



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Dexippus

Institution: National and Kapodistrian University of Athens

Date: 3 July 2023



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Dexippus** 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 Dexippus of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Stephanos Efthymiadis (Chair)**
Open University of Cyprus, Cyprus
- 2. Professor Manuel Español - Echevarría**
Université Laval, Québec, Canada
- 3. Professor Alicia Morales**
Universidad de Murcia, Murcia, Spain
- 4. Ms Aikaterini Iliopoulou, PhD Candidate**
Department of Philology, University of Crete, Rethymno, Crete, Greece

II. Review Procedure and Documentation

AP received the accreditation support material concerning the Postgraduate Study Programmes (henceforth PSP) Arethas and Dexippus on Monday, 26 June 2023 and the online visit to the Programmes began on the following day. As a result, there was almost no time to look into the support material before the beginning of the visit, and most of the analysis of the relevant information had to be made during the visit. In addition, the quality of the support material was uneven. On the one hand, some documents (the Student Guides, the Accreditation Proposals or the Courses Descriptions for both Programmes) were very well crafted and designed. On the other hand, all the documents involving any statistical treatment (for instance, Students' Evaluations) were incomplete. In spite of this, during the visit, all the participants involved (MODIP, Teaching and Administrative staff) were prompt to provide us with all the information asked for. In addition, one of the members of AP, Professor Manuel Español-Echevarría, who had been named by the HAHE as Chair of AP, was unable to attend the sessions scheduled on Wednesday, 28 June 2023. Fortunately, another member of the Panel, Professor Stephanos Efthymiadis, was ready to undertake the task in such a short notice and acted as Chair of the AP for the whole duration of the visits.

All the meetings were conducted online in a very friendly and cooperative spirit.

The meetings during the visit were scheduled as follows:

Tuesday, June 27, 2023

15:45-16:00 AP members meeting (Zoom meeting)

16:00-17:00, Meeting with the Directors of the PSPs Arethas and Dexippus, the Head of the Department, MODIP, Steering Committees/OMEA Members (Webex meeting)

Professor Dimitrios Karadimas, Vice Rector for Academic and Student Affairs /
President of MODIP

Head of the Department: Professor Theodora Antonopoulou

Directors of the PSPs "Arethas" and "Dexippus":

Associate Professor Dionysios Kalamakis (Arethas PSP)

Professor Vaios Vaiopoulos (Dexippus PSP)

MODIP:

Mr Konstantinos Bourletidis, Secretary of MODIP

Mr Theodoros Chajitheodorou, MODIP member

Ms Amalia Nippi, Scientific collaborator of NKUA

Arethas Steering Committee:

Professor Marina Loukaki

Professor Constantine Paidas

Assistant Professor Georgios Pitsinelis

Dexippus Steering Committee :

Professor Stephanos Matthaios

Professor Amfilochios Papathomas

Arethas OMEA members :

Dr Charis (Charalambos) Messis, Member of Teaching Staff (EDIP)

Dexippus OMEA members:

Professor Andreas Michalopoulos

Associate Professor Rosalia Hatzilambrou

17:00-17:30 On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities related to the PSPs (Webex meeting)

Arethas Administrative staff members:

Ms Paraskevi Saitani, Secretary

Dexippus Administrative staff members:

Ms Aikaterini Fotou, Secretary

Arethas Teaching staff members:

Professor Theodora Antonopoulou

Professor Marina Loukaki

Professor Constantine Paidas

Associate Professor Dionysios Kalamakis

Assistant Professor Georgios Pitsinelis

Dr Charis (Charalambos) Messis

Dexippus Teaching staff members:

Professor Andreas Michalopoulos

Professor Sophia Papaioannou

Professor Amfilochios Papathomas

Professor Vaios Vaiopoulos

17:30-18:00: Debrief Meeting, AP members (Zoom meeting)

Thursday, June 29, 2023

15:00-15:45: Meeting with the teaching staff of the PSP Dexippus (Webex meeting)

Professor Vassilis Lentakis Director of the Section of Classics

Professor Ioannis Konstantakos

Professor Stephanos Matthaios

Professor Andreas Michalopoulos

Professor Sophia Papaioannou

Professor Amfilochios Papathomas

Professor Vaios Vaiopoulos

Associate Professor Rosalia Hatzilambrou

Assistant Professor Aikaterini-Nina Carvounis
Assistant Professor Roumpini Dimopoulou
Assistant Professor Christos Fakas

