourletidis Head of the Quality Assurance Unit (MODIP),

MODIP Secretary:

- Mr Theodoros Chajitheodorou, MODIP member
- Mr Anestis Karastergiou, MODIP member

Literature, thought and culture in the Greco-Roman World Steering Committee:

- Professor Andreas Michalopoulos
- Professor Stephanos Matthaios
- Professor Sophia Papaioannou

OMEA members:

- Professor Andreas Michalopoulos
- Assistant Professor Marianna Thoma

Some points needing clarification were discussed and the EEAP carried out a brief presentation of some results and findings of the virtual visit.

The panel would like to underline that all meetings were conducted in a friendly and constructive atmosphere and that all participants were willing to provide any information requested and to answer any questions.

III. Postgraduate Study Programme Profile

Please provide a 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. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The PSP “Literature, Thought and Culture in the Greco-Roman World”, offered by the Department of Philology in the School of Philosophy of the National and Kapodistrian University of Athens, was founded on May 19, 2020 and welcomed the first cycle of students in 2020-2021 academic year.

The PSP focuses on the field of Greek and Roman Studies and concentrates in particular on the study of the Greek and Latin languages, literature, thought and culture in the Greek and Roman world, on Classical Philology, its historical, theoretical, ideological and cultural dimensions.

The PSP and its funding are based on the financing provided by the tuition fees. Fee waiver is applied to the qualified students in accordance with the applicable law.

Students are admitted to the PSP after submitting their application with requested supporting documents and an interview before the committee responsible for the exams. For the completion of their studies students must collect 120 ECTS. They must successfully attend nine seminar courses, each of which corresponds to 10 ECTS. Attending the courses is mandatory. These are spread into three semesters and are followed by the writing of the MA thesis/diploma work in the last semester. The MA thesis work corresponds to 30 ECTS. The courses are not divided into mandatory and elective courses, a number of courses are offered each semester (5 for the current semester) and students choose the 3 courses for each semester.

The PSP is authorized to take annually a maximum of 50 students, but so far 16 to 25 students have been admitted for each cycle of studies.

Regarding their future professional development, the PSP graduates can mainly be employed at all levels of education in the public and private sector, but also in research centres concerned with the study of the Greco-Roman world, in publishing houses, libraries etc.

The PSP, together with the Department of Philology and the School of Philosophy, provides a quality environment for teaching and conducting research, which has improved significantly in recent years (Labs of the Department of Philology, the Library of the School of Philosophy,

seminar rooms, etc.).

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP "Literature, Thought and Culture in the Greco-Roman World" follows the Policy for Quality Assurance with regard to teaching and research as introduced and established by the NKUA. The EEAP had access to the Quality Assurance Policy document of the Department of Philology of NKUA for the development and improvement of PSP (see appendix A2) as well as Quality Goal Setting for the PSP "Literature, Thought and Culture in the Greco-Roman World" (see appendix A3).

The academic Unit has established a Quality Assurance Policy, appropriate for the PSP. Specific measurable, achievable, relevant and timely quality goals regarding the PSP are planned through regulations.

The courses of the PSP "Literature, Thought and Culture in the Greco-Roman World" correspond to the second level of higher education and ensure the achievement of the competencies defined by the programme. The topics and issues distributed in the courses are focused on training students in the fields of Classical literature, arts, culture, linguistics, religion, history, philosophy, theatre. The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

II. Analysis

The established Quality Assurance Policy shows commitment towards continuous improvement, which includes launch of specific, measurable, achievable and relevant goals set by the PSP. The PSP has developed precise admission criteria available on the website. The European Credit Transfer System (ECTS) is applied.

The Quality Assurance Policy followed by the PSP is communicated electronically (via electronic mail), at the beginning of each academic year to the members of the teaching, administrative and technical staff employed in the PSP, and at the start of each PSP implementation cycle to all incoming students.

Although there appears to be little involvement of social partners and employers in the review and evaluation of the programme, the EEAP's view is that this has not had a negative effect on the quality of the programme or the overall quality of the evaluation process.

The EEAP confirmed during the interviews that students regularly participate in short-term international mobility programs such as CIVIS, but rarely participate in Erasmus+ mobility programs with semester-long academic stays in the partner Universities.

