



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# **Accreditation Report for the New Undergraduate Study Programme of:**

**Philosophy**

**Institution: University of Crete**

**Date: 2 July 2023**



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



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme of **Philosophy** of the **University of Crete** for the purposes of granting accreditation.

## TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. New Undergraduate Study Programme Profile	6
Part B: Compliance with the Principles	9
PRINCIPLE 1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT	9
PRINCIPLE 2 QUALITY ASSURANCE POLICY	17
PRINCIPLE 3 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE PROGRAMMES	20
PRINCIPLE 4 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS	23
PRINCIPLE 5 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES	25
PRINCIPLE 6 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	27
PRINCIPLE 7 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES	31
PRINCIPLE 8 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES	36
PRINCIPLE 9 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE PROGRAMMES	39
PRINCIPLE 10 PERIODIC INTERNAL REVIEW OF THE NEW STUDY PROGRAMMES	41
PRINCIPLE 11 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES	43
Part C: Conclusions	45
I. Features of Good Practice	45
II. Areas of Weakness	45
III. Recommendations for Follow-up Actions	45
IV. Summary & Overall Assessment	46

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

### **I. THE EXTERNAL EVALUATION & ACCREDITATION PANEL**

The Panel responsible for the Accreditation Review of the new undergraduate study programme of **Philosophy** of the **University of Crete** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Assoc. Prof. Panagiotis Christias (Chair)**  
University of Cyprus
  
- 2. Prof. Nikos Psarros**  
University of Leipzig
  
- 3. Prof. Maria Antoniou**  
Pace University, N. Y.
  
- 4. Ms Alexandra Sakizli**  
NKUA

## II. REVIEW PROCEDURE AND DOCUMENTATION

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

- HAHE Materials such as P12B\_Guidelines for EEA Panel, P13B\_MAPPING GRID & ASSESSMENT GUIDE, European Qualifications Framework, P1B Standards New UGP in operation, and
- the Department's Proposal for Accreditation along with several annexes

In the afternoon of June 27, the EEAP met to discuss the process and to divide tasks among its members. They discussed in particular the specificity of this evaluation/accreditation procedure, as the Study Programme was not yet in operation.

The online visit to the Department took place on the 28th of June 2023.

In the afternoon of June 28, the EEAP members were welcomed by Prof. Georgios Kosioris, Vice-Rector for Academic and Student Affairs / President of MODIP, who presented the history, profile, and current status of the new to come Department of Philosophy.

Following a short break, EEAP discussed the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation with the President of MODIP, prof. Georgios Kosioris, Vice-Rector, Head of the Department, Prof. Panagiotis Theodorou, Head of OMEA, assoc. prof. Aikaterini Bantinaki, and MODIP members, prof. Antonios Argyros and prof. Spiros Anastasiadis.

After a short presentation of the history of the new to come Department and of the new UGP of Philosophy by the Head of the Department, OMEA explained in detail the program's internal evaluation processes. The participants answered a series of questions addressed to them by the EEAP members and provided supplementary information when requested. The meeting was informative, lively, and fruitful.

Discussions regarded in particular the Pedagogical Sufficiency requirements and their implementation in the four-year Programme Study, the internships, and the Undergraduate dissertation.

Discussions concerned also the new possibilities for the students of the new Study Programme, mainly, the possibility of a double major or a minor degree, the specialization either in education or other domains such as informatics and AI, marketing etc., and the possibility of English-speaking courses and even a programme in English. The EEAP expressed their satisfaction by the final form of the Programme.

The online visit ended with a short informal debriefing meeting of the EEAP members.

### III. NEW UNDERGRADUATE STUDY PROGRAMME PROFILE

The Department of Philosophy of the Faculty of Philosophy of the University of Crete, which is going to replace the present Department of Philosophy and Social Sciences, is an evolution of the Department of Philosophy and Social Studies, having received the positive recommendation of the HFSF, following the unanimous recommendation of the 253rd/30.03.2022 Extraordinary Assembly of the Department of Philosophy and the unanimous decision of the 482nd/31.03.2022 Extraordinary Session of the Senate.