16:00-17:00: Meeting with students of the PSP DEXIPPUS (Webex meeting)

Three 1st-year students and five 2nd-year students

17:30-18:15: Meeting with PSP Dexippus graduates (Webex meeting)

Ms Despoina Diamanti, Employed in advertising company
Ms Maria Agori Gravani
Mr Alexandros Antoniadis
Mr Thanos Papanikolaou

18:30-19:15: Meeting with employers/social partners of the PSP Dexippus (Webex meeting)

Professor Costas Agelakos (Ionian University) President of the Scholarly Association “Nea Paideia”

Associate Professor Helen Gasti, Director of the Postgraduate Programme in Classical Philology, Faculty of Philology, University of Ioannina.

Mr Ioannis Stripelis, Director of the private Preparatory Secondary Education Institution “Frontesteria Proodos” (Kallithea-Nea Smirni)

Professor Liana Lomiento, University of Urbino Carlo Bo, Dipartimento di Scienze della Comunicazione, Studi Umanistici e Internazionali (DISCUI), Convegno Editare, commentare, interpretare. Approcci multiformi al testo letterario – IX Edizione

Mr Ilias Toutoudakis, CEO, Advertising Company “ADReport”

Ms Demetra Nikolaidou, head of a Frontistirion, Moschato, Athens

Ms Ioanna Savvinidou, head of Lycée Franco-Hellénique Eugène Delacroix, Athens

19:30-20:00 Debrief meeting, AP members (Zoom meeting)

20:00-20:30: Closure meeting with the Director of the PSP Dexippus, the Head of the Department, MODIP, and PSP Arethas Steering Committee/ OMEA members (Webex meeting)

Head of the Department: Professor Theodora Antonopoulou

Director of the PSPs Dexippus:
Professor Vaios Vaiopoulos

MODIP:

Mr Konstantinos Bourletidis, Secretary of MODIP

Mr Theodoros Chajitheodorou, MODIP member

Ms Amalia Nippi, Scientific collaborator of NKUA

Dexippus Steering Committee:

Professor Vassilis Lentakis
Professor Stephanos Matthaïos
Professor Amfilochios Papathomas

Dexippus OMEA members:
Professor Andreas Michalopoulos
Associate Professor Rosalia Hatzilambrou

All these meetings were held with the assistance Ms Athina Kontostavlaki, Member of the Technical Laboratory Personnel.

On Friday, Saturday and Sunday, 30 June – 2 July 2023, AP members met to produce the Accreditation Report (AR) and submit it to the HAHE.

III. Postgraduate Study Programme Profile

The PSP Dexippus was founded in 2018 as one of the MA PSPs in the Department of Philology of the National and Kapodistrian University of Athens. This PSP offers a curriculum in the field of Classical Philology (both Latin and Greek) organised in four semesters (two academic years). Students must attend seven graduate seminars (70 ECTS) during the first three semesters and write an MA Thesis (50 ECTS) during the last semesters. This is a research-oriented PSP, as proved, among others, by the amount of ECTS allocated to the MA Thesis research. Consequently, many of the Dexippus graduates naturally continue their studies in a PhD programme in Greece or in universities abroad. There are, however, other students who find jobs in education or the publishing industry, since the Dexippus graduates seem to be sought-after in the job market.

From its beginning, this PSP has attracted many candidates and a selection process has been put in place. This is due, among other things, to the quantity (11 professors) and quality of the teaching staff. The PSP can provide an interesting variety of courses in the fields of Greek and Latin Philology and host a quite diverse range of research topics.

Finally, the PSP, together with the Department of Philology and the National and Kapodistrian University of Athens, provides a quality environment for teaching and conducting research (labs, classrooms equipped with interactive whiteboards, library of the School of Philosophy, 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

I. Findings

The PSP Dexippus applies a Quality Assurance System which is in line with European Quality Standards and with the Quality Policies of the University of Athens (IQAS), an institution which

has extensive and accredited experience in this field. The implementation of this system is undertaken by the Internal Quality Unit of the Department (OMEA), which works in close cooperation with the Quality Assurance Unit of the University (MODIP).

