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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:
Philology
Institution: National and Kapodistrian University of Athens
Date: 3 November 2019

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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 HQA to undertake the review of the Undergraduate Study Programme of **Philology** 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 Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Philology** of the **National and Kapodistrian University of Athens** comprised the following three (3) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

- 1. Assoc. Prof. Alicia Morales Ortiz (Chair)**
University of Murcia, Spain
- 2. Prof. Stephanos Efthymiadis**
Open University of Cyprus, Cyprus
- 3. Prof. Georgios Xenis**
University of Cyprus, Cyprus

II. Review Procedure and Documentation

Before travelling to Athens, the members of the Accreditation Panel (henceforth: AP) had studied many documents provided by HQA, such as:

- a) the Department's Proposal for Accreditation
- b) the 2013 External Evaluation Report
- c) the Study Programme (*Odigos Spoudon*) and the description of courses
- c) the HQA Guidelines
- d) other relevant information about the Department (statistical data, student questionnaires, strategic goals, etc.)

Additionally, the AP had consulted the Department's Webpage.

The AP's visit to Athens began on 29 October at 9.30 with a briefing by Prof. P. Kyprianos, President of HQA, and Dr. C. Besta, General Director of HQA, in which standards and guidelines of the accreditation process were explained and discussed. A Power Point presentation with all the relevant information was provided to AP members.

After the official HQA briefing, the AP visited the Zographou University Campus at 13.00 and had a meeting with Assoc. Prof. Karadimas, Vice-Rector and President of MODIP, and Prof. Papathomas, Head of the Department. The meeting was held in the Modern Greek Language Centre.

Next to that, the AP had a meeting with the President of MODIP and other MODIP representatives (Mr. Bourletidis and Mrs. Krousaniotaki), the Head of Department and the OMEA members (Assist. Prof. Ioakimidou, Assist. Prof. Karpouzou, Assist. Prof. Chrysanthopoulou, Prof. Papaioannou and Prof. Varlokosta). Prof. Papathomas made a brief presentation of the Department and its organization, and explained various aspects concerning the Study Programme, research, student profile and teaching staff. Thereupon the meeting focused on the Department's evaluation processes which are coordinated by the OMEA in collaboration with the MODIP.

On Wednesday 30 October the AP had the following meetings:

- a) Teaching Staff. The AP met the Head of Department and other teaching staff members at the School of Philosophy. The staff members who were present represented the four different sections of the Department (*Tomeis*): a) Classics b) Byzantine Philology and Folklore, c) Modern Greek Philology and d) Linguistics: Assist. Prof. Lentari, Assoc. Prof. Iakovou, Assoc. Prof. Kaplanoglou, Assoc. Prof. Matthaios, Prof. Michalopoulos, Prof. Karamalengou, Prof. Bella, Prof. Kaklamanis, Prof. Antonopoulou, Dr. Pitsinelis and Ms. Kontostavlaki.

In this meeting the AP discussed topics related to career development, teaching, research opportunities, link between teaching and research, financial issues, mobility, administrative workload, structure of the Study Programme, pedagogical methods, student assesment, etc.

b) Nine undergraduate Students of the 5th and 7th semesters of two of the three specialities of the Department (Classics and Linguistics, there was no student representing Byzantine and Modern Greek Philology). The AP asked the students about their satisfaction with the Study Programme and more generally with the Department and obtained very useful information.

c) Alumni. The AP had a discussion with six alumni from Classics and Linguistics who referred to their experience of studying at the Department and their subsequent career path.

The meetings with undergraduate students and alumni took place in a very frank atmosphere. They had a very favourable opinion of the high academic level of the Department and its teaching staff, although they also identified some areas for improvement. The AP was impressed by the very good philological training of the students and by the accuracy and maturity of their views and answers.