The Department is based in Rethymno, and its facilities are located in the premises of the Faculty of Philosophy at the University Campus of Rethymno. The mission of the Department is to cultivate the scientific field of philosophy, in the range of its branches and historical periods of development, providing high quality studies of all cycles, in accordance with international standards of teaching of the relevant scientific field, but also producing high quality research work, with emphasis on cutting-edge fields and fields that respond to contemporary social needs. In the international categorization of scientific fields in education of UNESCO (ISCED 2013), the Department is included in the category "02 Arts and Humanities" and in the subcategory "0223 Philosophy and Ethics", covering the whole range of this category, while it also cultivates the scientific subject "Philosophy of Art", which is included in the subcategory "0213 Fine Arts".

The Department is staffed with academic personnel of high scientific level and will operate with full autonomy and self-sufficiency, having strong strengths in both theoretical and practical philosophy (classical, modern and contemporary), which allows the development of its activities, both teaching and research, in all the main cognitive disciplines of philosophy and in cutting-edge objects of contemporary philosophical research. It should be noted that networks of research collaborations have already been developed and research projects have been designed or are being implemented in the fields of bioethics, philosophy of digital technology, neurophilosophy, philosophy of the environment, along with the development of research and academic collaborations in subjects with a stable international dynamic, such as ancient philosophy, Kantian philosophy, phenomenology, philosophy of mind, philosophy of science, aesthetic philosophy, and philosophy of art.

Studies in the UG Programme in Philosophy are organized in eight semesters, divided into two basic cycles and include 42 courses equivalent to at least 240 ECTS (30 ECTS per semester).

Cycle A includes 12 Compulsory Philosophy courses (5 ECTS/course), which are background courses and are spread over the first four semesters of study.

Cycle B includes 14 Compulsory Elective Philosophy courses, in the 5th to 8th semesters of study, as follows:

- 3 Philosophical Research Seminars: The Seminars are designed to acquire skills in philosophical inquiry through guided research on major subtopics in each of the following

categories, (a) history of philosophy (b) epistemology and metaphysics, and (c) practical and applied philosophy. The seminars are assessed by the preparation and presentation of a written paper and are awarded 10 ECTS.

- 3 Exercises in the treatment of primary philosophical sources, that exercise aim to acquire skills in the analysis and interpretation of primary philosophical sources. Exercises are awarded 10 ECTS.
- 8 University Lectures focusing on major philosophical issues in (a) Ancient Philosophy, (b) Modern Philosophy, (c) Contemporary Philosophy, (d) Epistemology and Metaphysics, (e) Practical and Applied Philosophy, as well as a focus on (f) areas of philosophy that address critical social issues (bioethics, environmental philosophy, gender philosophy, animal philosophy, philosophy of new technologies). 5 ECTS will be awarded for the deliveries.

The Undergraduate Programme also includes:

- 8 Compulsory or Compulsory Elective courses in other disciplines of the Faculty of Philosophy
- 2 Compulsory courses in Teaching of Philosophy
- 1 Compulsory Laboratory of Information Technologies in Education
- 5 Free Elective Courses from the Departments of the Faculty of Philosophy and/or the University of Crete

Finally, the following are included in the category of special courses of the Programme:

- Thesis of choice instead of 3 Compulsory Elective Philosophy courses (1 Seminar or 1 Exercise, and 2 Deliverables). It can be chosen from the 6th year of study and receives 20 ECTS.
- Courses in Foreign Language and Terminology.
- Practical Training: chosen as a free-choice course, it receives 5 ECTS.
- Teaching Practice: selected as a free-choice course, receives 20 ECTS.
- Tutorials in compulsory and/or compulsory elective courses of increased difficulty of the MAP, with optional participation (without ECTS).
- Workshops in (a) Academic Writing, and (b) Digital Skills, with optional participation (without ECTS, indicated in the Diploma Supplement).