The qualifications of the teaching staff are excellent. The students spoke very favourably about the teaching staff's accessibility and collaboration, their constant individual consultations, and the creation of an appropriate teaching and learning environment. The PSP has been involving students in the evaluation of

the teaching staff and in assessing the latter's performance on a semester basis.

The EEAP confirmed during the interviews that students and teaching staff have participated in various workshops and conferences offered by the University and its international partners. The feedback received from current students is very positive; they could see a link between their own work and materials taught in class. Moreover, the students of the PSP have been able to find relevant jobs even in the period of their studies.

The employers confirmed high demand for the graduate's qualifications in the labour market emphasising that they are employing the PSP alumni already and plan to do so in future as well.

The income from Tuition fees of the PSP is allocated to cover the expenses of teaching staff, as well as for technical support, while EEAP witnessed during interviews that additional secretariat support is deemed necessary for the best functioning of the PSP.

No mandatory core courses are offered at the PSP which consists of only elective courses and diploma thesis.

III. Conclusions

There is an established quality assurance system at the faculty and University level. Legal administrative mechanisms for monitoring and supporting students are sufficient.

In order to offer a strong foundation and more consistent core programme for the specialization, students should be offered a number of mandatory courses in the PSP.

The Quality Assurance Policy is sufficiently communicated to all parties involved, though more involvement of alumni in the PSP's evaluation process would be an asset.

The PSP fully complies with the needs and the aims of a modern specialized postgraduate study program.

Panel Judgement

Please tick one of the following:

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

Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Consider including at least one core mandatory course into the PSP programme
- Ensure involvement and regular feedback from alumni representatives and other stakeholders in the processes of PSP evaluation.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

For the current accreditation exercise, the EEAP reviewed a substantial array of documentation and further informed its decisions through meetings with staff, students, and other stakeholders as detailed in the Introduction.

The PSP is structured in accordance with the current legal framework, with the design of modules and activities meticulously following both national and European qualification frameworks and their requirements. Learning outcomes are clearly specified in the module descriptors and in the publicly available documentation.

Students are required to select three modules per semester during the first three semesters, with the fourth semester dedicated to writing the dissertation. Module workload and credit weight are based on the ECTS, with each module carrying 10 ECTS credits.

Given the relatively small number of students, the PSP offers ample opportunities for student involvement in Programme design and delivery. This involvement is formalized through established channels for feedback and complaints, and is further enhanced by significant informal interactions between staff and students.

PSP students benefit from the integration of teaching and research, as faculty members teach within their research areas and interests.

Continuous improvement is ensured through an annual review and internal evaluation in collaboration with the Institution's Quality Assurance Unit.

Additionally, the PSP provides opportunities for student mobility and work experience, within the limits and possibilities defined at the institutional level.

We also note that the NKUA Senate's decision includes the possibility of offering the Programme or some of its modules in English. This is not currently done but would be something to consider for the future.

II. Analysis

The PSP under review represents an innovative and significant addition to the institution's portfolio and has a notable impact on both the national and international stages. The PSP provides high-quality education by employing modern methods and research techniques, including digital humanities and international databases. It also adopts new perspectives and study areas, such as gender studies, to shed new light on longstanding issues.

Graduates of the PSP are highly trained in relevant areas and research techniques, which equips them well and they have good prospects for employment or further studies at the doctoral level. From the analysis of student responses to questions regarding the link with the world of work it appears that the PSP is considered a good basis for entering the world of work.

Notably, even when graduates are employed in the education sector outside their primary specialization, employer representatives report high satisfaction with the performance of PSP graduates.

The PSP makes very good use of the possibilities offered by visiting academics in order to provide students with further input but also networking possibilities for those who might wish to pursue their studies abroad.

III. Conclusions

Overall, the PSP is a very well designed Programme that fills a gap in the provision in the studies of the Greco-Roman world. It complies with the regulatory framework in terms of design and delivery and fulfills its promise.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Further consider the provision of modules in English as part of the general training programme.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

After examining the documents submitted by the Programme and taking into account the interviews with the teaching staff and students, the EEAP concluded that the Department has set student-centred learning, teaching, and assessment as a priority. In order to maintain a high-quality monitoring procedure the PSP encourages student evaluations on a semester basis. It appears that the Programme provides the necessary conditions to students to become active partners in the process of learning throughout their courses and submit proposals which may meet their interests and needs. Both reflect a keen interest in scientific research to be conducted under international perspective. As a result, the overwhelming majority of the students' evaluations express very high satisfaction in all the individual indicators and criteria set by the evaluation questionnaires.