Unfortunately, the AP did not have the opportunity to meet members of the administrative staff.

d) Employers, social partners and stakeholders. The AP met a representative of Kardamitsas publishing house (Mr. G. Psychogios), the project manager of the Institute of Language and Speech Processing (Dr. Markantonatou) and a senior researcher of the Research Centre for Modern Greek Dialects of the Academy of Athens (Dr. Manolessou). All of them stressed that there is much scope for further and deeper collaboration between the Department and their respective workplaces.

e) On the same day the AP made a brief Campus tour and visited some classrooms and other Department's facilities, including the Museum and Archive of Folklore and the new and impressive Central Library of the School of Philosophy that has replaced the old *spoudastiria*. No visit was scheduled to the Department's secretariat.

f) The site visit was rounded up with a meeting with the Vice-Rector and President of MODIP, the Head of the Department and the members of the OMEA. This concluding meeting clarified some points and finally provided a general review of some of the conclusions reached by the AP. Particular emphasis was placed on the structure of the curriculum, Department's facilities, use of digital technologies, seminars and practicum (πρακτική άσκηση), strengthening of student's skills in writing academic essays and need for increased funding for research activities.

All meetings were conducted in a very constructive manner and in a pleasant atmosphere. All members of the Department met by the AP showed a readiness to collaborate with the accreditation process, to answer openly all questions and to provide the information required.

III. Study Programme Profile

The Department of Philology of the National and Kapodistrian University of Athens, the oldest and largest in Greece, was founded in 1837 and is now housed in the Zographou Campus. Today it is the largest Department in the School of Philosophy of the University, with 50 members of academic staff and about 1,800 registered students. Since 1984 it has been an independent unit in terms of administrative and academic status.

The Department, within the general framework of promoting humanistic studies, has two principal objectives: a) to provide quality training to students in the fields of the Greek language and literature of all periods, applied and theoretical Linguistics, and Folklore. By doing this, it seeks to prepare students both for academic research and teaching in secondary education; b) to develop a free and creative environment which will be ideal for academic work for the benefit of staff, postgraduate students, doctoral candidates and researchers.

The Department consists of four Sections: a) Classics, b) Byzantine Philology and Folklore, c) Modern Greek Philology and d) Linguistics. It also operates and supports six laboratories: Laboratory of Cypriot Studies, Laboratory of Modern Greek Philology, Laboratory of Palaeography, Laboratory of Computer Science, Laboratory of Phonetics and Computational Linguistics, Laboratory for the Management of Greek and Latin Digital Resources, Laboratory of Psycholinguistics and Neurolinguistics and Folklore Museum and Archive.

The undergraduate programme of the Department leads to the acquisition of a Bachelor's Degree in Philology with a specialization in one of the following fields: 1. Classics (Ancient Greek and Latin), 2. Byzantine and Modern Greek Philology, 3. Linguistics. The Bachelor is a four-year degree comprising 8 semesters and corresponding to 240 ECTS.

Part B: Compliance with the Principles

Principle 1: Academic Unit Policy for Quality Assurance

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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme compliance

The Department follows a Policy for Quality Assurance which embraces all areas of activity in research and teaching as stipulated in the relevant document published on the Department's website. These procedures are carried out in close cooperation with the University's Quality Assurance Unit (MODIP) and are in line with the requirements of ADIP and the European Standards for Higher Education. The Department has also its own strategic goals and has planned the means for attaining them (cf. *Stochothesia*).

There is an Internal Evaluation Committee (OMEA) comprising members of the academic staff of the four sections of the Department. This Committee is responsible for coordinating the efforts of the Department for the composition of the annual internal assessment report. The results of this report are presented and discussed in the Department Council. On the basis of these results, modifications are made to improve the teaching and research activity of the Department.

According to information provided by MODIP, the last available internal evaluation process covers the academic year 2015-2016. The AP did not have access to any internal self-evaluation report nor do these reports appear on the Department's website.

In 2013, the Department underwent an external evaluation process in accordance with the standards and procedures established by ADIP.

Each year all courses are evaluated by students through satisfaction questionnaires. In general, the opinion of the students about the Study Programme is positive (minimum 3.5 maximum 4.52), and the quality of the teaching receives a high mark (4/5). Since academic year 2018-2019 the whole process is done electronically, but the percentage of student participation is not very high. In addition, the current system does not allow students to enter free-text comments, which is rightly seen as negative by the academic staff and students alike. In general, students consider that the channels for their participation and expression of views could be improved and made more effective.

According to the Department's Accreditation Proposal (cf. page 10), in the assessment of learning outcomes and in the process of renewing the curriculum, the opinion of graduates, external stakeholders and Academic Societies has not been taken into account.

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The information available on the web about Department's Policy for Quality Assurance should be improved. In particular, the internal evaluation reports must be published annually.