Graduates of the UGP in Philosophy are included in the branch PE02 of Philosophy and can be employed in Secondary Education. At the same time, they can be employed in state and private cultural institutions and organizations, in institutions with educational and cultural activities, media and information, publishing organizations and research institutions. Also, as philosophy studies increase and certify transferable skills - analytical and business skills, problem-solving and decision-making skills - graduates can fill specialized positions in the labour market, where the high development of such skills is essential: positions of executives in business administration, business consultancy positions, etc. It is emphasized that internationally, the

degree in Philosophy is in high professional demand in areas where qualitative-normative methods are imperative for the analysis of phenomena and problems. Finally, the degree in Philosophy is one of the most dynamic degrees for access to postgraduate studies, thus giving graduates the possibility of postgraduate studies in philosophy and other humanities, also in culture, communication, economics, business administration, public administration, etc. By obtaining a doctoral degree, graduates will be able to work in higher education institutions (universities) and in relevant public and private sector institutions (research institutes, universities, research centres, universities, etc.). research centres, study centres, etc.).

The number of students proposed for admission to the Department of Philosophy is eighty (80) students per year for the next five years.

It must be specified that the current evaluation of the UGP in Philosophy, concerns as much the to-be Department of Philosophy as the present Department of Philosophy and Social Studies, for as long as it exists and hosts the UGP of Philosophy.



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

### **PRINCIPLE 1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT**

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

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

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

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

*During the evaluation of the Higher Education Institutions (HEIs) and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:*

#### **a. The academic profile and the mission of the academic unit**

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

#### **b. The Institutional strategy for its academic development**

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

#### **c. The documentation of the feasibility of the department and the study programme**

*The feasibility of the operation of the new department should be justified based on:*

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field*

#### **d. Sustainability of the new department**

Mention must be made to the infrastructure, human resources, funding perspective, services and available resources in terms of:

- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

**e. The structure of studies**

The structure of studies should be briefly presented, namely:

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

**f. The number of admitted students**

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

**g. Research**

- It is necessary to indicate research priorities in the scientific field, opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.

**h. Quality assurance**

- The quality assurance policy and quality assurance target-setting should be stated, as they have arisen from the gained experience of internal and external evaluation(s) of the Institution to date.

**Relevant documentation**

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

**New Undergraduate Study Programme Compliance**

Findings

**a. Academic profile and mission**

The Department of Philosophy of the Faculty of Philosophy of the University of Crete has evolved out of the Department of Philosophical and Social Studies, as a result the

recommendation of the 253<sup>rd</sup> extraordinary session of the Assembly Department of Philosophical and Social Studies and the unanimous decision of the 482<sup>nd</sup> extraordinary session of the Senate of the University of Crete from March 31<sup>st</sup>, 2022. The Department is located in Rethymnon, and its facilities are located in the premises of the School of Philosophy at the University of Rethymnon. The mission of the Department is the independent cultivation of the scientific field of philosophy, in the full range of its sub disciplines and of the historical periods of its development. The Department aims at providing high-level studies in all philosophical subdisciplines in accordance with the international teaching standards of the relevant scientific field, as well as producing high-level research work, with an emphasis on cutting-edge fields and fields that respond to modern social needs. In the international categorization of scientific fields of UNESCO education (ISCED 2013), the Department is classified in the category "02 Arts and Humanities" and in the subcategory "0223 Philosophy and Ethics", covering the whole range of this category. Additionally, the Department cultivates the scientific topic of "Philosophy of Art", that is included in the subcategory "0213 Fine Arts".

#### **b. Institutional strategy for the academic development**

In accordance with its international orientation, the Department participated in the design initiative and is now one of the founding members (along with the NKUA, the University of Patras and the University of Thessaloniki) of two foreign language inter-institutional postgraduate study programs. "The Athens MA in Ancient Philosophy" and the MA program "Greek and Chinese Civilizations: a Comparative Approach".

