Accreditation Report
for the New Undergraduate Study Programme in operation of:

Philosophy

Institution: National and Kapodistrian University of Athens
Date: 25 March 2023

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Philosophy** 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 new undergraduate study programme in operation of **Philosophy** 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. **Assoc. Professor Panagiotis Christias (Chair)**
   University of Cyprus

2. **Professor Nikolaos Psarros**
   University of Leipzig

3. **Professor Maria Antoniou**
   Pace University, NY, NY

4. **Assoc. Professor Giorgos Karamanolis**
   University of Vienna

5. **Panagiota Foteinopoulou**
   University of Patras

II.   Review Procedure and Documentation

Prior to their visit in **Athens**, the members of the External Evaluation & Accreditation Panel (EEAP) had the opportunity to study all accreditation support materials supplied to them by HAHE in advance, including:

- HAHE Materials such as P12B_Guidelines for EEA Panel, P13B_MAPPING GRID & ASSESSMENT GUIDE, European Qualifications Framework, P1B Standards New UGP in operation EN
- Social Policy DUTH Material, and
- the Department's Proposal for Accreditation along with several annexes

In the morning of March 20, the EEAP met to discuss the process and to divide tasks among its members. The visit to the Department took place between 20 and 21 March 2023.

In the afternoon of January 17, the EEAP members were welcomed by Prof. Dimitris Karadimas, Vice-Rector for Academic and Student Affairs / President of MODIP and Prof. Vana Nikolaidou-Kyrianidou, Head of the Department, who presented the history, profile, and current status of the Undergraduate Study Programme.

Following a short break, EEAP discussed the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation with:

(a) OMEA members Prof. Georgios Steiris, Prof. Georgios Vasilaros, Assoc. Prof. Gerasimos Kakoliris, Ass. Prof. Fotini Vasileiou, Ass. Prof. Maria Chorianopoulou, Ass. Prof. Ioannis Trisokkas, and Ms Chrysoula Arcoudi, Secretary.

(b) MODIP members Mr. *Konstantinos Bourletidis*, Secretary of MODIP, Mr. *Theodoros Chajitheodorou*, MODIP member, Prof. Sofia Papaioannou member of the QA Committee of MODIP, and Mrs. *Amalia Nippi*, Scientific collaborator of NKUA

(c) OMEA representatives explained in detail the program's internal evaluation processes, answered a series of questions addressed to them by the EEAP members, and provided supplementary information when requested. The meeting was informative, lively, and fruitful.

The first day of the visit closed with a short informal debriefing meeting of the EEAP members.

On the next day, the site visit of EEAP members included subsequent meetings with:

Teaching staff members Prof. Ioannis Prelorentzos, Prof. Vana Nikolaidou-Kyrianidou, Prof. Ioannis Kalogerakos, Assoc. Prof. Evangelos Protopapadakis, Assoc. Prof. George Politis, Assoc. Prof. Eleni Perdikouri, Ass. Prof. Ioannis Trisokkas, Dr Georgios Iliopoulos, Specialized Teaching Staff, and Dr Konstantinos Irodotou, Adjunct Lecturer. They discussed professional development opportunities, faculty mobility, student evaluations, the link between teaching and research, and the student-centred functioning system and the teaching.

Undergraduate Students of the Department
The EEAP discussed with nine (9) students from 2nd to 4th year their experience of studying at the Department and their career paths. The students expressed very

positive opinions about their personal relationship with the members of the teaching staff. The EEAP was particularly interested in the possibilities they had of participating in research activities and their expectations concerning their labour markets prospects. There was a discussion about the non-participation of the students' representatives in the Department's council, life in the campus, and official procedures for complaint and harassment. Since the meeting took place in a constructive atmosphere the EEAP members had the opportunity to ask the students about the possible weaknesses of the study programme. Some of the students mentioned the many non-philosophy lessons (pedagogical and philological linked to the Pedagogic Sufficiency) as a burden for the Programme Study.

During a guided tour, in the company of Ms Eleni Grammatika-Mervakiti, Secretary of the Department, Ms. Chysoula Arcoudi, Secretary, Mr. Georgios Rombolas, Secretary, Prof. Georgios Vasilaros, Prof. Panagiotis Pantazakos, and Assoc. Prof. Evangelos Protopapadakis, the EEAP was able to evaluate the departmental facilities and learning resources including offices of the teaching staff and classrooms. The EEAP members visited the very well-organized central Library of the Faculty located next to the Department.

Employers and social partners.
The discussion focused on the work experience that Department students carry out in their institutions. The EEAP had an interesting exchange of ideas about the needs for philosophical skills by the labour market, which constitutes a great opportunity for Philosophy students. The judgment of the employers on the collaboration with the Department was very positive, and they all saw great opportunities of employment in the open market, within their respective fields, like communication and human resources. The idea of a degree orientated towards the secondary education seemed very wrong to them, even for those who were in the secondary education.

Following this meeting, the EEAP held a lunch meeting to discuss first findings, inconclusive points and prepare for the last meeting.

The site visit concluded with a closing meeting with the representatives of MODIP and OMEA, as well as with Prof. Dimitris Karadimas, Vice-Rector for Academic and Student Affairs / President of MODIP, and Prof. Vana Nikolaidou-Kyrianidou, Head of the Department. During this meeting, the EEPA discussed their first impressions and received the Department's feedback. It also requested and received supplemental materials from MODIP.

III.   New Undergraduate Study Programme in operation Profile

The Department of Philosophy of the University of Athens, as it exists today, was established by Law no. 4589/2019 (article 16FEK13/A/29.01.2019), as a continuation of the first Chair of Philosophy at the School of Philosophy of the University of Athens (1837) and the historical "Department of Philosophy". It is the oldest Department of Philosophy in Greece and the South-eastern Mediterranean. The scientific field of the Department is part of the internationally established scientific fields of Higher Education, as defined by the International Association of Higher Education.

The Department of Philosophy organizes and offers (a) Undergraduate Studies Program, (b) Postgraduate Studies Programs (1 MSc with three directions, 1 Interdepartmental MSc and 1 Interdisciplinary MSc) and (c) Doctoral Studies. The structure and organisation of studies is fully harmonised with the European Credit Transfer System (ECTS).

