



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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# Accreditation Report for the Postgraduate Study Programme of:

Greek Italian Studies (History, Literature, and Classical Tradition)

Department: Italian Language and Literature Institution: National and  
Kapodistrian University of Athens

Date: 28 October 2023



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Greek Italian Studies (History, Literature, and Classical Tradition)** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Greek Italian Studies (History, Literature, and Classical Tradition)** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. Professor Anna Tahinci (Chair)**

The Glassell School of Art, Houston, USA

**2. Professor Maria Antoniou (Member)**

Department of History, Pace University, New York, USA

**3. Professor Stavros Lazaris (Member)**

Centre National de la Recherche Scientifique (France)

**4. PHD Student Dimosthenis Kostakis (Member)**

Department of History and Archaeology, University of Ioannina

## II. Review Procedure and Documentation

The accreditation review for the Postgraduate Study Programme (PSP) of “Greek-Italian Studies: History, Literature and Classical Tradition” of the National and Kapodistrian University of Athens (NKUA) remote visit took place over two days: October 23 and October 24, 2023. During these two days the panel members met over videoconferencing with various stakeholders involved with the PSP. The first meeting was with the Head of the department and Director of the PSP Professor Gerassimos Pagratis with the participation of the Steering Committee, OMEA members, and MODIP staff. The history and academic profile of the PSP, as well as compliance of the programme to the Standards for Quality Accreditation were discussed. This was followed by a meeting about facilities and learning resources. A virtual tour of classrooms, lecture halls, libraries and facilities took place thanks to a video produced for this purpose. The first day ended with a debrief meeting of EEAP members to reflect on impressions of the first day and prepare for the second day of the on-line review. The second day started with meeting faculty members and teaching staff and discussing their views concerning the programme. This was followed by a discussion with 1<sup>st</sup> year, 2<sup>nd</sup> year, and 3<sup>rd</sup> year students regarding their experience and what they appreciate about their studies. A meeting with PSP graduates followed to discuss their experience of their postgraduate studies and their career path. This was followed by a meeting with employers and social partners to discuss relations of the PSP with external stakeholders from the private and public sectors. The accreditation visit concluded with a meeting between the accreditation panel and the Director of the PSP and Head of the Department, MODIP and PSP Steering Committee, OMEA members, and MODIP Staff to discuss the preliminary findings and impressions from the visit, as well as answer questions and provide clarifications as needed to the accreditation panel.

The accreditation panel was provided with a variety of sources of information that were consulted both prior to the virtual visit and after it was completed while working on the accreditation report. These documents include: the department’s accreditation report, the quality assurance guide, the list of faculty members, the Student Guide, course descriptions, the regulation for appeals, examples of student questionnaires and evaluations, summary of the faculty accomplishments, strategic analysis, responses to the internal quality assurances process, student mobility regulations, and many others. This plethora of well-written and organised documents and information was very helpful for the accreditation panel during the preparation of this report. It is worth noting and much appreciated that, during the accreditation review, the accreditation panel members were given access to all additional material or information they requested in digital format. All teaching and staff members, students, graduates, employers and social partners were particularly cooperative and willing to support the accreditation procedure, providing any material requested and answering all questions posed by the panel members. Overall, both the virtual accreditation visit and our interactions with the various stakeholders went very well, and we felt that the department put a significant amount of effort preparing for this review.

### **III. Postgraduate Study Programme Profile**

The first Postgraduate Study Programme under the title “Greek - Roman – Greek - Italian Studies: Literature, History and Civilization” was initiated in 2009 by the Department of Italian Language and Literature of the National and Kapodistrian University of Athens (NKUA). The programme was reformed in 2018 (University Senate approval no. 745/8-6-2018) and is currently offered under the title “Greek - Italian Studies: History, Literature, Classical Tradition”. The aim of the Postgraduate Programme is to provide specialized academic instruction and to encourage scientific research in the fields of Greek-Italian and Greek-Roman studies. Successful completion of the program’s requirements leads to a Master of Arts degree (M.A.) in “Greek - Italian Studies: History, Literature, Classical Tradition”. The Postgraduate Programme of Study is offered tuition-free. It requires three semesters of graduate coursework. A fourth semester is dedicated to research and writing of the M.A. Thesis.