In the context of expanding this network of international academic cooperations, members of the Department played a leading role in the establishment of the Center of Ancient Greek and Chinese Culture (KELKIP), a non-profit corporation for the comparative study of the two traditions. The Department participates also in the European Integrative Bioethics network, the mission of which is the organization of scientific activities in Bioethics.

#### **c. Feasibility of the department and the study programme**

The establishment and development of the New Department of Philosophy does not only answer the demand for academic integration and institutional autonomy of Philosophy as a fundamental scientific field, but it will also enhance the academic and scientific profile, and the importance of the University of Crete in the local society, because it will enable:

1. The necessary teaching collaboration and research in the context of the newly introduced double study programs (double major), since Philosophy is ideally suited for interdisciplinary collaboration, and allows for multifaceted combinations of collaboration with the other scientific departments of the University of Crete.
2. The development of interdisciplinary research in contemporary cutting-edge topics in Philosophy that are closely related to the natural sciences cultivated by the University: such cutting-edge subjects are Bioethics, Philosophy of New Technologies (Biotechnology, IT, etc.), Philosophy of Artificial Intelligence, Philosophy of Mind and Neurophilosophy.
3. The response of the University to various social needs at a time when the social role of this Institution is being restructured internationally, as the demands increase for the critical and

ethically acceptable management of the rapidly produced new knowledge and technological innovation, for the benefit of society as a whole, and for the training of scientists capable of understanding not only their science, but also the profound changes of modern world at an environmental, cultural and social level, and are also able to contribute to a more just and sustainable society.

The visibility of the Philosophy Department of the University of Crete regarding the other similar Departments of the Greek universities lies precisely in its potential for achieving all the above objectives and its location in a region of the country that develops strong dynamics in the field of science, both at the University of Crete and at the Institute of Technological Research, so that there is fertile ground for the development of interdisciplinary research collaborations that will reform the academic map of Greece and the way, in which Philosophy is pursued in the country.

#### **d. Sustainability of the new department**

The New Department of Philosophy will operate with complete independence and self-reliance, without interrupting the structural plans of the University of Crete and of the Ministry of Education, since it will absorb the human resources, the infrastructure, and the administrative services of the current Department of Philosophical and Social Studies, which it will succeed. The sustainability of the New Department is provided by the following factors:

1. Infrastructure: The Department is not housed in a single building, but in several autonomous ones, in which are located: a) the Secretariat, and the office of the President of the Department and the Assembly Hall, b) the offices of the members of the Faculty, c) the classrooms, d) and the laboratories that do not use the premises of the Center of Research and Studies of the University of Crete (KEME).

The Department also shares with the other Departments of the Philosophical Faculty three high-capacity auditoriums (A, B, C) for lectures to audiences of up to 200 people, and a series of smaller lecture halls with a capacity of 30-100 people. It has the exclusive access to two smaller seminar rooms (S1 and S2) with a capacity of up to 30 seats each. All rooms are equipped with video projectors, while S1 is equipped for teleconferences. The Faculty members of the Department have access to an electronic system for the reservation of the various lecture halls and seminar rooms for their teaching and research needs.

2. Human Resources: The existing human resources of the Department consist of: (a) 14 Philosophy faculty members and one lecturer in the endowed professorship “Michelis Chair” in Aesthetic Philosophy; (b) 2 faculty members in the subjects of Psychology and Sociology that will be later appointed to other departments. (c) 3 members with special teaching duties (EDIP), covering the fields of Philosophy, Classical Literature, and Informatics; and (d) 1 one technical staff member (ETEP), assigned to the administrative staff of the Department.

The Department is also assigned with temporary teaching positions and positions for academic fellows, based on the distribution of the relevant funds by the University of Crete.

3. Financing: The Department is basically financially sustained by direct government funding. Additional funding is provided by research programs and projects, and from the Panagiotis and Effie Michelis Foundation that since 1998 continuously supports financially with 30000 € yearly the endowed professorship “Michelis Chair” in Aesthetic Theories, and additional research

activities of the members of the Department in the field of aesthetics and Theory of Art. To further strengthen its financial basis, the Department plans the development of tuition fee based asynchronous and synchronous distance learning and training programs, as well the allocation of funds from research programs and from services offered to businesses and public sector organizations through the Department's laboratories.