The main goals of the PSP are intended to strengthen student-centred learning, teaching, and assessment. These are the following: i) encouraging the participation in student evaluations, and in the assessment and evaluation of the curriculum; ii) encouraging the interaction of students with the teaching staff, in order to resolve any possible issues in a friendly-environment; iii) getting students informed in a first meeting about the main objectives of the PSP and about the teaching and assessment methods through a communication posted on the e- class; iv) encouraging an active participation in seminars; v) adopting teaching methods such as guided discussion and presentation of the progress of research study and bibliography research, carried out by students, before the group; vi) infusing the spirit of teamwork, thereby strengthening students' self-confidence and critical thinking, as well as students' sense of autonomy; vii) fostering a variety of student-centred pedagogical and teaching approaches through interactive discussion, questioning and exchange of views between students and teaching staff implementing additional hours, if any problems arise from their studies. Therefore, the students of the PSP are evaluated not only by the score of the final examination, but also by in-between forms of assessment throughout the academic semester. Students with special learning difficulties, or other health issues and/or disabilities, are provided, among other things, with alternative methods of evaluation, in accordance with the current legislation and the internal regulations. During the interviews students emphasized that they receive both unceasing monitoring which helps them to improve their performance and solve any possible issues, and counselling for the preparation of the thesis.

Furthermore, there is an official procedure in case students want to file a complaint or an issue, which is discussed and solved through the involvement of the Academic Advisor, the Head or the Steering Committee of the PSP.

II. Analysis

The PSP has implemented a student-centred schedule of study. Students are provided with opportunities and support in order to improve their personal and

academic skills, while taking an active role in the teaching and assessment process. Both the questionnaires filled out each academic semester and the friendly exchange of feedback/support between students and the teaching staff safeguard quality and guarantee that students' opinions and possible complaints are evaluated.

III. Conclusions

The EEAP finds that the Programme focuses on the diversity of students and their needs, applying a flexible synchronous and asynchronous teaching approach, which allows students to take part in international academic institutions orientated at the study of Literature, Thought and Culture in the Greco-Roman World. The PSP constantly evaluates and regulates the quality and efficiency of teaching and teamwork, as documented especially through student evaluations.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

N/A

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

A clear set of regulations has been established covering all aspects of students' admission, progression, and the recognition and certification of their postgraduate studies. These are advertised on the Departmental and University websites, mentioned in the Student Guide, which is also available online (though only in Greek), provided to the PSP students in a reception meeting at the beginning of their studies, and reminded to them by faculty members throughout their studies. As for the students' admission, a call for applications is announced every spring semester. The deadline for submitting the requested documents extends until the end of September when the interview between the examining committee and the

applicants is held. Although the number of admitted students can potentially reach up to 50, as mentioned in the PSP Regulation, the number of successful applicants for the first four years of the programme ranges from 16 to 25. This means that the available (50) places have not been filled in any year so far, although the number of applicants is almost double the size.

The two-year PSP offers an MA-level formation organised as follows:

- A total of 9 postgraduate courses/seminars (90 ECTS in total) are offered during the first, second, and third semesters (3 in each semester, 10 ECTS per course/seminar).

- Thesis writing (30 ECTS) is allocated in the fourth semester. After completing its writing, each student must defend it before a 3-member examining committee. If successfully defended, the thesis is uploaded to the Institutional Repository/Digital Library of the University («PERGAMOS»).

Besides the possibility of applying for a fee waiver, students can benefit from scholarships and awards granted by the University (e.g., Bequest by Sophia N. Saripolou, award in memoriam of Konstantinos Kontos, award in memoriam of Lisimachos Kaftatzoglou).

Based on data provided by the faculty, although most of the students admitted in the first year of the programme have graduated (13 out of 17), only half of those admitted in the second year have done so (12 out of 25). The number of students who completed their MA degree during the two-year period is limited (7 students from those admitted in the PSP's first year and 9 from the second year).

Students progress between semesters through exams or by writing a semester paper. Their progression is attentively monitored through the Academic Advisor, e-class (an online platform for sharing learning material and communicating) and the Career Office. Since the number of students is small, the teaching staff fosters close collaboration with their students. Thanks to this, the teachers can observe the students' progression more closely and individually.