The Department employs 15 faculty members, 3 members of the HQA, 1 member of the ETH Board, 3 lecturers and 4 staff members.

The Department also has six research laboratories. Procedures for the immediate recruitment of two more faculty members are pending. The educational and research infrastructure of the Department is adequate and well maintained. Its staffing and infrastructure place it among the strongest of its academic counterparts, in line with international standards.

The curriculum of the Department of Philosophy is initially structured in two levels: courses in Philosophy and courses from other fields of knowledge (either from the Department of Philosophy itself, or from other Departments of the School of Philosophy or of other Schools), which support philosophical research and provide a complete education for the graduates who will be called upon to teach in secondary education. Philosophy courses are divided into compulsory and compulsory electives. The compulsory courses cover all branches of philosophy, while the compulsory electives are structured in such a way that students can choose their areas of specialisation. In addition, the compulsory electives include seminars that cultivate primary and secondary research. In addition to the lectures and seminars, the curriculum includes teaching internship and thesis or internship. They shall be thus directed into primary scientific research, writing a full-length scientific paper or of a full-length research report that will account for the link between research and practice.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be place upon:

a. The academic profile and the mission of the academic unit
The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development
The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:
- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

e. The structure of studies

The structure of the studies should be briefly presented, namely:
- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students
- The proposed number of admitted students over a five-year period should be specified.
- Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.

g. Postgraduate studies and research
- It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.
- In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of the new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

Findings

a. Academic profile and mission of the academic unit
The Department of Philosophy has a clear profile with focus on Continental, Ancient and Mediaeval and on Practical Philosophy, especially Bioethics and Political Philosophy. Besides these foci other important philosophical fields like Phenomenology and Metaphysics are also visibly present.

The mission of the Department is threefold:
   I.   active participation in national and international philosophical research.
   II. provide undergraduate students with a profound philosophical education without neglecting the skills that are necessary to achieve employment in the secondary education sector.
   III. enable postgraduate and doctoral students to achieve excellence in philosophical research and to pursue an international career.

b. Strategy of the Institution for its academic development
The Department applies an active development strategy that includes the publication of academic journals, participation in international boards, the regular organisation of conferences and workshops, and the cooperation with external partners both in the private and in the public sector. A special attention is given in the establishment of co-operations with units of the primary and secondary education in an effort to enhance the standing of philosophy and philosophical reasoning in the curricula of the primary and secondary education curricula.

In fulfilment of this this strategy the Department:
   a.   publishes four journals, namely:
        Conatus – International Journal of Philosophy
        Ε Ι ΚΩ Ν / ICON - Journal on Byzantine Philosophy
        ΗΘΙΚΗ (Ethics) – Journal of Philosophy,
        Public Realm
   b.   operates six laboratories that are devoted to specialised philosophical research and enable students to actively participate in the research process.
   c.   participates actively in the ERASMUS+ program of the EU and in the CIVIS university alliance.

c. Feasibility of the operation of the department and the study programme
The Department is recognized as an important academic and educational institution in the civic society and in the private economic sector. There are several active cooperations with partners of the public and private sector, e.g., schools, PR companies, hospitals and publishing houses. The UGP program is regarded by the students as well suited for providing them with the knowledge and the skills needed for successfully pursuing careers in the public and the private sector.

d. Sustainability of the new department
The Department has solid infrastructural foundations and a scientific staff that has the qualifications and also the age structure that are necessary to sustain and to further improve its operation.

e. Structure of studies
At the undergraduate level the study program tries to reconcile the aim of providing a profound philosophical education with the aim to provide the students with the skills necessary to achieve employment in a special sector of the secondary education system, namely as teachers for ancient and new Greek literature and history. This leads to an imbalance in the structure of the program because the courses necessary for obtaining pedagogical competence and scientific proficiency in the non-philosophical subjects occupy a rather big portion of the curriculum.

f. Number of admitted students
The number of admitted students is by far higher than the capacity of the Department. This discrepancy is due to political decisions that are imposed on the Department from the Ministry of Education. Another important source of supernumerary students is the system of transfer of students from other universities, mainly for social and economic reasons.

g. Postgraduate studies and research
The postgraduate programs have a high degree of excellence and very clear profiles. The principle of connecting teaching to research is fully implemented and enables the students to achieve the proficiency needed for a further academic career.

Conclusions

The overall impression of the EEP regarding the new Department of Philosophy is that it is an academic research institution with a high degree of excellence that has very good chances of further development.

Weaknesses are concentrated in the structure of the UGP and are specifically addressed in the relevant parts of the report.

The total judgement is that the Department is fully compliant with the provisions of principle 1.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommendations regard mainly the structure of the UGP and are summarised in part C of this report.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation
- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

Findings

The Department of Philosophy has a full functioning departmental quality assurance group and conducts evaluations of the performance of the teaching staff and the department on a regular basis. The Department has formulated a development policy that is closely monitored by the departmental Quality Assurance unit (QAU).

The QAU provided the EEP data regarding the results of the quality monitoring. The data show that with regard to the academic excellency of the teaching staff, the teaching competence and the research activity the Department has a very good national and international standing.

The interviews with selected students showed that the degree of satisfaction with the structure and the contents of the UGP, and with the teaching and the mentoring provided by

the academic staff is very high. The only complaint was that the relative number of courses in pedagogics is too high and that it should be reduced.

The data of the evaluation questionnaires provided by the QAU corroborate the results of the students' interviews.

Conclusions

The overall impression of the EEP is that the quality assurance practices and structures are adequate and fulfil their purpose.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

Findings

The UGP in Philosophy was established together with the foundation of the Department of Philosophy with the law 4589 of January 29th, 2019. The new Department commenced

operations in the autumn term 2019-2020. The UGP in Philosophy awards a total of 244 ECTS points distributed over fifty-one classes on various subjects in the course of four two-semester academic years, in total eight semesters. The classes offered consist of a philosophy core and a perimeter consisting of classes in classical studies (ancient Greek philology, modern Greek philology, Latin), history, linguistics, an elective subject, a foreign language and pedagogics and psychology. The classes in pedagogics and psychology amount to 20 ECTS points and also include a practical internship in school teaching.