4. Administrative Services: The administrative support of the Department is provided by the Secretariat of the Department. The responsibilities of the members of the Secretariat cover various categories of administrative services: (a) financial issues and documents, (b) student issues, (c) issues related to the faculty, and (d) administrative support of the postgraduate study programs. The administrative support of the study programs is computerized and covers a variety of activities, such as: registrations, rankings transfers, maintaining student registers, issuing of certificates, preparation of the syllabus and of the exam schedule of the academic year, issuing diplomas, and collection of statistical data. The Secretariat of the Department employs two persons.

#### **e. Structure of studies**

The Department offers four-year undergraduate studies, postgraduate studies, and postgraduate research in Philosophy, being an important partner in inter-institutional postgraduate study programs, namely: (a) in the inter-departmental postgraduate study program "Bioethics" (coordinating Department), and (b) in the bi-institutional postdoctoral research program "Brain and Mind". The Department participates also in the inter-institutional postgraduate study program "Greek Philosophy – Philosophy of Sciences" of the Department of Philosophy of the University of Ioannina and "Systematic Philosophy" of the Department of Philosophy of the University of Thessaloniki.

The studies of the UGP in Philosophy are organized in eight semesters divided into two main cycles and include 42 courses that provide 240 ECTS points (30 ECTS per semester of study).

The first cycle includes 12 compulsory Philosophy courses (with 5 ECTS per course) that make up the backbone of the studies and are distributed over the first four semesters of study.

The second cycle includes 14 mandatory elective Philosophy courses in the 5<sup>th</sup> to the 8<sup>th</sup> semester that are distributed as follows:

**Three philosophical research seminars.** The seminars aim at providing skills in philosophical research through the guided study of important texts in the following fields: (a) history of philosophy; (b) epistemology and metaphysics, and (c) practical and applied philosophy.

In the seminars the students are evaluated by preparing and presenting a written essay and they are awarded 10 ECTS points.

**Three exercises in analysis of primary philosophical sources.** The exercises aim to provide skills of analysis and interpretation of primary philosophical sources. Students can choose one exercise from each of the following categories: (a) history of philosophy, (b) epistemology and metaphysics, and (c) practical and applied philosophy. In the exercises the students are evaluated by preparing and presenting a written essay, and an additional test on commenting on a philosophical text. The exercises are awarded 10 ECTS points.

**Eight lectures** focusing on important philosophical issues, namely on (a) Ancient Philosophy, (b) Modern Philosophy, (c) Contemporary Philosophy, (d) Epistemology and Metaphysics, (e) Practical and Applied Philosophy, and (f) on philosophical topics concerning critical social issues (bioethics, environmental philosophy, gender philosophy, animal philosophy, philosophy of new technologies). The lectures are awarded with 5 ECTS points. The students must select one lecture from the above-mentioned categories, and they may also select three courses of the abovementioned course forms to specialize on a particular topic.

The Undergraduate Program also includes:

**Eight compulsory or compulsory elective courses** in other scientific fields of the Faculty of Philosophy, namely one course in topics in Ancient Greek Culture, two courses in Ancient Greek Literature, one course in Latin Culture, two courses in Modern Greek Literature, and two courses in History. Each of these courses is awarded 5 ECTS points and the students' choices must be registered in the first semester of the studies.

**Two compulsory courses** in Didactics of Philosophy Teaching that must be attended by the students in the third and fourth semesters, with 5 ECTS points per course.

**One mandatory workshop** in Education Information Technology that must be attended in the third or fourth semester with 5 ECTS points.

**Five free elective courses** from the other Departments of the Faculty of Philosophy and/or other Faculties of the University of Crete, which can be attended from the fourth semester onwards and are awarded with 5 ECTS points per course.