Applicants get admitted through a rigorous oral and written exam and need to obtain a grade of at least 6 out of 10. Each academic year there are 15 available spots and usually all are filled. The programme requires four semesters of graduate coursework and includes research and writing of the M.A. Thesis. The programme can be completed in 4 (full-time) or 6 (part-time) academic semesters (2 or 3 academic years depending on health, professional, family and/or military obligations). Each admitted student declares upon inscription the completion of the programme in 2 or 3 academic years. Students of the PSP participate in seminars to learn how to use methodological tools to develop synthetic critical thinking, to conduct pertinent research and to produce original scholarship into various aspects of Greek-Italian studies, leading to comprehensive research proposals and publications. Participants of the programme are trained in the critical reception and the production of academic work which may lead them to further pursue a doctoral degree. Familiarity with active participation in conferences and presentations within academic meetings is particularly encouraged.

Students enrol in three courses every semester (each corresponding to 10 ECTS). The M.A. thesis is written during the fourth semester of studies, counts for 30 ECTS. The graduates of the PSP can work in the public and private sectors in various professional positions in education and culture thanks to their specialised knowledge in Italian history, literature, and culture.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

### **PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT**

**INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

*In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a) the suitability of the structure and organisation of postgraduate study programmes b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

##### **I. Findings**

In assessing compliance with this principle, the panel has examined:

- the Programme's Academic Accreditation Proposal (A1)
- the Quality Policy (A2)
- the Quality Goal Setting (A3)

- the Student Guide (A5)
- the Module Outlines (A6)
- the Student Evaluations (A9)
- the discussions with various stakeholders during the review period

Overall the members of the panel found that the academic unit has established a Quality Assurance Policy which is appropriate for the PSP and includes a commitment of the academic unit for its implementation and continuous improvement.

## **II. Analysis**

The academic unit has established a Quality Assurance Policy which is appropriate for the PSP and includes a commitment of the academic unit for its implementation and continuous improvement. The Quality Assurance Policy for the PSP is in line with the institutional Policy on Quality. The responsible institution for applying the Quality Assurance process is the Internal Evaluation Committee (OMEA) in effective collaboration with MODIP.

Continuous improvement is promoted through regular fine-tuning of strategic goals and taking into account student evaluations. During the academic year 2020-2021 57 anonymous student evaluations were received (with a very high participation rate of 75%). The students evaluated two academic semesters, 11 courses and the evaluation questions included the evaluation of the faculty, the self-evaluation of the students, as well as available resources (accessibility to bibliography). This means the high satisfaction of students with the PSP and the student-faculty interactions. Student satisfaction was also evident during the meetings the panel had with current students and alumni. Quality Assurance Policy is communicated to all parties involved.

The academic unit has set specific, measurable, achievable, relevant and timely goals regarding the PSP in respect of teaching methods, student satisfaction, learning outcomes and research output. The PSP has clear strategic goals and has planned the means for attaining them. However, the achievement of some of these goals does not depend exclusively on the PSP: for instance, there is need for more administrative support and for an increase of funding for bibliographical resources and research. The quality goals are paired with the suitable KPIs. These goals are duly monitored, updated and communicated. The learning outcomes of the PSP are appropriate for level 7 (Master), according to the European and National Qualifications Framework for Higher Education.

The panel has identified a need for more administrative support and an increase of funding for bibliographical resources and research.

## **III. Conclusions**

Based on the above analysis, the panel finds that the PSP fully complies with Principle 1 and all sub-principles.



### Panel Judgement

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

### Panel Recommendations

N/A

## PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

*In addition, the design of PSP must consider:*

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

In assessing compliance with this principle, the panel has examined:

- the Programme's Academic Accreditation Proposal (A1)
- the Quality Policy (A2)
- the Student Guide (A5)
- the Module Outlines (A6)

Additionally, the Panel considered the information obtained through meetings with various stakeholders.

Overall we found that the academic unit has developed the PSP following a defined written process which involves all participants, information sources and approval committees.