The PSP is evaluated internally every year. The results of the assessment are analysed in terms of weaknesses and strengths, and improvement actions and measurable, achievable, and timely quality goals are proposed. This documentation (general guidelines of Quality Policy, internal progress report, quality goals) is communicated and published on the PSP website. It must be noted that, for the time being, all is in Greek and that the English version of the website is under construction.

II. Analysis

In the opinion of the Accreditation Panel (AP), the academic unit includes a serious commitment towards Quality Assurance Policy implementation and towards continuous improvement of the PSP. With regard to financial resources, it should be emphasised that the PSP has no tuition fees and is only financed by public funds. An efficient use is made of them; the vast majority are destined to improve bibliographic and research resources.

In relation to the accreditation process, however, AP must note that the documentation received from by HAHE was incomplete regarding some indicators and statistical data. These refer, for instance, to the profile of incoming students and Universities of origin, number of applications, and number of students who are admitted to the Programme, average duration of studies, average grade obtained, proportion of students who participate in the satisfaction questionnaires, etc. Some of these data have been provided by the Department and discussed during the visit.

The overall goal of the Programme is the high specialisation in the study and interpretation of Greek and Latin texts and the mastery of techniques, methodologies, and auxiliary disciplines of Classical Philology. In this respect, the PSP's learning outcomes more than meet the requirements of level 7 according to the European and National Qualifications Framework for Higher Education in terms of knowledge, skills, and abilities.

III. Conclusions

AP has a very positive impression of the quality of the PSP and has been able to verify the effort of the Academic Unit to promote continuous improvement regarding objectives, expected learning outcomes, appropriateness of the qualifications of the teaching staff and the infrastructure and resources.

First and foremost, the PSP is a philological and research-oriented Programme, which presents a successful balance between Latin and Greek. It offers a good training for the achievement of level 8 of the European Qualifications Framework (PhD). In fact, upon graduation from the PSP, a considerable part of students is ready to enrol in the Department as doctoral candidates.

The PSP has demanding access requirements and the number of applications seems to increase slightly in recent years: in the academic year 2019-2020, 32 students sat in the entrance exams and 13 entered the Programme, in 2020-2021 the rate was 45 to 17, and in 2021-2022 47 to 20.

Panel Judgement

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

Panel Recommendations

- Undertake a more meticulous collection of data and statistics on the profile of incoming students and their study progression. It would also be positive to track the careers of graduates of the Programme more systematically.
- Encourage greater student involvement in the evaluation processes, specifically in completing the satisfaction questionnaires (cf. remarks in principle 9).

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP has been developed in accordance with relevant standards, incorporating the latest scientific advancements and employment trends both in Greece and internationally. The curriculum has been meticulously designed to align with universally accepted standards within the field of study. A Programme revision process is established; however, it currently lacks involvement and input from stakeholders, external experts, students, and graduates. The Student Guide is complete, concise, and appropriate.

II. Analysis

The PSP, offered by the Department of Philology, has been officially established and approved by the University Senate (Decision: 751/21-6-2018). The curriculum structure and the European Credit Transfer and Accumulation System (ECTS) allocation adhere to the standards set for MA degrees in Europe, as well as the universally accepted standards within the field of study. It is important to note that the high quality of the curriculum structure and its adherence to international standards has been stressed by external stakeholders during the interviews. The PSP follows a two-year curriculum consisting of seven elective courses, which are spread over three semesters, with each course carrying ten ECTS. In the final (4th) semester and upon successfully finishing all the courses (70 ECTS), students are required to complete a Master's thesis corresponding to 50 ECTS.

Prior to all that, the admission process to the PSP includes an admission test to ensure the enrolment of students with a background in the knowledge of Greek and Latin. Upon successful completion of the PSP requirements, students are awarded a Master's degree in Classical Philology, equivalent to 120 ECTS. The Programme's design incorporates objectives, the expected learning outcomes, and the employment prospects, which are all elaborated in the complete and concise Student Guide of the PSP, which is deemed appropriate. The PSP has a distinct emphasis on research, yet it does not preclude work experience opportunities. Feedback from students and graduates during the interviews indicated that this research-oriented focus was a decisive factor in their choice of this particular PSP. The Programme effectively integrates teaching and research, as instructors explore and blend their research interests and findings in the classroom, while students are encouraged to participate in conferences, publish papers, and disseminate their own research findings.