Finally, the UGP includes also following special modules:

**Bachelor thesis** in lieu of the mandatory elective courses in Philosophy (1 seminar or 1 exercise, and 2 lectures). It can be chosen from the 6th semester onwards and is awarded 20 ECTS points.

**Four courses** in a foreign language of choice, mandatory only for students who do not have certified proficiency in a foreign language (3 ECTS per course, not included in the 240 ECTS points of the main program, but listed in the Diploma Supplement

**Practice Internship**, elective with 5 ECTS.

**Teaching Practice Internship**, elective, awarded with 20 ECTS points.

**Tutoring courses** in compulsory and/or compulsory elective courses (0 ECTS points awarded)

**Workshops** in Academic Writing, and in Digital Skills, (without ECTS, but listed in the Diploma Supplement).

#### **f. Number of admitted students**

The number of admitted students recommended for the PPS of the Department of Philosophy is eighty (80) students per year for the next five years. Right to transfer to/from the Department of Philosophy of the University of Crete will apply to the following Greek higher education Departments: (a) Department of Philosophy of the Faculty of Philosophy of the University of Patras, (b) Department of Philosophy of the Faculty of Philosophy of the University of Ioannina, (c) Department of Philosophy of Faculty of Philosophy of the NKUA, and

(d) Department of Philosophy and Pedagogy of the Faculty of Philosophy of the University of Thessaloniki.

#### **g. Research**

The strategy of the Department for research activities in the next four years focuses on the concentration of its forces in contemporary cutting-edge fields in philosophical research that at the same time will strengthen its social footprint. In this context, members of Department already belong to the personnel of research programs or have submitted proposals for funding philosophy research programs or interdisciplinary programs with following topics: (a) technology: digitality, artificial intelligence, virtual reality, (b) the environment, (c) bioethics, (d) gender studies, (e) neurophilosophy.

At the same time, the Department will support and enhance its research activities in the fields, in which it has developed networks of research and academic collaborations, namely (a) in ancient philosophy, (b) in ethics, and (c) in aesthetics and philosophy of art (with the support of the Panagiotis and Effie Michelis Foundation).

#### **h. Quality Assurance**

The Department of Philosophy will actively contribute to the achievement of quality policy goals and the strategic planning of the University of Crete, ensuring the high quality of the educational, research, scientific and administrative work. This commitment includes practices and activities that support the specific goals, as well as the procedures of the Internal Quality Assurance System.

Specifically, it includes: (1) close cooperation with the University's Quality Assurance Unit (MODIP) and strict implementation of the procedures for internal and external assessment and certification of UGPs. (2) The continuous monitoring and regular updating of the UGP and its revision, with the aim of strengthening its quality and competitiveness. (3) The assignment of teaching work based on scientific specialization and the principle of entanglement of research and teaching. (4) The pursuing the focus of research and educational work on cutting edge fields and fields with a strong social footprint. (5) The announcement of new academic staff positions that are attractive high-level scientists and the strict application of procedures and selection practices that ensure publicity, transparency, and the selection of the best. (6) The support of the mobility of the academic staff and of the international orientation of the Department. (7) The submission of proposals for the implementation of research projects and the allocation of funds. (8) The broad advertisement of the study program and of the research output using modern and efficient communication channels. (9) The systematic updating of the website of the Department. (10) The care for the professional development of graduates and the monitoring of their careers. (11) The monitoring and improvement of the provided supporting and administrative services with special care for their continuous modernization. (12) The permanent concern for the quality of technical infrastructure of the Department.

### Analysis of judgment

The submitted information about the new Undergraduate Study Program of the new Department of Philosophy of the University of Crete gives the impression of a well-balanced study program that profoundly serves the needs for modern undergraduate studies in the field of Philosophy. It provides the students with a sound basic training in all relevant fields of Philosophy, including the most recent developments, e.g., in Bioethics and Neurophilosophy.

### Conclusions

The UGP achieves a good balance between the needs of students aspiring at academic and careers in the private sector and the requirements of the Greek state to enable students also to serve in the country's secondary education sector.