### **II. Analysis**

Having examined the documentation made available to the panel, other resources available on the departmental website, and through our discussions with various stakeholders, we find that:

The PSP has been designed based on appropriate standards and has a mission to provide high level graduate education in the scientific fields of Greek-Italian history, literature and classical tradition. Factors taken into account include the academic specificity of the Department (its history, scientific field, mission, teaching staff, perspectives) as well as the educational, scientific and professional orientation of the PSP.

The curriculum is designed to provide specialized academic instruction and to encourage scientific research in the fields of Greek-Italian history, literature and classical tradition, focusing mainly on the two countries' shared history, classical roots, and mutual literary influences. The main objective of the PSP is to enable students to develop the necessary scientific skills for research and teaching in the academic fields of literary interactions and two-way historical and intercultural relations between Greece and Italy from antiquity to the present day. The PSP is dedicated to the diachronic examination of the political, literary and cultural relations between Greece and Italy and explores important chapters of this long-standing relationship. Students become familiar with historical primary and secondary sources and are encouraged to pursue research in related topics.

The structure of the PSP is rational and clearly articulated. The programme of studies is organised into credit-bearing modules (courses). Credit bearings comply with the ECTS system. The programme (120 ECTS) requires graduate coursework during three semesters (for a total of 90 ECTS) and includes research and writing and defending the M.A. Thesis in Greek or in Italian (15.000-30.000 words) during the fourth semester (for 30 ECTS). Intensive coursework is done in-person at the NKUA and/or remotely via teleconferencing (no more than 25% of the ECTS). Courses and seminars are organized by semester and are offered weekly in the Greek and/or Italian languages. Students explore a variety of research topics in history and culture and become familiar with current research tools and methods, as well as with the principles of academic writing. Students enrol in three courses every semester and each course corresponds to 10 ECTS. The students' workload during each semester is approximately 750 hours. The learning outcomes of the programme are in full accordance with the European and National Qualifications Framework for Higher Education and remain subject to continuous review and improvement through the programme reviews.

A procedure is in place for periodic revisions of the PSP curriculum. The curriculum revision procedure involves consultation from stakeholders, external experts, students, and graduates. The Study Guide is complete, concise and appropriate. It provides complete information to students, including course descriptions and a selective bibliography, as well as contact information and web pages of faculty.

PSP alumni have organized a Facebook group, and the panel recommends a plan for making an even better use of the PSP alumni, as they are champions in their respective sectors (both public and private).

### III. Conclusions

Based on the above, the Panel’s conclusion is that the PSP demonstrates full compliance with this principle.

#### Panel Judgement

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

#### Panel Recommendations

N/A

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

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

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

*The student-centred learning and teaching process*

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

*In addition*

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

#### **Documentation**

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

#### **Study Programme Compliance**

##### **I. Findings**

Courses are mainly in the form of lectures, but also include seminars on palaeography and historiography, in which students become familiar with research as they study primary sources. As a result, the dissertations are derived from the utilisation of primary sources. The teaching method, satisfying the

students of the department, an opinion confirmed through the submitted questionnaires and expressed as well, during their interviews with the members of the committee.

## II. Analysis

The fact that students with different educational backgrounds participate in the postgraduate programme is positive for the teaching process. Therefore, although the courses are mainly in the form of lectures, the different backgrounds of the students create interesting discussions. The close cooperation with the professors and their active participation in academic events during their studies has made many students to be fully satisfied with their studies and have inspired them to continue their studies at doctoral level.

## III. Conclusions

In general, students in the department are satisfied with their studies in the PSP and feel important members of the academic community. Their cooperation with the professors is a decisive factor of the educational experience. The absence of an inclusive schedule, however, is an area for improvement.

### Panel Judgement

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

### Panel Recommendations

- Part of the courses could be delivered online and/or asynchronously to address practical difficulties of students. The use of this type of technology could also increase the pedagogical methods of teaching.
- A journey abroad could be a part of the educational process.

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP follows the Policy for Student Admission, Progression, Recognition of Postgraduate Studies, and Certification as established by the National and Kapodistrian University of Athens. Indeed, the admission and progression criteria such as the Recognition of Postgraduate Studies are clearly articulated in the program's official materials, such as the website or admission brochure.