The Department/ MODIP should take measures to increase the participation rate of students in the evaluation process. It would also be desirable to introduce changes in the electronic system of satisfaction questionnaires to allow students to enter free-text.

The Department should enhance the participation of all involved stakeholders (alumni, external stakeholders and Academic Societies) in the quality assurance policy.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR 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.

Academic units develop their programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The Department's Study Programme was completely renewed in the academic year 2011-2012. It is very broad, covering a very high number of subjects, and offers a very solid philological training to its recipients. It is also suitable to the Department's strategic goals and mission. Its design is in line with International Standards for this specific area of study and its approval is made within the regulatory framework and the official procedure of the University.

The programme design takes into consideration the following:

- a) An official procedure for the approval and the revision of the programme. This procedure is carried out by OMEA and the Departmental Council.
- b) Workload according to the European Credit Transfer and Accumulation System: to obtain the degree, students must take a total of 240 ECTS, divided into 60 courses. The workload of each course varies between 4,5 and 2 credits. However the variation is not always appropriate; this is most obvious in the case of introductory courses vis-a-vis specialised seminars.
- c) The smooth progression of students: In the first two semesters students attend introductory courses and at the beginning of the third semester they have to choose specialisation. Furthermore, the structure of Curriculum provides for a progressive degree of difficulty, so that

in the first two years students must take 7 courses per semester (a total of 28), while in the next two years they must select 8 per semester (a total of 32). This includes seminars, a cluster of courses with pedagogical content and some other courses offered by other Departments.

d) Link of teaching and research: the Study Programme includes seminars in small groups and work in laboratories that allow students closer contact with research. However, it would be desirable to introduce a larger number of seminars (in the Classics, for instance, where only one mandatory seminar is offered). This lack of a sufficient number of seminars was recognised both by teaching staff and students during the AP's site visit.

In addition, the area of Linguistics offers the option to students to take a BA Thesis (*ptichiaki ergasia*), as an alternative to two courses. It would be advisable to extend this practice to the other two specialities, and even make it compulsory, provided that the number of students and the availability of the teaching staff allow for it.

e) To provide work experience to students: the Department offers the possibility to students to undertake internships in external public and private institutions. The regulation governing these placements has recently been approved (academic year 2018-19) (cf. Εσωτερικός Κανονισμός Πρακτικής Άσκησης Προπτυχιακών Φοιτητών).

As it has been mentioned above, the Study Programme perfectly suits one of the main objectives of the Department, i.e. to train philologists for a successful career in secondary education. However, recent changes in the labour market would make it advisable to reflect on the introduction of new subjects aimed at other professional fields too. In this respect, the AP became the recipient of useful suggestions: the introduction of courses of dialectology and lexicography, more emphasis on interdisciplinary subjects such as Reception Studies etc.

Finally, both undergraduate students and alumni expressed their desire for a greater degree of flexibility in the Study Programme. The Department could consider introducing a larger number of optional courses in the future.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There should be a more rational distribution of ECTS to courses of different levels.

The introduction of a BA thesis (*ptichiaki ergasia*) into the specialties of Classics and Byzantine and Modern Greek Philology should be envisaged. The inclusion of more seminars will also be a step forward.

The introduction of a larger number of optional courses should be considered.

Student participation in the practicum (*praktiki askisi*) should be encouraged and enhanced, if funding permits.

Principle 3: Student-centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE 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.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement 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, 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 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.*

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;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

The Department makes a conscious effort to adopt a student-centred approach, but it rightly stresses that the huge size of the student population makes this approach very difficult to achieve. In recent years the number of students who enter the Philology Department has remained stable (about 400 each year), while the number of members of the teaching staff has decreased (from 70 to 50). In view of this situation, the Ministry of Education should seriously consider either decreasing the number of incoming students or increasing the number of the teaching staff.

The Department creates a culture that promotes mutual respect between teaching staff and students.

Modes of teaching and assessment criteria for each course are advertised in advance on the e-class and in the Study Guide, and there is a formal procedure for student appeals.

The teaching staff adopts different pedagogical methods: traditional lecture classes supported by Power Point presentations, smaller classes and seminars. In the case of the traditional lecture classes, the teaching staff makes an effort to divide the largest classes of the early years into subgroups and by the use of the e-class, thus mitigating the negative repercussions of the very big student body. Seminars are indeed conducive to student-centred learning, and students expressed the desire for the inclusion of more seminars in their Study Programme. The teaching staff however is skeptical about the feasibility of this proposal for the reason stated above.