The academic structure of the New Department is tailored to the needs of Philosophy as a science and to the requirements of an UGP with the above-mentioned specifications.

Both the structure of the program and the staffing of the New Department are sufficient for the accommodation of the proposed number of 80 students per year and still have resources for slightly exceeding this number. However, the EEP stresses the necessity of a strict observance of the proposed numbers of yearly student admissions for the maintenance of the high level of the provided studies.

### **Panel Judgment**

<b>Principle 1: Strategic Planning, feasibility and sustainability of the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The EEP recommends the continuous monitoring of the performance of the new UGP and encourages any effort to reduce the number of exams per semester by creating in future more 10 ECTS point modules.



## PRINCIPLE 2 QUALITY ASSURANCE POLICY

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

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

### **Relevant documentation**

- Quality Assurance Policy
- Quality Targeting (utilising the S.M.A.R.T. methodology)

## **New Undergraduate Study Programme Compliance**

### **Findings**

The University of Crete has a quality assurance policy, which is part of its strategic planning. This policy is developed and specified in the areas of activity of the University of Crete, published and implemented by all stakeholders. The quality policy of the Foundation

- Supports the organization of the Internal Quality Assurance System.
- It adopts the assumption of responsibility by the leadership of the University of Crete, the Departments and other functional units, as well as by staff members and students, and indicates their respective roles in relation to quality assurance.
- Supports learning and teaching, research and innovation.
- Contributes to the quality assurance of curricula and their compliance with the specific HQA standard.
- It aims at the efficient organization of services and the development and maintenance of infrastructure.
- Supports the allocation and effective management of the resources necessary for the operation of the University of Crete.
- Supports the development and rational allocation of human resources.

- Encourages the participation of external bodies in quality assurance.

The Department of Philosophy is committed to actively contribute to the achievement of the objectives of the quality policy and strategic planning of the Foundation, ensuring the high quality of its educational, research, scientific and administrative work. The implementation of this commitment includes practices and actions that support the specific objectives, as well as the procedures of the Internal Quality Assurance System. In particular, it includes close cooperation with the Institution's MOI and the faithful implementation of the procedures it sets out for the internal and external evaluation and accreditation of the MQFs. Subsequently, the Department is committed to: (a) conducting student and faculty evaluations of teaching work and teaching staff on a semi-annual basis and utilizing the results of the evaluation with the aim of achieving excellence in teaching and ensuring the high quality of the wider learning environment; (b) coordinating faculty members' response to the quality data collection processes of the Institution's Internal Quality Assurance System.

### **Analysis of judgment**

The quality policy is implemented through a commitment to comply with the legal and regulatory provisions governing the Institution, as well as through the establishment, reformulation, redesign and redefinition of quality assurance objectives, in accordance with the strategic planning of the Institution. The way in which the quality policy is designed, approved, implemented, monitored and reviewed is one of the processes or procedures provided for in the Internal Quality Assurance System and its successful implementation and management is expected to achieve: (a) enhancing the prestige and international recognition of all the qualifications of the Institution; (b) enhancing the quality of academic activities, with the aim of improving student performance; (c) increasing the satisfaction and confidence of the Foundation.

The Department, through the OMEA and the Department Council, assures:

- The continuous monitoring and regular updating or revision of the UGP in order to enhance its quality and competitiveness.
- The assignment of teaching work based on scientific expertise and the link between research and teaching.
- Pursuing the focus of research and teaching work on cutting-edge fields and fields with a strong social impact.
- The advertising of new academic staff positions with a view to attracting high quality scientists and the faithful application of selection procedures and practices that ensure transparency and meritocracy.
- The support of mobility and the constant pursuit of the international orientation of the Department, focusing on its scientific, research and educational work.
- The submission of proposals for the implementation of research projects and the attraction of funding.

- The broad promotion of the curricula of all cycles, as well as the research and scientific work, using modern and effective communication channels.
- The systematic updating and updating of the Department's website and continuous care for its functionality.
- Monitoring the development and professional rehabilitation of the Department's graduates.
- Monitoring and improving the support and administrative services provided, ensuring their continuous modernization.
- The continuous care for the quality of the logistical and research infrastructure of the Department.