A network of universities, research institutes, and social partners has been created to ensure the possibility of practical training. Students can participate in ERASMUS+ and CIVIS mobility programmes and benefit from bilateral agreements signed between the University of Athens and 45 different partners located abroad (34 for ERASMUS+ and 11 for CIVIS). Generally, a call for applications is issued once each academic year. Although the participation rate in CIVIS is low, the respective rate referring to ERASMUS+ is even lower.

Upon completion of their studies, students receive a Diploma in Greek along with the Diploma supplement. The English version of the Diploma and its supplement is available upon request.

II. Analysis

In the interviews, it became clear that students are aware of all the information regarding the admission procedures, the required documentation, and their rights and obligations from the beginning. Several of them highlighted the absence of entry exams as an advantage.

The Programme Director and the teaching staff agreed that the number of

accepted students is satisfying as it ensures the high quality of the seminars and fosters close collaboration with their students. Moreover, they claimed that the delay in graduation arises primarily at the stage of thesis writing and that the relatively low graduation rate is the result of the pandemic, which led to the closure of libraries, among other impediments it brought about. They expressed their confidence that the graduation rate will shortly rise considerably.

As for the progression of the students and the way this is monitored, no complaints were made. Students are pleased, particularly with the fact that they have the opportunity to write semester papers to study topics of their interest, get trained in scientific research and writing, and organically find the subject of their thesis. As for their thesis-writing, a related course is offered in the first semester to train students in research methodology and scientific-paper writing and some basic (stylistic and submitting/defense-related) instructions are given in the Study Guide. According to the student's testimonies, thesis-writing support is primarily and generously provided by the supervisors. However, a comprehensive and detailed thesis-writing guide is not provided to students.

Although all interviewees confirmed that mobility is strongly encouraged by staff, participation remains low. Students opt for mobility opportunities that last a short period (mainly through CIVIS), whereas the take up rate of long-term mobility opportunities (ERASMUS) is low.

III. Conclusions

Overall, the admission procedures, the progression and its monitoring, the thesis writing, and graduation process are satisfactory. However, there is admittedly room for improvement regarding the on-time graduation rate and the graduation rate in general. Additional encouragement to enroll in mobility programmes is required.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Create a comprehensive Thesis-writing Guide
- Promote and encourage participation in long-time mobility programmes
- Adopt measures in order to improve graduation rates within the 2 years

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

As an academic unit, the PSP is staffed with a fair number of members of the Division of Classical Philology of the Department of Philology, all of whom are tenured faculty members (DEP). In addition, the function of the PSP involves the teaching of visiting professors chiefly from Universities abroad as well as seminar lectures at times offered by distinguished academics invited by the Department.

The permanent staff members of the Department have been appointed and promoted through the ranks following the established Greek legislation and the information system found at and supported by the Apella. Tenure and promotion

committees include external members and follow procedures that are common to all universities in Greece.

The employment of the above academics in the PSP basically rests upon their research specialisation in the field of Classical Philology that chiefly involves scholarly activity and publications on Greek and Latin language and literature. It is one of the Department's priorities to steadily appoint new members of the staff specialized in the field and gradually integrate them into a teaching activity in this and the other PSPs supported by the staff of the Division of Classical Philology. Responding to its thematic focus on Greek and Latin literature and culture, the PSP is staffed by professors that cover the Greek and Roman worlds on a fairly egalitarian basis.

Alumni and current students made very positive comments about the quality of the courses offered in the PSP and the prompt feedback they have steadily received from their teachers.

II. Analysis

The large number of the academics who have taken up the task of teaching in the PSP is in tune with the pluralism of the courses offered. Their workload is considerable and it is the PSP's and the University's endeavour to financially support all members of the teaching staff. Mechanisms of evaluation chiefly on the basis of questionnaires electronically filled out by the students of each course assess the teaching staff's performance, a procedure established by the Quality Assurance Committee (MODIP). These questionnaires also aim to collect data on the students' degree of satisfaction vis-à-vis tutoring and mentoring on the part of their teachers.

Depending on the field and discipline they are attached to, all members of the teaching staff have been active in research, publishing and presenting their scholarly work in international fora and, more significantly, in peer-reviewed collective volumes and journals. Their associations and collaborations with colleagues in Universities and Research Centres abroad greatly contribute to offering opportunities for their students to enlarge their knowledge of the field and acquire further research skills.