Special courses in English are created for Erasmus students who have difficulties in following classes taught in Greek. These courses are undertaken by the members of the Department over and above their regular teaching load.

Panel judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The number of seminars and classes in small groups should be increased.

The Ministry of Education should seriously consider either decreasing the number of incoming students or increasing the number of members of the teaching staff.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

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).

Study Programme compliance

Student admission:

The framework regarding admission is determined by the National Legal Framework. Thus, the Department has no direct control over the number of students admitted, nor their educational background. Standard admission takes place via the Panhellenic examinations, while there are also alternative ways of admission – via transfers from other higher education institutions and special regulations regarding admissions of candidates with special needs. Every year the Department admits around 400 students. This number is too large, as the Department itself acknowledges, and has a negative impact on academic life.

Student progression:

After student admission, the Department begins to collect student data. The process of managing progression is dependent on the students' satisfactory completion of 240 ECTS. These correspond to 60 ECTS per academic year or 30 ECTS per semester. Progression across levels is not dependent on satisfactory completion of a particular number of ECTS, and, as a result, there is no formalised process of monitoring student progression between levels. In other words, students automatically progress to the next level every academic year.

Duration of studies:

According to the law, students can be enrolled in any degree programme for an additional 50% of the duration of the particular degree. This corresponds to six years in the case of a four-year degree, such as the one offered by the Department (4+2 years). There is a very high percentage

of students failing to complete the Study Programme in four years (ca. 80%) or even in six years (ca. 40%).

Student mobility and Practicum:

The Department has adequate regulations concerning student mobility and practicum (πρακτική άσκηση). The Erasmus exchange agreements of the Department are satisfactory, and students are encouraged to benefit from them. The situation with regard to practicum can further be improved: all three stakeholders the AP spoke to expressed their readiness to welcome more students in their workplace.

Recognition and Certification of Studies:

The Department follows adequate recognition procedures for the qualification that it awards. More specifically, it has consistently applied the ECTS system, thus making the Study Programme more transparent and easily recognisable among various European academic departments and institutions.

Students receive adequate documentation/“Ptychion” certifying the successful completion of the Study Programme and mentioning their specialisation. The “Ptychion” is accompanied by a “Diploma Supplement”, which provides a standardised description of the nature, level, content and degree of success (on a grading scale of 1-10) of the studies completed. A Diploma Supplement in English is available upon request.

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The State should either decrease the number of incoming students or rather increase the number of the academic and administrative staff.

The Department (or the Institution as a whole) needs to systematically collect information regarding this phenomenon, analyse it and look for effective ways of addressing it.

The Department should further develop the institution of the practicum.

A Diploma Supplement in English should be automatically issued upon successful completion of the Study Programme.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, 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 recognize 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.*

Study Programme compliance

Processes for the recruitment of academic staff:

The recruitments and promotions of the academic staff take place according to the criteria and the procedures set by the Greek legislation and promotions from one academic rank to the next occur within a reasonable amount of time. These criteria and procedures are clear, transparent and fair.

Opportunities for the professional development of the teaching staff:

The Department offers opportunities of professional development to the staff, e.g. (i) through supporting their mobility within the framework of Erasmus exchanges and other collaborations with foreign institutions, (ii) through funding some of their participations in, or organisations of, conferences, with the aid of the Special Account for Research Grants (ELKE). However, generally speaking, the money provided for research-related costs is minimal and the way the current system operates is dysfunctional from the administrative point of view.

Link between teaching and research:

The Department supports research-led teaching by providing the staff the opportunity to teach courses directly related to their research expertise. That said, it should increase the number of seminars in the Study Programme. This will give academics greater opportunity to enrich their teaching potential with input inspired by their research agenda.

Use of technologies in teaching:

The relevant infrastructure in the Department is very good (Accreditation Proposal 5.7), and staff are encouraged to use new technologies in their courses. Efforts in that direction need to

intensify. In the interview with the AP, students expressed the desire to be more systematically trained in the use of digital resources (TLG, JSTOR, PERSEUS DIGITAL LIBRARY, LSJ ONLINE).