The classes devoted to the philosophy core award a total of 148 ECTS points (including the final thesis or the final internship), which amounts to 60% of the total ECTS. However, the amount of philosophy in the total amount of teaching is reduced to 50,1% if the ratio of the number of the philosophy classes to the total amount of classes offered is taken into account (26 philosophy: 51 total).

The philosophy classes consist of units awarding 4, 5, and 9 ECTS points. The difference in the ECTS outcome lies mainly in the varying workload for the students. An exception is the course devoted to the teaching practice that is awarded with 7 ECTS points and the diploma thesis resp. the so-called "practical exercise", which is awarded with 17 ECTS points.

The majority of the classes are given in the form of lectures. However, in the 5th and 6th semester the UGP offers a series of seminars on topics like philosophy of science, ethics, philosophy of language, or philosophy of technology. The seminars offer the students the opportunity to participate in philosophical research and to present their findings for discussion. The participation in the seminars depends on the successful attendance of certain courses and the successful participation in the seminars is also a condition for the admission to the diploma thesis.

The aim of the UGP is to provide the students with a solid education in the various topics and themes of philosophy, enabling the at the same time the qualification for employment in the secondary school sector. This is the reason for the rather large number of classes related to classic studies, psychology, linguistics, and pedagogics.

Analysis of Judgment

The overall impression of the UGP is good. The strong points are:

1. The high qualification of the teaching staff, which consists of persons with a very good to excellent international academic standing.
2. A balanced distribution of the teaching staff in the levels of academic hierarchy, and also a good ratio of junior to senior staff.
3. A wise recruitment policy that resulted in a good occupational atmosphere combined with a high degree of excellence of the academic staff.
4. A very cooperative technical support and administrative staff.
5. A good mentoring practice for students, including the opportunity to address issues concerning discrimination, harassment and other problems that may affect the academic and the personal lives of the students.
6. The UGP is strongly supported by the four existing research labs that give interested students the opportunity to obtain and exercise skills in philosophical research and in the organisation of scientific work.

However, the aim of the UGP to provide all students with a qualification serving the pursuit of a career in academia and in the free market AND the pursuit of a career in the secondary education system, results in an imbalance with regard to the relative weight of the subjects taught, as well as to some other irregularities that are listed below:

1. The UGP awards a total of 244 ECTS points for a four-year course. This violates the principle of 240 ECTS points for a four-year study program.

2. The amount of seminars is quite low compared with the majority of the classes given in lecture form. The EEP understands that this is due to the very large number of students, a situation that forces the Department to actively select the students who are admitted to the diploma thesis via the restricted participation in the seminars. However, the international practice is that all students should finish their studies with a diploma thesis that reflects their academic and scientific proficiency.

3. The relative weight of the courses devoted to philosophical topics is low and there is also a discrepancy between the ratio with regard to the number of the courses and the ratio with regard to the awarded ECTS points. Concretely, the number of the courses devoted to philosophical topics is 26 (including the diploma thesis) in a total of 51 courses, i.e., 51%, while the awarded ECTS points to philosophical topics are 148 out of a total of 244, i.e., 61%. The general practice is, however, that both ratios are equal.

4. The described contents of the philosophical courses reveal an additional imbalance: While there is a coherent subsector devoted to the modern debates in practical philosophy, i.e., ethics, political philosophy, anthropology , and a coherent subsector devoted to the history of philosophy with foci on ancient and mediaeval philosophy, and the European „continental" philosophical tradition, but also addressing the Asian philosophical traditions, a <u>coherent subsector is missing</u> devoted to <u>systematic resp. theoretical philosophy</u>, including logic (classical and modern formal logic), the broad realm of „analytic philosophy", philosophy of science, philosophy of nature and other related topics. Obviously the UGP includes courses devoted to these topics via courses devoted to European classical philosophers, especially Kant, Hegel, the phenomenologists or Spinoza, but because of the structure of the UGP the students cannot easily realise that there are intense debates on systematic questions, especially within the tradition known as „analytic philosophy".

5. A further philosophical topic that is underrepresented is philosophy of language and philosophy of mind, which can be also included in the realm of systematic philosophy. These topics are presented only within two one-semester lecture series, which is inadequate, regarding the paramount importance of these fields for contemporary philosophy and for many other scientific fields.

6. Despite the fact that the UGP is compelled to provide „pedagogical proficiency", there are no courses devoted explicitly to the didactics of philosophy, in contrast to didactics of ancient Greek that is included in the UGP. The EEP was informed that initiatives exist to introduce philosophical reasoning as a subject in primary education. These initiatives have the form of cooperations between members of the teaching staff and selected primary schools, but they are missing from the structure of the study program.

7. The total number of courses during the four-year study period amounts to 51. This means that there is the same number of administered exams, i.e., ca. 6 exams per semester. Compared to the general international practice this number is still too high.

Conclusions

Taking into account the fact that the UGP in philosophy has hitherto concluded only one four year cycle of existence and also the fact that the offered teaching has to implement strict requirements regarding the qualification of the graduates for employment in a secondary education system that does not contain a sector dedicated explicitly to philosophy, the overall impression of the structure and the contents of the UGP, including the qualification of the teaching staff and the provided infrastructure, is good, but it allows for improvements that will intensify its philosophical character and rationalise the qualifications provided by the non-philosophical „sector" of the program.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Regarding the structure of the UGP the EEP recommends following improvements:

a. Improvements that do not require a radical restructuring of the program:
   1. Implementation of „title domains "that embrace courses of related content, e.g., „systematic philosophy", „practical philosophy", „history of philosophy", „special philosophical topics".
   2. Integration of philological courses with philosophical content, e.g. reading of philosophical texts in ancient Greek or Latin, into one of the „title domains", e.g. „history of philosophy".