#### **II. Analysis**

New students receive information (by email and special event) about the function and structure of the National and Kapodistrian University of Athens and how applications are evaluated. The admission process provides clear instructions on how to complete and submit the application, including deadlines, and required documents. Students are also informed about the programme of study and the organization of the Postgraduate programme. In addition, all information is posted on the website.

The PSP ensures that students with disabilities and/or special needs have access to the proposed teachings.

Students' progress throughout their MA studies is closely monitored and advisors provide advice on course selection, research opportunities and career development. Moreover, there is a clear and logical

sequence of courses that facilitates student progression. However, students' participation in the research projects is somewhat poor and the students do not have full access to adequate research facilities and resources.

Student mobility, especially with the ERASMUS program, is promoted by the National and Kapodistrian University of Athens, as student internationalisation is one of its strategic goals. Mobility programs allow them to make their expertise more broadly known to the international and, particularly, the European academic community. According to the students, there is good support from teachers in this matter. However, the very low budget contribution by the ERASMUS programme for mobility decreases the motivation for mobility. In addition, there is no significant financial aid to support students in funding their mobility experiences.

### III. Conclusions

The PSP has made available a clear and useful programme of study. The students are fully aware about the possibilities to continue their education. The AP notes that students strongly appreciate the support they regularly receive from the PSP. Students also appreciate the opportunities offered through the placement/internships. In conclusion, the AP judges that the methods of student admission, progression, recognition of postgraduate studies and certification are precisely described and adequate. Minor corrections (see Analysis section) would contribute to even better results.

#### Panel Judgement

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

#### Panel Recommendations

N/A



## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department's unique identity is being shaped largely by a group of high quality, dedicated faculty members (DEP) of the Department of Italian Language and Literature of the NKUA, as well as from other universities and research centres. A Steering Committee investigates the relevance of their teaching and/or research activities to the content of the PSP.

In the academic year 2022-23 teaching duties have been assigned to persons, who belong to the following categories:

- 4 faculty members (DEP) of the Department of Italian Language and Literature,
- 2 faculty members of other Departments (Department of Philology, NKUA),
- 1 faculty member of a Higher Military Educational Institution (Military School Evelpidon),

- 1 researcher at the Research Centre for Medieval and Modern Hellenism,
- 1 Emeritus Researcher of the National Hellenic Research Foundation (Institute of Historical Research),
- 1 Adjunct Instructor, and
- 2 scientists of recognized prestige, who have specialized knowledge and relevant experience in the field of the PSP (PhD holders from the Sorbonne University with extensive teaching and research work in Modern History).

The faculty are all active in research, publishing and presenting their work in appropriate scientific journals. 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](http://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.

## **II. Analysis**

Faculty are evaluated in all areas of their work using the process determined by the institution's Quality Assurance Committee (MODIP) through its internal quality assurance system and through 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. To this direction, we mention the participation of faculty and postgraduate students in the CIVIS summer schools in 2022 and 2023 focusing on the European Renaissance. We observe the strong will of the Department to continue this collaboration, by offering a blended format (online and in -situ) of the CIVIS programme under the title "European Renaissance III: The Mediterranean" which has been scheduled to take place from February 8 – June 14,

2024.

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 seminar and diploma theses. Current students and alumni praised the fact that the faculty strongly encouraged and helped them to access primary sources in Greece, like the archives of the Gennadius Library in Athens, the various local offices of the General State Archives (e.g. in Kefalonia), and abroad, especially in the Hellenic Institute of Byzantine and Post-Byzantine Studies in Venice.

The link between teaching and research is also documented and strengthened by the maintenance of two research laboratories: (1) The Computational Stylistics Lab, and (2) The Laboratory of Language, Translation and Study of the Relations between Greek and Italian Languages. Among other research activities, the Laboratory organizes the bi-annual international conference *Italioelenica*. The Department also organizes and hosts the “Seminar of Italian History and Historiography” which communicates the recent research trends to a specialised and wider audience.