A committee has been established to periodically revise the curriculum. This committee considers the results of internal evaluations (through questionnaires), recent advancements in scholarship, and updated best practices within the field. Unfortunately, the participation in the curriculum revision committee is limited to the teaching staff of the PSP, neglecting involvement from stakeholders, external experts, students, and graduates. Although this practice does not align with the standards, the PSP director and teaching staff informed AP that state laws prohibit such participation. However, they have expressed their commitment to explore alternative methods, such as additional evaluation and recommendation practices, so that these stakeholders get involved.

III. Conclusions

AP considers that the PSP directs students towards research and is implemented with a curriculum that covers many areas of Greek and Latin literature.

Panel Judgement

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

Panel Recommendations

Involve more partners in the decision-making bodies of the PSP.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP demonstrated its commitment to respecting student needs, offering flexibility, promoting active student involvement, and providing guidance at every stage of the learning process.

II. Analysis

A formal approach that prioritises student needs and promotes flexibility is officially adopted within the PSP. Course assessments may consist of exams or seminar papers, with alternative modes of delivery and assessment made available for students with special learning needs or disabilities, in collaboration with the Accessibility Unit for Students with Disabilities (ASD) at the University of Athens. These accommodations are communicated in advance and documented in the Student Guide. Furthermore, the interviews revealed that students are encouraged to develop their individual skills and actively participate in the teaching and learning processes. Students are given the opportunity to select the subject of focus for their seminar papers based on their scholarly interests, under the guidance of the respective course instructor. In the light of documentation received and the interviews conducted, AP considers the learning environment to be student-centred, fostering mutual respect, while teachers provide their support and guidance. A formal procedure of appeal is established, and a dedicated committee is responsible for processing any officially submitted complaints. Students are cognizant of the appeals' procedure and the function of academic advisor since their admission to the Programme. The function of academic advisor seems to run smoothly, in parallel with the support and mentoring that students receive from all teachers. Additionally, student satisfaction surveys are conducted at the end of each semester for every course, as part of the internal evaluation process of the PSP.

III. Conclusions

AP considers PSP to be a student-centred Programme which encourages the participation of students in its wide range of activities. Several mechanisms that are in place ensure the harmonious function of the PSP.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

There is a clear set of published regulations covering all aspects of the students' progression towards their MA degree. All the necessary information about regulations as well any other aspect of the students' life in the Department are available in the Student Guide.

The PSP, with its current resources, can host a maximum of 20 students per year. It attracts, however, a higher number of candidates: an average of 40 candidates per year for the last four calls for application. Therefore, a system of entrance exams has been put in place in order to select the best possible candidates. This examination takes place every year in October, and the announcement is made public on the websites of the Department and the PSP already in the Spring semester. The available places (20) are not filled every year. The average of the students admitted is 17.25 for the last four years. The Student Guide contains a description of the examination process, as well as a summary of the content of the admission tests.

The two-year Postgraduate Programme Dexippus offers an MA level formation in Greek or Latin Philology/Literature organised as follows:

- Seven postgraduate courses (70 ECTS) offered during the first, second and third semesters, and
- 50 ECTS allocated to the preparation (20 ECTS during the third semester) and the writing (30 ECTS during the fourth semester) of an MA thesis.

AP observed that most students do not manage to complete their MA degree during the two-year period.

The students' progression during their MA studies is attentively followed. There is an academic advisor, member of the teaching staff, who takes care of any difficulties the students might be confronted with.

Students can participate in the Erasmus+ and CIVIS mobility programmes, having at their disposal all the relevant information both on the website and in the Student Guide. Moreover, they are actively encouraged by the teaching staff to travel abroad. However, it must be noted, the rate of participation in these mobility programmes is low.

A Diploma Supplement is available to the students under request.