3. Adjustment of the ECTS points of the courses, so that the ratio of the ECTS points awarded in philosophy to the total amount of ECTS points equals the ratio of the number of philosophical courses to the total number of courses.
4. Reduction of the „categories" of ECTS points while avoiding semesters with an even number of ECTS point yield.
5. Increase of the ratio between philosophy courses to other courses to 2:1, e.g., to about 66-70% of the courses should be devoted to philosophy.
6. Alignment of the total ECTS point awarded to the international standard of 240 for a four-year program, i.e. 30 ECTS points per semester.
7. Equal distribution of the points awarded per semester (i.e., 30).

b. Improvements that require minor to medium restructuring or extension of the program:

1. Introduction of courses in formal and classical logic, analytical philosophy, modern debates in philosophy of science, philosophy of particular science (physics, chemistry, biology etc).
2. Introduction of a separate domain of „didactics of philosophy".
3. Increase the ratio of seminars to lectures - ideally to 1:1.
4. General introduction of a final thesis or alternatively a practical exercise.
5. Introduction of courses in English.
6. Opening of all courses to ERASMUS students - with the exception of the courses in pedagogics.

c. Improvements that require a major reform of the UGP:

1. Reduction of the number of exams per semester by pooling courses to one exam session - this would require the presence of two examining persons.
2. General introduction of the four-eye-principle in every kind of exam.
3. Introduction of the possibility of joint exams with departments of other Greek of foreign universities.
4. Separation of the pedagogic and the non-philosophical courses from the main corpus of the UGP and creating at least two „branches", one providing pedagogical proficiency according to the requirements for employment in the primary and secondary education sector, and one providing skills and qualifications for pursuing a further academic career or enabling employment in the non-educational sector - private or public. Alternatively, the courses necessary to obtain pedagogical proficiency can be concentrated in an extra 5th academic year of 60 ECTS points that can be attended by the students who have a real interest in a career in secondary education. This extra year could include supervised mentored teaching in school, enabling thus the students to enter their professional careers with a certain level of professional experience.

   Another alternative is to concentrate the philosophical courses in a 3-year BA program of 180 ECTS points and add a fourth year of 60 ECTS points. In both cases this additional year can be part of the postgraduate level of studies.

   The EEP does not agree with the assertion that these scenarios are not viable under the current legal frame, and strongly suggests seeking clarification from the Ministry of Education as well as professional legal consultation.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✔ *respects and attends to the diversity of students and their needs, enabling 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 application of pedagogical methods aiming at improvement*
- ✔ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✔ *reinforces 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 students' complaints*

Relevant documentation

- ▪ *Questionnaires for assessment by the students*
- ▪ *Regulation for dealing with students' complaints and appeals*
- ▪ *Regulation for the function of the academic advisor*
- ▪ *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

<u>Findings</u>

The duration of studies is four years. Each academic year comprises two semesters: one winter semester and one spring semester. The modules are organised and allocated on the basis of 8 semesters. The completion of studies through the acquisition of the Philosophy Department's degree requires successful examination in at least 51 modules. The Programme of Studies is, in the first place, structured in two levels: Philosophy courses and courses from other fields of knowledge (either offered by the Department of Philosophy itself, or by other Departments of the School of Philosophy or other Faculties). Philosophy courses are divided into required and required selective ones. The required courses cover all branches of Philosophy, while the required electives are structured so that students can choose fields of specialisation. In addition, the compulsory electives include six seminars that cultivate primary and secondary research. The Programme of Studies also includes teaching practice and dissertation or traineeship. With the first option, students are trained in teaching lessons in cooperating schools. With the second option, they are trained in primary scientific research, in the writing of a complete integrated scientific work and in the connection between research and practice.

There is a great variety of pedagogical methods: Promotion of good learning practices, active respect for the diversity and individuality of students, mentoring, excellence (awards in students per year and to the best teacher), full integration of e-learning methods and learning practices. The electronic e-class platform is used for the continuous information of students and the systematic collaboration with the teaching staff. Students are entitled to use the laboratory facilities, libraries, reading rooms and other equipment of National and Kapodistrian University of Athens.

Attendance during the lectures provided is not mandatory, but during the seminars it is and a register of those present is kept. Should students fail to attend a seminar twice, they are immediately rejected.

Furthermore, with a view to optimally promoting the educational process and assisting students around academic issues and potential academic problems, the institution of the academic advisor is applied. Also, in the context of the student-centred educational process, a complaints management committee has been established since the academic year 2021-2022. This procedure applies to all complaints of active undergraduate students and doctoral candidates, submitted in writing and by name, concerning matters of academic order and dysfunction (the responsibility for postgraduate students lies with the Graduate Studies Committee). The present complaints management procedure does not cover matters relating to the purely academic work of the teaching staff.

There is also the possibility for students to participate with their representatives in the official assemblies of the Department, thus contributing to the development of the Curriculum. However, although they are aware of this right, their representatives have not yet been sent, as we were informed in the meeting the panel had with them.

Special care has been taken by the National and Kapodistrian University of Athens for vulnerable social groups, such as persons with disabilities and improvised ones. There is «Volunteerism Service of the Accessibility Unit for Students with Disabilities (ΦμεΑ). There is also «Committee for Gender Equality». In the context of «Horizon Europe», the new Framework for Research and Innovation (2021- 2027) of the Council of Europe, as well as broader European promotion policies gender equality and the elimination of gender inequalities and discrimination, sexual harassment and other forms of gender-related violence, the «Committee for Gender Equality» of the National and Kapodistrian University of Athens undertook the development and drafting of an Action Plan for Gender-based Violence that takes into account the (international and national) institutional framework related to gender equality.

The Department of Philosophy follows a system of course evaluation by the students through an electronic digital questionnaire developed by the Department of Philosophy and OMEA of the Department, in order to meet its needs and physiognomy. Lecturers activate the digital questionnaires after the eighth week of deliveries and inform students that they can anonymously evaluate the lecturer and the course by completing the questionnaires on the relevant website. It includes questions about the course (objectives, organisation of the course, quality of textbooks, level of difficulty), the teacher (organisation and mode of delivery,

answering questions, punctuality and accessibility), the student (attendance and response to academic obligations) and academic services.

Analysis of judgement

The UGP is well student-centred, as it encompasses many modules that cater to a multitude of individual student interests. The UGP is structured in such a way as to ensure the smooth transition of students to the various stages of study. It supports not only philosophical research but also provides comprehensive education to graduates who intend to teach in Secondary Education. The first- and second-year courses aim to provide students with a solid education in ancient languages and culture, in order to provide them with the tools for an in-depth approach to historical and philosophical courses taught in the first semesters. From the second-year students are introduced to the subjects of philosophy. After acquiring an adequate knowledge of philosophy in the third and fourth year they are taught specific philosophical topics, selecting areas of interest to them. At the same time, they participate in seminars in which they become familiar with research and the writing of philosophical texts. In the latter, they are also involved in research and writing in the field of philosophy and writing. In the final year, they work on either a thesis or a traineeship, applying what they have learned in their studies. As it emerged from the discussion with the students, they emphasised the fact that they would like more courses in philosophy than in teaching.