The Department also organises various events like lectures by guest speakers from abroad, summer courses, and colloquia aiming to strengthen the discussion of various aspects of the long-established relations of the Greek and Italian cultures, not only in the academia but in the public as well. A comprehensive list of these events can be found in the Department’s website ([APXEIO EPISTHMONIKON EKΔHΛΩΣEON - ΔPAΣEON \(uoa.gr\)](http://uoa.gr)).

The teaching workload seems reasonable, and staff can be engaged in research and other personal development activities. The faculty members of the PSP undertake the teaching of three-hour long courses/seminars. In addition, they devote at least 3 hours per week to the supervision and guidance of students working on their seminar and/or diploma theses. They are also responsible for uploading and updating their instructional materials in the “e-class” platform. This means at least 6 hours of dedicated work for the PSP exclusively.

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. Two 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.

The faculty pointed out that bureaucracy and administrative workload are real burdens in their work and suggested the hiring of additional administrative personnel. Right now, there’s only one secretary undertaking the workload of all postgraduate students of the PSP.

Faculty utilises several different teaching methods in the classroom, both traditional (delivering lectures), but also promoting dialogue and interaction during their 3-hrs long courses. 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.

### III. 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 the connection with the Italian culture is deeply rooted since antiquity), Greece in general, and international institutions and organisations. Based on the above findings and data analysis, the PSP programme is fully compliant with principle 5.

#### Panel Judgement

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

#### Panel Recommendations

The Department should consider rewarding 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.

## **PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient resources and means, on a planned and long term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

*In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Documentation**

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities) ▪ Informative / promotional material given to students with reference to the available services ▪ Tuition utilisation plan (if applicable)

### **Study Programme Compliance**

#### **I. Findings**

The postgraduate department, as part of the School of Philosophy, has potentially 21 lecture halls and 35 classrooms at its disposal, while it also has access to the new library of the School of Philosophy.

#### **II. Analysis**

The department has priority access to room 812 (Αίθουσα 812), which has 84 seats. The department also has access to the new library building, which also can be used as a reading room for students and offers the possibility of Interlibrary Loan Service. Students initially undergo a seminar that explains how the library operates, so that they can fully utilise the library's capabilities (book lending, reading room, access

to repositories). In addition, they have access to other libraries, either of the department or of other institutions, such as the Gennadius Library, in order to overcome the lack of the necessary bibliography.

Furthermore, the Department operates the Laboratory of History and Historiography which organises conferences at national and international level. Students thus have the opportunity to come into contact with fellow students from other countries, to exchange scientific opinions and to become fully familiar with the research process. The laboratory is very active, as in the last five years it has organised 20 events (conferences and workshops) in which postgraduate students have participated with presentations.

### III. Conclusions

Although the building infrastructure is adequate, at least quantitatively, there is room for improvement to meet the needs of teachers and students. As there are about 15 students every year, access to smaller classrooms would be more suited to the seminar-type courses that take place.

#### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

#### Panel Recommendations

- More classrooms are needed to meet the specific needs of the postgraduate courses.
- More offices are needed for the professors.
- Collaboration or facilitating students through visits to other libraries should not be standard practice. Students in the questionnaires raise the inadequacy of the library.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP has designed and implemented the necessary mechanisms for collecting, managing, and analysing student progress information. This is done in an integrated, effective, and easily accessible way.

#### **II. Analysis**

Data related to the admission process, module questionnaires, and feedback from teaching staff are adequately collected and discussed at the school meetings. Student evaluations, based on a standardised questionnaire, are one of the most important tools used to measure PSP's educational performance. Data related to entrance exams, module questionnaires, feedback from collaborators as well as exit surveys from

graduating students are collected and discussed. The PSP maintains a directory of former graduates and Alumni with relevant information regarding their career paths. However, it is highly recommended to continue and reinforce collaboration with the Alumni. Student participation in filling the module questionnaires is 75% and this affects statistically the performance indicators.

### III. Conclusions

The PSP has been provided with a clear and useful information management mechanism. Minor corrections (see Analysis section) would contribute to even better results.

#### Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

Encourage students to participate in the courses' evaluation and systematically collect data that reflect reactions and provide challenges for improvement.



## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department of Italian Language and Literature provides a well-organized, fully informed, and easily accessible website (<https://www.ill.uoa.gr/>), in Greek, English and Italian language. For the dissemination of information, the PSP features a dedicated area (sub-domain) on the official website of the Department, at the following address: <http://www.ill.uoa.gr/metaptyxiakes-spoyses.html> . There is a shortened version in the English language [https://en.ill.uoa.gr/studies/graduate\\_studies/](https://en.ill.uoa.gr/studies/graduate_studies/), and in the Italian language [https://it.ill.uoa.gr/didattica/studi post lauream/](https://it.ill.uoa.gr/didattica/studi_post_lauream/).

#### **II. Analysis**

The website of the PSP provides information regarding current and future students, while the purpose of a bilingual presentation of the faculty's CVs (Greek, English) is two-fold: to inform students and the academic community on the one hand, and on the other, to attract researchers from other Universities on a national and international level.

Information for students includes the annual "Study Guide", the Curriculum and Prerequisites, the internal rules of operation of the PSP, information on student mobility (CIVIS, ERASMUS +), Academic Advisors, internships, scholarships etc. There is also access to useful forms such as the application form for the diploma thesis. The website contains links to the complete and approved diploma theses in the form of pdf files up to January 2023. This is made possible through the "Pergamos" platform, the unified Digital Library of the University of Athens.

Also, on the website there are announcements of all scientific events, collaborations, and actions that the PSP and its members organize, sometimes in cooperation with other bodies (Universities, Research Centres, etc). The CVs of the faculty members, both in Greek and English, are publicly available with information such as: research and teaching activities, publications, and contact information.

The Department, recognizing the possibilities offered by social media, has launched the creation of pages in

the most popular of these, such as Facebook (<https://www.facebook.com/ill.uoa.gr>) for its systematic promotion, the exchange of ideas and the unhindered communication of its members. Other means of digital contact are the exchange of emails and the use of the “e-class” platform.

We should also point out the existence of an alumni network active in social media, who maintain their own Facebook page (<https://www.facebook.com/groups/ellinoitalikes.spoudes.alumni>). This is particularly useful for the exchange of information regarding the PSP, and the alumni’s professional and academic careers.

The Department also organizes every year a “Welcome Day” during the first week of the Fall semester, so that incoming students will be informed of the study programme and its various possibilities.

### III. Conclusions

To sum up the content of the website in Greek seems to be up to date, clear and easily accessible.

#### Panel Judgement

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

#### Panel Recommendations

- Redesign the layout of the program’s website to be more appealing and user-friendly.
- Maintain a sub-domain where students can have access to video-recorded lectures, seminars and/or conferences.
- Complete the information for the teaching staff, research activities, conferences and the programme’s study guide in both English and Italian to facilitate access by an international audience.
- Take actions to ensure that the necessary resources (both financial and technical) will continue to exist in the short, medium, and long term to maintain and regularly update the website.

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

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

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

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
  - b) the changing needs of society*
  - c) the students' workload, progression and completion of the postgraduate studies*
  - d) the effectiveness of the procedures for the assessment of students*
  - e) the students' expectations, needs and satisfaction in relation to the programme*
  - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP is engaged in internal review processes from the beginning of its operations in order to ensure the high quality of research and teaching. This way the PSP is continuously adapting and improving their quality and impact to the advancement of the programme. The PSP strives to teach interdisciplinary courses that reflect the current state of practices and research fields. The internal review takes into account best practices and the latest advances in research while maintaining ties to the broader society impact and employment opportunity. Information about the internal review is regularly collected and analysed.

The internal review committee (OMEA) is formally responsible for the review process and is tasked with writing yearly accreditation reports to the Hellenic Quality Assurance Agency according to the Greek laws and regulations. They review the content of the graduate study guide, evaluate the learning outcomes and goals for each course that is offered, and update it to reflect the current trends in the relevant topics internationally. It also takes into account the employment opportunities for the graduate students, the completion rates, the student support provided, and other topics related to the smooth and continuously evolving mission of the PSP. They are also responsible for the collection of the course experience surveys

conducted by the students and analysing the associated results to inform the continuous process of evaluation. This information is collected and provided to all faculty after the student grading is complete.