III. Conclusions

The EEAP finds that the PSP pursues the goals of its function, acknowledges the high level of the scholarly work pursued by its staff and encourages its further expansion. Enhancing the visibility of the PSP and encouraging collaborations with academic institutions abroad will enforce its function and popularity within the Greek academic environment and make it known abroad.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Enhance the visibility of the PSP
- Further support mobility to and from foreign academic institutions for the teaching staff

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, 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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP is hosted on the premises of the School of Philosophy and the Philology Department of the National and Kapodistrian University of Athens, which provides the necessary facilities to ensure an appropriate teaching and learning environment. Dedicated classrooms (735, 209), laboratories (Laboratory of Cypriot Studies, Laboratory of Papyrology, Laboratory of Paleography) and the Central Library are equipped with the necessary technology and are available for the teaching and studying purposes of the PSP. The IT room is at the disposal of

the PSP students, who also have access to additional facilities and services of the University, including the Foreign Language Teaching Center, Cultural and Sports clubs, Student Welfare Office, Student counselling, etc. The faculty and students can use several books, journals, databases, digital collections and digital tools (e.g., LDAB, TLG, HGV, papyri.info) necessary for their research. Access to the above is granted on-site or remotely via a VPN.

The PSP employs 14 faculty members. One secretariat, shared with a second PSP offered by the same Department, provides administrative support. Each academic year, one or two faculty members are designated as Academic Advisors to counsel and support the PSP students and monitor their progress.

A tuition fee of 3,000 euros for a total of four semesters (750/semester) has been set for each PSP student. A special account for research Grants of the University (ELKE), withholds 30% of the PSP budget for operating expenses. The remaining amount covers faculty and secretariat payments, travelling expenses and fees for meetings and conferences, scholarships, supplies, etc. A fee waiver for 30% of the students at most is offered each academic year according to the regulations.

The above information, except for the budget breakdown, is advertised on the Departmental and University websites, mentioned in the Student Guide, which is also available online, provided to the PSP students in a reception meeting at the beginning of their studies, and reminded to them by faculty members throughout their studies.

II. Analysis

The School of Philosophy's infrastructure has substantially improved in recent years thanks to the renovation of classrooms, offices, and laboratories, the building of the Central Library, and the updating of technological equipment. In the interviews, faculty members and students expressed their overall satisfaction with the available facilities and services, although, as the former admitted, there is always room for improvement. Both parties agreed that the available resources and digital tools are sufficient for their research.

The students and graduates confirmed that all the necessary information regarding the services offered by the University and the Department was readily available to them from the beginning of their studies. It should be noted, however, that although they were familiar with the existence of an Academic Advisor, only a few of them used this service. EEAP witnessed during interviews that additional secretariat support is considered to be needed for the best functioning of the PSP.

Financial resources, including tuition fees, are used in accordance with existing regulations in order to support the learning and teaching activities of the PSP. Naturally, further support of student activities such as conferences or summer school attendance would be welcome.

III. Conclusions

Overall, the faculty and students are satisfied with the infrastructure and services provided by the University and the School. Some concern is only expressed with

the limited number of the administrative staff. The information regarding the facilities, tools, and services the students can use is readily available.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Improve resources and support for students travelling to conferences or participating in summer schools
- Encourage and arrange meetings with the Academic Advisor(s) more regularly
- Provide further secretarial support

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Data Collection Procedures

The PSP has set out systematic procedures for the collection of data regarding: student body, teaching methods, student progression, employability and career paths of graduates, availability and accessibility of resources (equipment, social services, IT facilities etc.). These procedures are implemented in a transparent, uniform and standardized fashion. The collection of data is intended to supply valid information for a number of critical actions, such as planning and evaluation, and for services provided to students, graduates and teaching staff, as well as for the objectives that have been set to help in troubleshooting issues possibly

encountered. These procedures incorporate data on the student body, teaching methods, student progression, employability, career paths of graduates as well as drop-out rates, the teaching scheduling, the structure and organization of the courses and textbooks, the teaching and the provision of services to PSP students, including the Online Tutor Service, the services provided for students' welfare (catering, housing, and Medicare), Statistical Data Management, etc.

Information Systems and Collection Methods

The Programme employs a mix of Information Systems and Collection Methods to collect data efficiently.

The collection of information is carried out through the specific software – UNITRON app, National Information System for Quality Assurance in Higher Education (OPESP) – under the responsibility of the Coordination Committee of the Master Programme, with the participation of staff members and students.