The huge variety of pedagogical methods fosters critical thinking and problem-solving skills. It also encourages cooperative practices and increases responsibility and autonomy of students – features important on the labour market. In addition, it contributes to the promotion of mutual respect between students and teaching staff and students.

Both the institution of the academic advisor and the complaints management committee ensure the smooth conduct of academic life and the successful attendance and graduation of all students. However, it is important to strengthen student participation in departmental assemblies.

Continuous monitoring and assessment of the teaching practices, based on the procedure defined by the Quality Assurance Unit (MODIP), take place, among others, through student surveys for every UGP module in every semester, as already mentioned. The current average assessment seems positive. But despite increased participation in the e-surveys, it is still very low (in average 25% of the students). Taking this into account, it seems necessary to strengthen the information on the importance of evaluation of activities by students for the better functioning of the UGP. In order to broaden the participation of students in the assessment of courses, the Assembly of the Department of Philosophy has decided to ask the Senate of the National and Kapodistrian University of Athens to adopt a regulation, according to which students will not be able to see their grades in each course if they have not taken the assessment of the course.

Conclusions

The Department of Philosophy is substantially compliant with Principle 4, as it fosters individualised student learning, academic and personal development, work experience and multi-faceted teaching methods. Also, the way both student and teaching staff progress are assessed is compliant with Principle 4.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Encourage survey participation among the students to make their participation in the UGP development stronger.

- Strengthen student participation in departmental assemblies.

- There should be continuous information for students about the services provided by the university to defend their rights on issues such as gender equality, sexual harassment, or equal access to academic studies for vulnerable groups.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

✔ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*

✔ *student rights and obligations, and monitoring of student progression*

✔ *internship issues, granting of scholarships*

✔ *the procedures and terms for writing the thesis (diploma or degree)*

✔ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

✔ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

▪ *Internal regulation for the operation of the new study programme*
▪ *Regulation of studies, internship, mobility and student assignments*
▪ *Printed Diploma Supplement*
Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

<u>Findings</u>

The Department has a set of regulations covering all aspects of the students' progression towards their degree. All the necessary information about courses, teaching and

administrative staff, student mobility and student life in general is available on the website and in the Handbook of Studies (Οδηγός Σπουδών).

Students' progress is monitored by their performance in the intermediate tests and oral presentations (where these exist), their performance on assignments and their seminar papers, the final examinations and the thesis. In addition, through the course evaluation process and the students' own observations, it is possible to obtain information on the course and the students' own observations about how they understand the degree of their own learning progress.

The ETCs system is applied across the UGP. For the acquisition of a degree from the Department, it is required to gather at least two hundred and forty (240) ECTS-units. At the end of their studies, all the students without distinction, receive the Diploma Supplement in Greek and in English together with the diploma or diploma certificate of completion of studies.

To facilitate a smooth transmission from high school to higher education the Department organises at the beginning of each academic year a Welcome Day where new students are informed about the services offered by the University and about the organisation of the UGP.

Students of the Department of Philosophy have the opportunity to join the ERASMUS+ Programme and study for a period of 3 to 12 months at a University of Higher Education Institution of another participating country. The students of the Department of Philosophy also can participate in the CIVIS (European Civic University), an alliance collaboration of European Universities. All the information is accessible on the Department's website.

Practical training is in place in two ways. On the one hand, within the compulsory course «Teaching Practice» in which students have the opportunity to visit schools and gain experience for their future professional career as teachers. On the other hand, in the week before the start of the semester courses, students of the 8th semester have the possibility to choose the undertaking of traineeship (alternatively between this and the preparation of a diploma thesis or the examination in two additional courses and one additional seminar). The traineeship may be carried out in one of the Department's Laboratories or in another research structure, through NSRF, ATLAS, or other institutional bodies. The Department has established a wide network of collaboration with external institutions and social partners. Stakeholders have a very positive opinion of the Department's work and are very satisfied with their collaboration, as the EEAP could verify in the interviews held.

Regarding the thesis, each member of the teaching personnel cannot supervise more than five diploma thesis per semester. Students cannot compose a thesis or undertake a traineeship without having successfully completed at least two seminars. Thesis are posted to a special zone of the e-class, they are checked by plagiarism detection systems and grated after examination by a 2-member committee. The same applies to the deliverables of the traineeship in Laboratories of the Department of Philosophy. The diploma thesis is research work aimed at learning techniques, conducting research, the use of literature, analysis and evaluation of results.

<u>Analysis of judgement</u>

The Department is very concerned about facilitating an adequate progression of students. In addition, the participation of the students in seminars familiarises them with the research and writing of philosophical texts preparing them smoothly to undertake a thesis. However, according to the latest data for the 2022-2023 academic year, the vast majority of students opted for the examination in two courses and a seminar (77 students). Only 37 students have undertaken a thesis, 10 students have chosen a laboratory traineeship and 26 a NSRF traineeship. The Department should make a greater effort to reinforce the participation of students in this activity. Regarding student mobility, in 2022-2023 the number of outgoing students under ERASMUS+ was 8 and the number of incoming students was 12. in 2023-2024, the number of outgoings rises to 18, but remains low. It is important to strengthen the participation of students in mobility programmes.

<u>Conclusions</u>

All procedures concerning student's admission, progression, recognition, and certification are based on the institutional study regulations. This panel wishes to underline that the Department takes great interest in properly monitoring the progress of its students. It has also managed to generate a very positive work atmosphere and an excellent relationship with students.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Strengthen the participation of students in mobility programmes.
- Encourage students to undertake thesis and traineeship.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

Findings

The Department's unique identity is being shaped to a great extent by a group of high quality, dedicated faculty members (ΔΕΠ) and special teaching staff (ΕΔΙΠ). They maintain high standards in their teaching and research duties. Specifically, the academic staff comprises 15 faculty members (ΔΕΠ), 3 Special Laboratory Teaching Personnel (ΕΔΙΠ), and 1 Special Technical Personnel (ΕΤΕΠ), 2 teaching assistants, and 1 seconded Secondary School teacher, as listed in the documentation provided by the department.