Increase of the volume and quality of the research output:

Both the quantity and the quality of the research output of most academics is outstanding. Of course if the Department acquires the means to offer sabbatical leaves to its members more regularly, the research output thereof will be further augmented.

Attracting highly qualified staff:

For various reasons there is fierce competition to secure a teaching position at the Department. So, although there have been great reductions in salaries in recent years, the ability of the Department to attract highly qualified staff has not been compromised.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department might also consider rewarding teaching and/or research excellence, after establishing clear and transparent relevant criteria.

The Ministry of Education and the central authorities of the University should envisage increasing considerably the amount of research funding allocated to the Department.

The inclusion of more seminars in the Study Programme can definitely strengthen the link between teaching and research.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER 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 funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme compliance

Infrastructure and learning resources:

The AP had the chance to inspect several lecture halls, laboratories, and the impressive new library, and confirms that the Department has the appropriate infrastructure.

With regard to learning resources, the situation is far from optimal owing to shortage of funding. Two examples: (i) the subscription to *absolutely* necessary digital resources, such as the THESAURUS LINGVAE GRAECAE, is currently unavailable, not because of the Department's fault but because the central authorities responsible for such matters have failed to renew the subscription in time. Moreover, students expressed their desire for greater exposure to online resources. (ii) the library collection has too many gaps to fill.

Administrative staff:

There was no arrangement for a meeting between the AP and the administrative staff nor for an inspection of the Secretariat's (Γραμματεία) IT instruments. Students expressed their dissatisfaction about the inefficiency of the Secretariat in very strong terms, whereas academic staff expressed their serious concerns about the understaffing thereof.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The necessity of increasing the funding allocated to the Department cannot be emphasised strongly enough. This will allow the Department to develop its learning resources.

The University should help the Department address the inefficiency and understaffing of its Secretariat.

Principle 7: Information Management

INSTITUTIONS 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.

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 as well as to the academic community.

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

The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme compliance

The Department collects data regarding the student body (admission procedures of students, distribution according to gender and nationality, etc.), teaching methods (chiefly regarding students selected for participating in the practicum) and student progression (years of completion of the studies) on the basis of its secretariat records. Moreover, by the end of each semester, students are invited to fill out a questionnaire where they evaluate the overall performance of the teaching staff. The OMEA (Internal Evaluation Committee) in collaboration with the MODIP is responsible for the analysis and communication of results obtained from the above surveys. From the material that the AP received it cannot be inferred that elaborating on collected data is being carried out in a systematic fashion.

No similar procedure has been established for recording the satisfaction of the staff members as well as for evaluating the efficiency of the administration staff. On this matter in particular the AP must communicate that the comments of students interviewed on the professionalism of the secretariat were far from positive.

In a similar vein, no data has been collected about the career paths of the Department's graduates, and, as a result, no conclusions can be drawn with regard to their employability. At

any rate, the graduates interviewed by the AP assessed that, although, by and large, job opportunities are regrettably minimal, their BA degree is well-esteemed in the job market.

The AP understands that surveys of the employability/career paths of its graduates is a larger policy issue and as such it cannot be organised and conducted by the Department alone. Knowing more of the future of its alumni must constitute a centralised procedure supported by the University as a whole.

The AP also notes the absence of surveys/questionnaires regarding staff satisfaction. Such a procedure would no doubt be useful in pinpointing needs and requests of the academic and administrative staff on the basis of concrete data.

Panel judgement

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

Panel Recommendations

The Department could maintain contact with graduates by building up an alumni network sustained by the social media, e-mail accounts offered for life to graduates by the University, etc. The AP considers the creation of this network a clever means to enhance the Department's visibility in Greek education and society.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

The Department uploads on its website information about its activities, including the teaching staff's CVs, the programmes, specializations and practicums it provides, description of the offered courses, details about the Erasmus exchange programme, facilities for the students, useful links, etc. In general, the AP was satisfied from inspecting the online material and the information it provides, as it considers it up-to-date and readily accessible to both internal and external users. Some omissions can hardly affect the overall positive impression of the AP on this point.

Panel judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR 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 study programmes aim to maintain the level of educational provision and to create 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. Revised programme specifications are published.