II. Analysis

In its interviews with the Director of the Programme, the teaching staff, and the students, AP had discussions about the considerable length of the MA studies for a fair number of students. This delay probably finds explanation in the fact that most of the students have to work, part-time or even full-time, during their MA studies. This seems to particularly affect their research during the MA as they take more time than expected in the completion of their MA Thesis. Another problem that affected the timely completion of their thesis was the non-availability of libraries during the period of the Covid-19 pandemic.

AP was not able to obtain precise data on how much time the students work during their MA studies.

AP asked the Direction of the PSP about the possibility of issuing the Diploma Supplement automatically, that is without request.

III. Conclusions

Dexippus is in general a very well-organised Programme in all the relevant aspects concerning admission of students, their progression towards the degree, and certification.

There are, however, certain points, discussed in the preceding section that must be addressed.

Panel Judgement

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

Panel Recommendations

- Obtain more information about students' working hours through the course evaluation process.
- Introduce additional measures (financial support, etc.) so that the students can fully benefit from the available mobility programmes.
- Issue the Diploma Supplement to the students in Greek and English without request.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

AP had an interview with the director of the PSP and nearly all academic staff members engaged in teaching, mentoring, and supervising MA theses in the Programme. They were all enthusiastic about the quality of their students and shared general concerns about the decreasing interest in pursuing the study of Classics in the country. More significantly, they said that they envisage their role as teachers of Greek and Latin as a mission. Several issues were touched upon during the meeting: system of the students' admission in the PSP, professional development opportunities, mobility, workload, evaluation of students, division between students following the path of Greek and Latin, competency and adequacy of the teaching methodology, linking teaching with research, the involvement of the academic staff in applied research, organisation of colloquia, strengths and weaknesses of the PSP.

The integration of a member of the teaching staff of the Department into the PSP is contingent upon his/her willingness to assume such a role and the approval of a Departmental meeting. A similar procedure is followed if professors from universities abroad express interest in offering courses-seminars on a semester basis or otherwise. Such cases have been variously reported and may be regarded as a positive sign of the PSP's efforts for international collaborations and visibility.

It was not the remit of the AP to look into the details of any recruitment or promotion procedure, but, judging from the quantitative data provided for each member of the teaching staff, the academic qualifications of most of them cannot be disputed. During the discussion, no complaints were expressed with regard the teaching load of the academic staff, perhaps due to the fact that the rich number of professors in all ranks that the division of Classics counts can afford further/extra teaching duties.

Staff members are impressively conscious and conscientious of their commitment to research and publication. This is less visible in the record of publications of assistant professors but, in this case too, quality, not quantity, is the pivotal desideratum.

Research activity is supported by the University technically rather than financially. Several of the PSP's academics are involved in research projects, participate in conferences, and conduct parts of their research abroad. However, it is a sad commentary on the actual support provided for the academic staff's research that, for the period of the last five years, the University has allotted to the Department a very poor sum of money for the library's buying of books.

In terms of teaching, the academic staff applies both traditional and modern methods exploring the facilities of the blackboard with the cray and the web tools for teleconferences.

II. Analysis

The gamut of scholarly fields that the academic staff has shown expertise points to the wide range of areas that they can cover in terms of courses and seminars. The fact that a high number of the academic staff members have studied or carried out research abroad is no doubt commendable since the Department could have a broader exposure to the European landscape. It is important that invitations of foreign professors keep on being carried out, no matter that they cannot be offered a remuneration because Dexippus is not a tuition fee-based PSP.

III. Conclusions

The PSP proactively cultivates the teaching of Greek and Latin as languages and literatures, thereby doing its academic service to the University and Greek society at large. Aside from the training of educators at the level of the secondary education, it promotes research in a spirit of collegiality and cooperation. Students have spoken very highly about their professors, their competence, sense of commitment, availability, and care.

Panel Judgement

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

Panel Recommendations

- Enhance the visibility of the PSP.
- Increase the money spent on buying books for the University's library.
- Further support mobility to and from foreign academic institutions

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

I. Findings

The PSP is hosted in the premises of the School of Philosophy and the Philology Department of the University of Athens, which make available the necessary facilities to ensure an appropriate teaching and learning environment. Several classrooms, equipped with the necessary technology, are at the disposal of the PSP. In addition, the PSP also uses the resources of three labs of the Department.