The faculty are all active in research publishing and presenting their work in appropriate venues. Additionally, the faculty are participating in significant research programmes and networks on a national and international level. The faculty have been appointed and promoted through the ranks following the established Greek framework (N.4009/2011, N.4386/2016,

N.4405/2016, N.4452/2017, N.4485/2017, N.4521/2018 and is taking place on the information system found at www.apella.minedu.gov.gr.

There is a tenure & promotion committee that includes members from other universities and follows a rigorous evaluation of the research and teaching credentials of the faculty under consideration. These rather complex rules are common to all Greek Universities. The department has set up and follows transparent processes for the recruitment of qualified faculty. Special emphasis is given in highlighting the importance of teaching and research. In cases of the promotion of existing faculty members to a higher rank, students' evaluations, and the teacher's ability to implement pedagogical approaches in the classroom are considered of vital importance.

Analysis of Judgement

Faculty are evaluated in all areas of their work using the process determined by the institution's Quality Assurance Committee (ΜΟΔΙΠ) through its internal quality assurance system and though the process determined by the Committee on Internal Evaluation (OMEA). This process follows global best practices and includes student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service. All this data is collected and collated by a transparent administrative process whose steps begin with the communication of the Quality Assurance chair to the Internal Evaluation committee chair, who communicates to the faculty, the gathering and processing of data, which is then presented in the department meeting with relevant recommendations regarding pedagogies, curriculum, and faculty development.

The faculty have the opportunity for a sabbatical, or a leave to teach at other institutions via Erasmus+. The department offers one semester of sabbatical leave every three years. Also, faculty take advantage and actively participate in the CIVIS (European Civic University) network, which forms an alliance-collaboration of European Universities (consisting of 11 Universities so far). Such activities promote faculty mobility and could be used to introduce improvements in the course delivery.

The research activity of the academic staff is clearly one of the strengths of the department, as evident by the number of publications in high-quality journals and reputable conferences. We did observe a significant effort of the teaching faculty to bring quality research into the undergraduate classrooms. Students are getting involved and participating in research projects. They can also be exposed to research activities through their final year thesis (πτυχιακή), although most graduating students choose to complete additional courses instead of writing a thesis.

The link between teaching and research is also documented and strengthened by the operation of the six Laboratories of the Department, which contribute significantly to educational and research activities, cooperate with research centres, institutes and universities both in Greece and abroad, and help undergraduate and postgraduate students to

become familiar with a variety of research activities (study of primary sources, management of information, publication of papers, editing of the lab's journal).

The six Laboratories are:

(i) The NKUA Applied Philosophy Research Laboratory.

(ii) Institutional Discourse Research Laboratory.

(iii) Political Philosophy Research Laboratory: From Action to Theory (EPoPhi).

(iv) Philosophy, Politics, Economy Laboratory – ppelab.gr.

(v) Philosophy Counseling Awareness Lab.

(vi) Philosophy and Art Laboratory – phil.art.lab.

The journals published by the Department's labs are: the international philosophy journal *Conatus – Journal of Philosophy,* the scholarly journal *Ε Ι ΚΩ Ν / ICON - Journal on Byzantine Philosophy, ΗΘΙΚΗ (Ethics) – Journal of Philosophy, and Public Realm – Postgraduate and Early Career Journal of Philosophy.*

The Department also organises various events like lectures by guest speakers from abroad, summer courses, and colloquia aiming to strengthen the discussion about fundamental philosophical issues not only in the academia but in the public as well. Among many, we mention the "Athens Colloquium on Kant and German Idealism". It is an online colloquium, convening on Webex, that aims at creating a friendly platform for discussing recent high-quality publications in the research area of Kant and German Idealism.

The teaching workload seems reasonable, and staff can be engaged in research and other personal development activities. The average teaching load on an undergraduate level is at least 6 hours per week (delivering lectures). To these we should add additional workload for the preparation of course materials and meeting with students, depending on the nature of the course being taught. In addition to that, faculty supervise undergraduate, Master's, and Doctoral theses, either as the chair or a committee member, both within the department and the University as well as in other institutions, national and international. At least 2 hours per week are designated as contact hours with the students and are posted on the department's website.

It is important to note that students unanimously praised faculty for their consistent presence and availability either online or in their offices every day of the week and the strong interpersonal bonds among the various members of the department's academic community. Faculty members are being evaluated by students with the use of digital questionnaires, but they are not offered the opportunity of self-assessment or peer-assessment.

Faculty pointed out that bureaucracy and administrative workload are real burdens in their work and suggested the hiring of administrative personnel specialised in European programmes and funds. One of the department's top priorities is also the hiring of three more faculty members (ΔΕΠ) in the areas of ancient philosophy, logic, and philosophy of technology.

Faculty utilises a number of different teaching methods in the classroom, both traditional (delivering lectures in a large number of first- and second-year students) to upper-level seminars (senior students). All course materials (content, material for examination, documents/files [supporting teaching], module convenor's announcements, essay assignments) are available to students in a digital form, equally accommodating students with special needs. This is obtained through the "e-class" platform, a complete Online Modules Management System.

Finally, the Department rewards teaching excellence in the form of an "Excellence Award" *(«Βραβείο Αριστείας»)* offered annually to the faculty member who obtained the highest score in the students' evaluations reports.

Conclusions

Overall, the faculty in the department are productive scholars, committed teachers, with a record of continuously professional development supported by the department and the university, and engaged public intellectuals through their service to the profession, the region of Athens (an area of special importance, where philosophical thought is deeply rooted since antiquity), Greece in general, and international institutions and organisations. Based on the above findings and data analysis, the UGP programme in Philosophy is fully compliant with principle 6.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Develop a strategy and a programme for professional development, properly communicated to academic staff, including training to pedagogical theories and approaches in teaching and learning in higher education.
- The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year. This will help the faculty to prepare their tenure and/or promotion dossiers and provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.
- Ensure that more (aside from the fourth year's theses) research-informed teaching is delivered in undergraduate courses beyond the final year thesis.
- Establish an algorithm for the fair allocation of sabbaticals.
- Establishment of a transparent workload model that considers and balances teaching, administration, and research activities across the academic staff.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*

Study Programme Compliance

Findings

The Department has several classrooms of different capacities which are equipped with the necessary technology.