Study Programme compliance

The AP noted a determination of the Department's academic staff to offer courses that meet the recent developments in scholarship and engage students with the methods and spirit of academic research. The high standards of the published record of most academic members of the Department can ensure the quality of the teaching offered. The AP believes that it would be much helpful for the improvement of the services provided by the Department if the self-assessment procedure takes place annually and in line with the models and patterns set by the MODIP, one of which being the publication of its results. A rigorous process of ongoing monitoring and periodic internal review would lead up to revisions and modifications that would have a positive impact on both academics and students. If feedback to staff is given on a regular basis, a clear and coherent action plan with measurable and achievable goals could be pursued. Such a feedback could, for instance, trigger a continuous professional development, especially for the younger members of the academic staff and could lead to further corrective action, as appropriate.

After the AP's meeting with current students, a strong degree of satisfaction for the Study Programme was perceived; yet there were some serious concerns raised with regard to the relevance of some courses for their formation as philologists. In this respect, it might be useful for the Department to consider the rearrangement of the workload of its Programme, i.e. a different evaluation in terms of ECTS of the courses and seminars that make up the Study Programme.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, 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 template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme compliance

This is the second external review that the Department has undergone since its first External Evaluation in December 2013. The outcome of the first review was very positive, yet several recommendations were made by the External Evaluation Committee. In the Proposal of Academic Accreditation that the Department submitted to the AP it is stated that these recommendations were taken into a serious consideration. Yet it was believed that problems arising from external factors could not be sorted out as they were related mostly to the economic crisis that affected Greece in the past years. As for recommendations regarding the curriculum and the internal organization of studies, the Department provides precise answers as to how it has responded so far or as to the kind of complications their application might involve. Moreover, such issues as the proper function of a library and the increase of office hours that constituted a desideratum in 2013 have now been addressed by the opening of the School's new library and the extensive use of electronic communication between teachers and students. The AP also commends the introduction and extensive use of a centralised computer system, involving the e-class and secretariat information ('mystudies' e-platform). The lecture rooms the AP visited are in a good condition but could be better equipped with modern teaching facilities (laptops, interactive boards, etc).

The AP can attest that the Department's academic staff are aware of the importance of the external reviews and their contribution to cementing the Department's national and international fame. The AP feels that the Department must encourage more internal reviews and take into account the feedback of its graduates and current students more seriously. The ongoing collaboration with local, national and even international stakeholders would further strengthen its academic profile. The AP would also welcome an expression of interest in offering courses in collaboration with Study Programmes taught in English.

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

PART C: CONCLUSIONS

This part contains the key points that the Accreditation Panel has to make after the consideration of the relevant documentation and the findings of the site visit.

I. Features of Good Practice

- Broad course range in line with contemporary research orientation and findings
- Teaching staff committed to offering high-standard courses despite external problems and budgetary restrictions
- Teaching staff with an international visibility in terms of publications and research
- Courses offered in collaboration with scholars and colleagues coming from abroad
- Ability to attract high-quality new academic staff to be integrated into the Study Programme
- Positive response to the quality of the Programme on the part of the students
- Good infrastructure in terms of teaching classes, offices, laboratories and library

II. Areas of Weakness

- Inefficiency and understaffing of the secretariat supporting the Department
- Need to improve the learning resources adequate to a modern kind of teaching
- Excessive size of the student population which has a negative effect on the proportion between students and teachers
- Need to increase the number and importance of seminars (provision with more ECTS)

III. Recommendations for Follow-up Actions

- Improvement of the information available on the web about Department's Policy for Quality Assurance
- Rational distribution of ECTS to courses of different levels (e.g. seminars)
- Envisaging the introduction of a BA thesis (*ptichiaki ergasía*) into the specialties of Classics and Byzantine and Modern Greek Philology
- Introduction of a larger number of optional courses
- Increase of funding allocated to the Department for the support of research and teaching
- Increase of the participation rate of students in the evaluation of teaching
- Conduct surveys/questionnaires regarding staff satisfaction
- Creation of a network to sustain ties with the alumni of the Department

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 2, 4, 5, 8, 9, 10

The Principles where substantial compliance has been achieved are: 1, 3, 6, 7

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 Accreditation Panel for the Undergraduate Programme
Philology of the National and Kapodistrian University of Athens**

Name and Surname

Signature

- **Assoc. Prof. Alicia Morales Ortiz (Chair)**, University of Murcia, Murcia, Spain

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