Since 2019, the centralised Library of the Faculty of Philosophy, which has replaced the former Departmental Libraries (*spoudastiria*), has been in use. The new library has modern and excellent facilities, study rooms and provides students with free access to all resources: books,

scientific journals, databases, interlibrary loans, digital collections, etc. It also offers specialised support and training seminars to students.

As mentioned above, the PSP does not have registration or tuition fees and is financed with public funds from the Ministry of the Education and the University. Consequently, there is no tuition utilisation plan.

In general, the University of Athens has a wide range of facilities and services available to all students, including those applying to the PSP under evaluation (cultural and sports facilities, career counselling, student welfare office, etc).

II. Analysis

The Faculty of Philosophy's facilities have been improved in recent years with the renovation of classrooms and offices, the updating of new technology equipment, and the creation of the new Library in 2019. In addition, many infrastructure projects have been carried out to ensure accessibility for people with special needs. In this regard, the University also has an Accessibility Unit for Students with Disabilities (ASD), which provides support to students who might need it. Another important and useful service available to students is the Foreign Language Teaching Service (Διδασκαλείο Ξένων γλωσσών), for which PSP Students pay reduced fees. All services are advertised on the Departmental and University Websites.

In satisfaction questionnaires, students give the lowest rating to the bibliography and research resources. In the meetings held with the teaching staff, although they were very satisfied with the new library, they admitted that more investment is needed to keep the bibliographic resources up to date, despite the fact that they spend most of their available budget on the purchase of books and other resources.

In the interviews held with students and graduates, they all emphasised the good and close relations they maintain(ed) with the teaching staff. Given the small number of students, as indicated by the lecturers and corroborated by students and graduates, mentoring works well and there is personalised monitoring of students' progress and flexibility to adapt to their needs. In addition, there is an academic advisor who is chosen each year from among the lecturers who teach on the Master's degree.

Finally, the internal self-assessment report alludes to the need to strengthen administrative support. However, in the interviews held with teaching staff, they stated that the problems that occurred in the past in this area have been sorted out.

III. Conclusions

Although there is always room for improvement in this area, in general teachers and students alike are satisfied with the facilities, infrastructures, and services provided by the University and the Department. In this respect, there seems to have been a clear improvement in the last years in areas such as the library, the renovation of classrooms and offices and the updating of technology equipment. However, there is still insufficient funding for the acquisition of bibliographical resources.

Panel Judgement

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

Panel Recommendations

Provide more financial support for the acquisition of bibliographical and other research resources.

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

The PSP is yet to establish methods and mechanisms permitting, either periodically or on a yearly basis, to collect data regarding its students' progression and quality rate. The data transmitted to AP before the interviews were poor and not systematically collected. Satisfaction questionnaires are conducted and collected for each course/seminar taught in the PSP, but do not seem to be further analysed by the OMEA and the MODIP. AP has noted omissions in this respect as it has noted the low response to filling out such questionnaires.

In this context, MODIP must provide the PSP with statistical analyses, reports, and diagrams, which will no doubt prove useful to its teaching staff. Data should be also provided for the employability of its graduates, the career (academic or otherwise) they pursued, and the ties that they may have kept with the members of the teaching staff of the PSP.

Panel Judgement

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

Panel Recommendations

Collect students' data systematically and inquire into their outcomes.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP offers a rich intellectual environment to its students. The teaching staff organises many conferences and talks (2-5 talks per month). The students, the stakeholders, and the community in general are informed about these activities through the webpage of the Department and particularly the Facebook page of the Programme. The relevant channels (Departmental webpage and Facebook page) are well-maintained and up to date. They offer full information about all the academic aspects of the Programme, as well as the intellectual life around Dexippus. It must be stressed, however, that the PSP's webpage is poor in providing information on the profile and activities of the Programme. For the time being, it is also available only in Greek.

During the interview with the social partners, in particular heads/directors of private education institutions, AP observed that at least one of them was very interested in establishing close partnership with Dexippus in order to benefit from the well-prepared students of the Programme as teachers in the domains of Greek and Latin.

Though such data have not been properly catalogued, it seems that most applicants to the Programme come from the undergraduate Programmes of the National and Kapodistrian University of Athens, which seems to indicate that information about the Programme does not reach possible candidates elsewhere in Greece and/or abroad.