Also recent is the creation of the centralised Library (since 2019). At the beginning of each academic year, regular tours for the students are organised in the Library of the School of Philosophy, with the aim of making them familiar with its contents and the way it provides its services.

The Department's secretariat, located on the fifth floor of the School of Philosophy, is currently run by four people. In addition, the implementation of the e-Secretariat (My Studies) has facilitated the administrative processes for both students and staff. The offices of all academic, teaching and laboratory staff members are on the fifth, sixth and seventh floor of the School of Philosophy.

Moreover, the Department has incorporated the use of e-class into its daily academic and teaching activities.

Finally, the University of Athens and in particular the service of Student Welfare offers students a wide range of services: Canteen, restaurant, sports facilities, cultural associations, student restaurants, student resident, support for students with special needs and even, a not so widespread service, a kindergarten. In addition, the accessibility Unit, has its goal the practical accomplishment of the equal accessibility to academic studies of students with different abilities and demands.

Analysis of judgement

Regarding teaching staff, the increase of the Department members would allow to improve the student/teacher ratio and to distribute students in smaller groups.

Offices and workspaces are fully equipped.

The new Library is superb and offers a multitude of resources to both students and teachers as they pointed out during our meetings.

Facilities and services offered by the N.K.U.A are known to the students and easily accessible as all the information is published on the University's website.

Conclusions

The Department provides satisfactory infrastructure and services for learning and student support and -on the other hand- facilitates direct access to students.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

> *Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data are of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.*

Relevant documentation

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

Study Programme Compliance

Findings

The Department has established procedures for the collection of data regarding student body, teaching methods and student progression. There is no data yet about the employability and career paths of graduates, since the first admission of students took place in 2019, after the formation of an independent Department of Philosophy.

The Department maintains the overall accountability for overseeing the continuous improvement of its academic provision, research outputs, and the performance standards of its students. The Committee on Internal Evaluation (OMEA) and the Department's Secretariat are responsible for the collection, management, monitoring, and dissemination of a variety of data concerning students, teaching staff, course structure and organisation, and teaching and learning.

Analysis of judgement

The departmental information resides on the following databases: 1) the centralised information system network of the university (e.g. the ΗΛΙΔΑ system), 2) the department's online secretariat records, through the use of the 'my-studies' software, 3) the information management systems of the Ministry of Education and Religious Affairs, 4) the digital records of the Hellenic Statistical Authority with which there is collaboration on a mutual level,

especially in the collection and interpretation of demographic information of the students' body.

The ΜΟΔΙΠ of the National and Kapodistrian University of Athens is responsible for supervising the constant improvement of its academic provision and research outputs, as well as the efficient operation of its academic services, in accordance with international practices and the guidelines required by HAHE.

The EEAP has been given access to sets of statistical data, although these should be better visualised using graphs, tablets etc. This wealth of information should also be accessible to the academic community and the public through the Departmental portal.

As it is demonstrated in the yearly KPIs documents (available data for the academic years 2019/20 and 2020/21) a list of KPIs has been established. The Panel recommends that KPIs should have Specific, Measurable, Achievable, Realistic and Timely-time bound (S.M.A.R.T.) goals that are monitored, adjusted, and re-defined at regular intervals (e.g. annually).

Student evaluations are obtained with the completion of questionnaires (with quantitative and quality questions) at the end of the semester and for each course they attended, but this is not mandatory. The result is satisfactory, but not very high response rate. According to the analysis of data by the Head of the Department, the students' participation rate currently reached 25%, but the Department aims to achieve higher numbers in the future.

During the current academic year, students' evaluations have been submitted electronically, a procedure that began during the 2019/20 academic year and has been in effect ever since, replacing the former printed ones, and were anonymous. In that way, participation and free expression is strongly encouraged.

Conclusions

Given the department's limited resources and its very recent establishment as an independent Department, the current system of collecting, analysing, and using information relating to an efficient management of the Undergraduate Program is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions. As such, the Department is in agreement with the institutional principles which govern the collection of data regarding students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates.

The UGP in Philosophy is substantially compliant with principle 8. The panel's recommendations stated below, create room for improvement.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- The department should conduct student surveys on a regular basis, targeting a variety of student bodies (students in their first 3 years of study, graduating students, and future alumni).
- Encourage the establishment of faculty and administration staff surveying on a regular basis and ensure that they are properly analysed.
- Better visualisation of the obtained data (use of coloured graphs, tablets, etc.).
- Take actions to improve the response rate of student evaluation questionnaires.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

The Department has a website that contains the basic information regarding programs of study, schedule of classes, faculty members and their interests, Erasmus programs and student affairs. The website also hosts announcements of the Department and its faculty members regarding classes, postponed or cancelled ones, exams and so on. Yet there are parts of the website that are empty, such as for instance the one on conferences and workshops. Given the rich research activity of the Department, this picture does not add to its quality. Besides, the main website is in Greek. An English version is available online, nevertheless it is not regularly informed and does not have all the information available in the Greek version.

An English interface of the website is missing. But given that the Department hosts several foreign students including Erasmus students, one wonders how they would find information about their studies, even basic information of that kind, such as regarding schedules of classes. Foreign students without any knowledge of Greek cannot navigate in this website and cannot be attracted by what the Department has to offer. The aesthetic of the website is somewhat wanting. It can be hugely improved in many ways. It can and it should be more functional as well as smarter.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The website needs to be improved and also acquire an English interface, which would provide the same information available in Greek to non-Greek students. It can and it should also accommodate information regarding the research activity of its faculty members but also about the various activities of the students. It can also host information about student initiatives and for a.

Furthermore, it can and should host information about the meetings of committees and other administrative bodies of the Department. Information can and should be better organized. The publications of the faculty members are listed starting with the more recent ones, while they could be clustered for each member of the Department. At any rate, the website is the image that the Department gives to the world, and it should be taken more care of in all possible ways.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

> *Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. 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.*

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

Study Programme Compliance

The OMEA of the Department of Philosophy closely monitors the Study Programme and student evaluations. A meeting over the assessment of the results and student is held twice a year to provide feedback. At the same time, the part of the Study Guide containing the course outlines and the corresponding bibliography is discussed and reviewed by the Departmental Assembly once a year. In particular, the Programme is revised and updated annually when deemed necessary by developments and revised scientific requirements, as well as international scientific practice and changes in teaching methods and research and technological priorities. This ensures the continuous adaptation of the Programme to the expected learning outcomes, as well as its scientific updating and completeness through the monitoring of the relevance, balance and time scheduling of the courses offered.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with 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.