The OMEA team is also responsible for yearly collecting information about the research and teaching outputs of each department member, their participation in conferences, and any awards they have received.

The yearly internal evaluation report is first approved by the Department and then forwarded to the quality assurance unit of the National Kapodistrian University of Athens, and then the Hellenic Quality Assurance agency. The report also contains recommendations for improvements that the department is then tasked to implement. This information is then aggregated at the University level.

## II. Analysis

Overall, the accreditation panel was very satisfied by the PSP's performance and efforts in this principle. It is evident that the mechanisms in place work well and that all stakeholders are committed to actively participate. The system is dynamic and is reviewed regularly and methodically.

## III. Conclusions

The PSP is fully compliant with this Principle. The self-assessment procedure of the programme takes place annually with provisions for the outcomes of the self-assessment to be properly recorded and submitted to the QAU/MODIP of the Institution. The department clearly values the process and is planning to take concrete actions to address any of the issues raised by the internal evaluation process.

### Panel Judgement

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

### Panel Recommendations

N/A

## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### **Documentation**

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

## **Study Programme Compliance**

### **I. Findings**

The PSP follows all the procedures for the regular external accreditation of academic programs established by the Hellenic Accreditation Agency (HAHE). The PSP will take into account any recommendations provided by the external panel of experts through the accreditation process to improve and evolve the program over time. This process takes place in coordination with the institution (the National and Kapodistrian University of Athens). The changes take place through coordination of various committees in the academic unit and the institution.

### **II. Analysis**

The PSP fully embraces external quality assurance mechanisms and reviews, and updates, and revises its policies on a regular and frequent basis.

### **III. Conclusions**

The PSP is fully compliant with Principle 10.

**Panel Judgement**

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

**Panel Recommendations**  
N/A

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The PSP offers unique interdisciplinary specialised academic instruction and encourages scientific research in the fields of Greek-Italian and Greek-Roman studies.
- The supportive and close-knit relationships of faculty, staff and students were highlighted during meetings and should continue.
- The students seem very happy with the quality of instruction and their acquired skills.
- Faculty are passionate and committed to deliver quality education to students and are enthusiastic team members.
- Seminars are taught to small groups of students, which enhances the quality of learning and teaching.
- Students and collaborating organisations praised the professionalism and excellence of the PSP.
- The M.A. Thesis is well defined and supported.
- The PSP has established partnerships with local, national and international organisations.
- The curriculum of the program is rational and in line with its objectives, and successful in achieving a balance between its theoretical and practical components.
- Faculty members are available to students during their office hours and via email and there seems to be excellent communication amongst them

### **II. Areas of Weakness**

- The Library can be further enriched to cover students' and faculty's needs.
- There is a need for more administrative support for faculty and students.
- Part of the courses could be delivered online and/or asynchronously to address practical difficulties of graduate students. The use of this type of technology could also increase the pedagogical methods of teaching.
- A journey abroad could be a part of the educational process.
- More classrooms and more offices are needed.

### **III. Recommendations for Follow-up Actions**

- Maintain a sub-domain where students can have access to video-recorded lectures, seminars and/or conferences.
- Complete the information for the teaching staff, research activities, conferences and the programme's study guide in both English and Italian to facilitate access by an international audience.

- Take actions to ensure that the necessary resources (both financial and technical) will continue to exist in the short, medium, and long term to maintain and regularly update the website.
- Redesign the layout of the program's website to be more appealing and user-friendly.
- 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.
- We encourage the PSP to continue on this path of professional self-reflection and development and we commend all actions taken to ensure that the institution is always up to date with the needs and expectations of its students, faculty and staff.



#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 7, 9, and 10.**

The Principles where substantial compliance has been achieved are: **3, 6, and 8.**

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. Professor Anna Tahinci (Chair)**

The Glassell School of Art, Houston, USA

**2. Professor Maria Antoniou (Member)**

Department of History, Pace University, New York, USA

**3. Professor Stavros Lazaris (Member)**

Centre National de la Recherche Scientifique (France)

**4. PHD Student Dimosthenis Kostakis (Member)**

Department of History and Archaeology, University of Ioannina