II. Analysis

It seems that interesting partnership between the PSP and some employers could be developed in order to improve the employability of the graduates. In addition, it would be interesting to enrich the pull of candidates for the Programme with students from other parts of Greece, Cyprus, and/or elsewhere.

III. Conclusions

The PSP must improve its efforts to collect data concerning the student body that might be interested in pursuing this MA, making its potential more widely known, and publicise its activities. The fact that the PSP's webpage is poor in exhibiting all this information cannot be assessed positively. The webpage looks more to be an announcement board than a modern and user-friendly site to browse and consult. It is hoped that the forthcoming elaboration of the website will bring out the genuine face of the PSP.

Panel Judgement

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

Panel Recommendations

- Considerably improve the webpage of the PSP
- Establish closer contacts with employers in the open market.
- Collect and work out properly data about the potential students' profile.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

A quality assurance system has been established and is effectively implemented by both the PSP and the University's MODIP.

II. Analysis

Students are required to complete questionnaires, which have recently transitioned to online format, to provide feedback on their satisfaction regarding various aspects such as teaching methods, course materials, learning outcomes, and infrastructure. These questionnaires are completed for each course towards the end of the semester. Student participation in the

evaluation process is mandatory; however, there are no penalties for non-participating students. An internal evaluation committee is established to oversee the self-assessment procedure and analyse the data gathered from the questionnaires. The outcomes of the self-assessment are documented and submitted to MODIP. The latter is responsible for compiling the annual quality report, identifying any issues, providing recommendations to address weaknesses, and developing strategies and formulating the quality goal setting. This process culminates in the creation of an action plan, which is shared with the PSP and subsequently implemented in the following year. A notable weakness that has been observed is the significantly low participation rate of students in the internal evaluation of the PSP. In AP's interviews with current students and alumni, it became evident that students require more available time to respond to the questionnaires.

III. Conclusions

Monitoring and periodic internal evaluation are implemented by the PSP and the MODIP of the institution. However, the problem of the low participation rate of students should be properly addressed. More broadly, questionnaires should include questions focussing on matters that are specific to graduate programmes and not merely copy those appropriate for undergraduate Programmes.

Panel Judgement

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

Panel Recommendations

Encourage students to fill out evaluation questionnaires.

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

This is the first external evaluation of the PSP since it was first launched in 2018. However, both the Department and the University have extensive experience in external evaluation and accreditation processes. In the years 2013 and 2019, the Department and its Undergraduate Study Programme were evaluated by panels of external experts with the result of obtaining much positive comments.

There is a procedure for the analysis of the outcomes of the external evaluation and the implementation of the AP recommendations. This procedure involves all stakeholders of the academic unit (OMEA, teaching staff, administrative staff) in cooperation with the University Quality Assurance Unit (MODIP).

During its visit, the AP has verified that all members of the Department who participate in the PSP are aware of the importance of external evaluation and that they are actively engaged in the process.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- MA Programme supported by a rich gamut of academic teachers.
- Relative balance between Greek and Latin
- Commitment of the Programme to orient students towards research and the promotion of scholarship.
- Cultivation of productive enthusiasm among students
- Organisation of scholarly activities under the auspices of the Programme
- Collaboration with foreign Universities
- Good infrastructure (teaching classes, seminar rooms, labs, library, etc)

II. Areas of Weakness

- Omissions in collecting data about students' progress, employability, etc.
- Lack in financial support of the students
- Lack in flexibility for an open admission of part-time students

III. Recommendations for Follow-up Actions

- Enhance the visibility of the PSP in society and in international academic fora.
- Inquire into external resources of funding.
- Undertake internal evaluation on a more systematic basis and take advantage of the outcomes of statistical analysis.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, and 10.**

The Principles where substantial compliance has been achieved are: **7, 8, and 9.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Professor Stephanos Efthymiadis (Chair)**
Open University of Cyprus, Cyprus
- 2. Professor Manuel Español - Echevarría**
Université Laval, Québec, Canada
- 3. Professor Alicia Morales**
Universidad de Murcia, Murcia, Spain
- 4. Ms Aikaterini Iliopoulou, PhD Candidate**
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