In particular, via the “UNITRON” app, a unified Information System, provided by NKUA, PSP students can monitor their grades, acquire information about the teaching staff, the teaching units/hours and the provision of services and they can have any necessary certificates issued by the Secretariat (analytical rating, recruitment, tax office, etc.).

The annual internal evaluation reports, the monitoring indicators and the relevant tables are then published on the website of the PSP and are considered by the relevant Committees and the Head of the PSP, the General Assembly, and the MODIP. The results are then communicated to all interested parties.

The Secretariat of the PSP, in collaboration with the Secretariat of the Department of Philology and the IT Service of the NKUA, provides data, indicators and information to all public services and institutions that are entitled to request this data. At the same time, the Department's Quality Assurance Unit (OMEA) provides, on a yearly basis, relevant information to the National Information System for Quality Assurance in Higher Education (OPESP) of the Hellenic Authority for Higher Education (HAHE). This data result in performance indicators and are largely used as a basis for the compilation of the annual objectives of the Programme, in accordance with the guidelines of the Internal Quality Assurance System and the guidelines of the institution's Quality Assurance Unit.

Moreover, a Business Intelligence (BI) system (Επιχειρηματική Ευφυΐα) is currently under development by the MODIP of NKUA, which will allow for better and more effective analysis of the information collected.

Student Satisfaction Surveys

Students understand that the anonymous surveys electronic questionnaires (survey.uoa.gr), are a significant constituent of the Programme's data collection on the PSP's quantitative and qualitative objectives. Additionally, during the meetings students indicated that they are confident that any proposal would be taken into consideration by the PSP.

Range of Support Services

The Department is situated at the premises of the School of Philosophy, on the

campus ("Panepistimioupoli") of Zografou and is accessible by several bus routes. NKUA offers transport for students with reduced mobility. Furthermore, wide-ranging support services (sport club, areas designed for seminars or conferences) are provided for teaching staff and students by the NKUA, among which the possibility to access the Central Library and Information Centre (LIC), and thus to have access to interlibrary loans as well as to electronic databases such as Unified Search Engines, E-Books, E-Journals, bibliographic databases and other E-Resources.

A Plagiarism Detection System (Turnitin Usage) is available along with the Pergamos Institutional Repository, where students can have easy access to digitized texts, and the ERMOFILOS Information System, which offers Digital Accessible Academic Textbooks, as well as AMELib – Accessible Multi-modal Electronic Library, which aims to provide accessible (online) books.

Further support services are also provided for financial aid, career guidance, assistance to overseas students and counseling/support service for social-psychological issues or complaints or reports on administrative or educational issues.

Administrative and Technical Staff for Support Services

Support Services, though understaffed, supervise the organization and implementation of decisions within the Department, ensuring a steady management of academic life.

The ERASMUS+ Office and European programmes

The website (https://en.phil.uoa.gr/erasmus_civis/) lists both bilateral conventions Erasmus+, and NKUA'S alliance with the European Civic University (CIVIS), although the participation of students in Erasmus+ long-term mobility is low and students participate mostly in CIVIS online lectures and short-term mobility programmes.

II. Analysis

Utilization of Survey Data- Resource Availability and Accessibility - Data Presentation

The Programme efficiently handles the information obtained from satisfaction surveys so as to regularly and systematically spot areas of enhancement, of strength and of weakness. It is also organized to meet the students' requests and needs.

III. Conclusions

The PSP along with the MODIP has established effective procedures for the methodical collection of data, obtained from satisfaction surveys, through a blend of information systems and methods in order to receive students' feedback, to detect areas for enhancement, and accordingly to convey a high-quality educational involvement.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Increase the number of the administrative staff to ensure a steadier management of the Programme (additional secretarial support is needed).

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

First-hand information about the PSP is available in its webpage. A description of the study programme of the current academic year, the study guide, the quality policy and other kinds of information are included. All material is available only in Greek.

Other ways for the dissemination of information to students and the wide public alike are the social media that the University of Athens and the Department of Philology use as communication tools.

II. Analysis

The information available on the webpage is not as rich as it should and does not cover all aspects of the character of the PSP. Aspects of the PSP's external activities are integrated into the Department of Philology's announcements as a whole. Since the PSP is offered in Greek and is primarily addressed to Greek-speaking students, it is natural to set as a priority to produce a Greek version on the webpage in Greek. However, this does not account for the current absence of an English version that, apart from other positive effects, would increase the PSP's visibility. Moreover, the Department's website about PSP could be transformed to be more user-friendly.