Relevant documentation

▪ *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

This is the first time that the Department has been evaluated by external peers and its undergraduate programmes are accredited. The Department prepared the accreditation proposal, gave all the necessary documents to the EEAP, and had a fruitful exchange with it.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

Findings

According to the information provided by the Department of Philosophy, students that commenced their studies under the former study program Philosophy, Pedagogics and Psychology, can finish their studies under the conditions of this program. Students that commenced their studies in the academic year 2019-2020 had the opportunity to choose between the old and the new undergraduate study program.

During the transitional period the students of the former UGP are mentored individually by their Academic Advisors.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PART C: CONCLUSIONS

I.   Features of Good Practice

- High qualification of the teaching staff, which consists of persons with a very good to excellent international academic standing.
- Balanced distribution of the teaching staff in the levels of academic hierarchy, and also a good ratio of junior to senior staff.
- Wise recruitment policy that resulted in a good occupational atmosphere combined with a high degree of excellence of the academic staff.
- Very cooperative technical support and administrative staff.
- Good mentoring practice for students, including the opportunity to address issues concerning discrimination, harassment and other problems that may affect the academic and the personal lives of the students.
- Strong support by the six existing research labs that give interested students the opportunity to obtain and exercise skills in philosophical research and in the organisation of scientific work.
- Regular evaluation of the quality of the teaching and the performance of the teaching staff.
- Satisfactory infrastructure and services for learning and student support and -on the other hand- facilitates direct access to students.

II.   Areas of Weakness

- Non-standard number of ECTS points awarded for a four-year study program (244 instead of 240).
- The number of seminars is quite low compared with the majority of the classes given in lecture form.
- The relative weight of the courses devoted to philosophical topics is low and there is also a discrepancy between the ratio with regard to the number of the courses and the ratio with regard to the awarded ECTS points.
- Missing of a coherent subsector devoted to systematic resp. theoretical philosophy, including logic (classical and modern formal logic), the broad realm of „analytic philosophy", philosophy of science, philosophy of nature and other related topics.
- Underrepresentation of philosophy of language and philosophy of mind.
- Despite the fact that the UGP is compelled to provide 'pedagogical proficiency,' there are no courses devoted explicitly to the didactics of philosophy.
- High number of administered exams.

III. Recommendations for Follow-up Actions

An important upgrading of the Site is deemed necessary.

Students' participation on the Council must be obligatory.

Information about Advisory Bodies for discrimination, harassment and complaints must be provided officially through seminaries and presentations upon entry to the Department and annually. Discussions about the code of ethics should be organized regularly.

Proposed changes in the UGP.

Changes that do not require a radical restructuring of the program:

- Implementation of „title domains" that embrace courses of related content, e.g., „systematic philosophy", „practical philosophy", „history of philosophy", „special philosophical topics".
- Integration of philological courses with philosophical content, e.g. reading of philosophical texts in ancient Greek or Latin, into one of the „title domains", e.g. „history of philosophy".
- Adjustment of the ECTS points of the courses, so that the ratio of the ECTS points awarded in philosophy to the total amount of ECTS points equals the ratio of the number of philosophical courses to the total number of courses.
- Reduction of the „categories" of ECTS points while avoiding semesters with an even number of ECTS point yield.
- Increase of the ratio between philosophy courses to other courses to 2:1, e.g. to about 66-70% of the courses should be devoted to philosophy.
- Alignment of the total ECTS point awarded to the international standard of 240 for a four-year program, i.e. 30 ECTS points per semester.
- Equal distribution of the points awarded per semester (i.e., 30).

Changes that require minor to medium restructuring or extension of the program:

- Introduction of courses in formal and classical logic, analytical philosophy, modern debates in philosophy of science, philosophy of particular science (physics, chemistry, biology etc).
- Introduction of a separate domain of „didactics of philosophy".
- Increase the ratio of seminars to lectures - ideally to 1:1.
- General introduction of a final thesis or alternatively a practical exercise.
- Introduction of courses in English.
- Opening of all courses to ERASMUS students - with the exception of the courses in pedagogics.

Changes that require a major reform of the UGP:

- Reduction of the number of exams per semester by pooling courses to one exam session - this would require the presence of two examining persons.
- General introduction of the four-eye-principle in every kind of exam.
- Introduction of the possibility of joint exams with departments of other Greek of foreign universities.

- Separation of the pedagogic and the non-philosophical courses from the main corpus of the UGP and creating at least two „branches", one providing pedagogical proficiency according to the requirements for employment in the primary and secondary education sector, and one providing skills and qualifications for pursuing a further academic career or enabling employment in the non-educational sector - private or public.
- Alternatively, the courses necessary to obtain pedagogical proficiency can be concentrated in an extra 5th academic year of 60 ECTS points that can be attended by the students who have a real interest in a career in secondary education. This extra year could include supervised mentored teaching in school, enabling thus the students to enter their professional careers with a certain level of professional experience.

Another alternative is to concentrate the philosophical courses in a **3-year BA program of 180 ECTS points** and add a fourth year of 60 ECTS points. In both cases this additional year can be part of the postgraduate level of studies.

The EEP does not agree with the assertion that these scenarios are not viable under the current legal frame, and strongly suggests seeking clarification from the Ministry of Education as well as professional legal consultation.

A better visualisation of the data should be available to all Department's presentations.

A special committee "Philosophy and the market", and a liaison office, should be created to monitor needs and opportunities for graduates of philosophy, and organize an annual conference of social partners and stakeholders.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 7, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **3, 8 and 9.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Assoc. Professor Panagiotis Christias (Chair)**
    University of Cyprus

2. **Professor Nikolaos Psarros**
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3. **Professor Maria Antoniou**
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4. **Assoc. Professor Giorgos Karamanolis**
    University of Vienna

5. **Panagiota Foteinopoulou**
    University of Patras