III. Conclusions

Besides enriching information provided on the Greek version of the website, the PSP must take care of producing a bilingual and more instructive version of the PSP's webpage.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Disseminate information concerning the PSP in Greece and abroad
- Redesign the website to make it more attractive and user-friendly and enrich the Greek Version of the webpage providing information that covers all its activities
- Supply a complete version of the website in English

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP as part of the overall institutions has a robust process of internal evaluation that follows the current legal and regulatory standards.

The internal evaluation unit considers on an annual basis all relevant aspects of the programme. The timetable for the evaluation is appropriate, if a little too onerous on staff, and results in a report of significant depth and breadth.

II. Analysis

The processes in place are appropriate and in line with national and international standards. The EEAP has considered the reports and details and scope of the processes in place and finds that they cover all relevant aspects of the provision.

III. Conclusions

The processes of internal evaluation are appropriate and their results provide significant insight in the running of the programmes and their possible improvement.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

N/A

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

This is the first HAHE-commissioned accreditation exercise. The EEAP has, however, considered the progress report (appendix A18) of the PSP which details the actions taken in response to the external evaluation. The report shows that there is significant engagement with the recommendations of the EEAP and that follow up actions have been considered resourced and accomplished. The reported results are in line with the requirements of the recommendations.

This is the first external evaluation of the PSP since it starts in the academic year 2020/21. However, both the Department and the University have previous experience of external evaluation and accreditation processes.

II. Analysis

The EEAP's judgment is based on the progress report. As such we consider that the PSP has taken serious and decisive steps towards addressing the issues identified and proposed by the external evaluation committee.

There is a procedure in place for analysing the results of the external evaluation and implementing the recommendations of the APs. Consequently, it is expected that the results of the current evaluation will also be analysed and implemented as far as possible by the Department, the PSP Coordinating Committee and the OMEA (Internal Quality Assurance Committee) in collaboration with MODIP.

III. Conclusions

We conclude that the External Evaluation serves the purposes the HAHE has set and benefits the programme as intended.

The EEAP hopes that its work will be met positively by the PSP. During the meetings held, the EEAP is pleased to note that all members of the teaching staff involved in the PSP are aware of the importance of the external evaluation and are actively involved in the process of the PSP's accreditation.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

- PSP courses correspond to the second level of higher education and ensure the achievement of the competencies defined by the programme
- The teaching staff is qualified and experienced in its respective areas of expertise
- Students get individual support about study resources from the course instructors
- Students participate in various workshops, conferences offered by the University and its international partners
- Students participate in online and short-term mobility programs (e.g. CIVIS)
- PSP offers to students elective courses (3 from 5 for the current semester)

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

- No mandatory core courses are offered at the PSP which consists of only elective courses and thesis
- Students rarely participate in long-term mobility programmes
- Graduation rates need to be improved
- The PSP would benefit from a thesis-writing guide
- The PSP website lacks information in English
- The Greek webpage of PSP needs to be enriched

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Adopt measures in order to improve graduation rates within the 2 years.
- Consider including at least one core mandatory course
- Encourage students to participate in long-time mobility programs (such as Erasmus +)
- Consider the provision of modules in English as part of the general training programme
- The webpage's English version needs to become functional
- Redesign the website to make it more attractive and user-friendly and enrich the Greek Version of the webpage providing information that covers all its activities
- Supply a complete version of the website in English
- Create a comprehensive thesis-writing Guide
- Further support mobility to and from foreign academic institutions for the teaching staff
- Improve resources and support for students travelling to conferences or participating in summer schools.
- Encourage and arrange meetings with the Academic Advisor(s) more regularly
- Improve administrative support (additional secretarial support is needed)
- Disseminate information concerning the PSP in Greece and abroad
- Ensure involvement and regular feedback from alumni representatives and other stakeholders in the processes of PSP evaluation

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,2,3,4,5,6,7,9,10

The Principles where substantial compliance has been achieved are:

8

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
CHIKOVANI ANA	Signed by CHIKOVANI ANA - 27/05/2024 02:28:26 +03:00
EFTHYMIADIS STEFANOS	Signed by EFTHYMIADIS STEFANOS - 27/05/2024 02:28:26 +03:00
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