### Conclusions

The EEAP finds that the procedure that assures the Academic Quality of the Department is well established and will be hopefully followed during the first 4 years of the operation of the new UGP of philosophy.

### Panel Judgement

<b>Principle 2: Quality assurance policy</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

## PRINCIPLE 3 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE PROGRAMMES

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

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

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

### **Relevant documentation**

- *Senate decision for the establishment of the UGP*
- *Curriculum of the new UGP (courses for the acquisition of digital skills are included)*
- *Student Guide*
- *Course syllabi*
- *Teaching staff (name list including subject area, employment relationship, assignment of teaching in the UGP and other study programmes)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

### **New Undergraduate Study Programme Compliance**

#### Findings

The Department ensures:

1. The integrity of the structure and organization of the UGP, as well as the provision of a high-quality education for an integrated learning experience. In addition to the provision of

scientific knowledge, the aim is to cultivate skills that help the student in his/her transition to the labour market, especially in the final years of study.

2. The improvement of performance, achievement and satisfaction of students and graduates and alumni through targeted actions. A key role in this respect is to be played by the Student Advisers and the use of the results of the evaluation of the programme by students and graduates.

3. The output of high-quality research and the international impact and its connection with the educational process.

4. The strengthening of the extrovert profile and the visibility of the Department through the connection of the educational process with the labour market by encouraging the participation of the members of the Faculty in mobility programmes, RTD, networking and publicity activities,

5. The continuous upgrading of the infrastructure, as well as the administrative and technical support procedures of the Department.

### Analysis of judgment

The UGP is oriented along three dimensions: (a) the scientific training for pursuing an academic career on the various fields of Philosophy, especially on the contemporary foci of philosophical research, (b) the educational, scientific and professional training of future teachers of Secondary Education, with emphasis on philosophy courses, and (b) the promotion and development primarily of skills that will enable the graduates to pursue careers in relevant fields of the private or the public sector, e.g., as ethics experts or in philosophical counselling.

### Conclusions

The UGP curriculum follows the national and international standards of philosophy curricula and includes, on the one hand, compulsory courses and, on the other hand, elective compulsory courses and free elective courses. In the first cycle of studies, the compulsory courses include courses of general background and development of basic skills and competences. At the same level, compulsory optional courses in philology and history are offered, which broaden the scientific horizon of the students. In the second cycle of studies, from the fifth semester onwards, the students can choose the path for the three options of graduations, namely a graduation opening the path for a further academic career, a graduation leading in the secondary education sector, and a graduation leading to a career in the broader private and public sectors. In all three options, the courses seek to provide a profound understanding of the philosophical topics and problems and, in hindsight, of the practical application of knowledge.

### Panel Judgement

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

### Panel Recommendations

The EEP recommends the continuous monitoring of the performance of the new UGP and encourages any effort to reduce the number of exams per semester by creating in future more 10 ECTS point modules.

## PRINCIPLE 4 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

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

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

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

### **Relevant documentation**

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

### **New Undergraduate Study Programme Compliance**

#### **Findings**

The Department of Philosophy of the University of Crete has created a learning curriculum that supports its students' interests. The study program is focused on philosophical courses with every student being free to choose up to 34 philosophical courses. Among those 34 courses there is a maximum of 30 genuine philosophical courses and 4 pedagogical and philological courses closely related to philosophical studies.

#### **Analysis of judgement**

The Department of Philosophy also tends to students that want to have other influences with a range of free choice courses. The Department has created 3 possible directions for students that include the academic, school-level education and working in organizations in the public or the private sector. The first, requires for the student to write a thesis, the second requires a practice of teaching and the third requires an internship to an organization. By creating 3 established directions, the Department will help the students to have a better grasp of the possibilities after their undergraduate experience and how to achieve them through a

specified program. The learning approach that the Department promotes is a combination of the traditional academic ex-cathedra approach in combination with seminars and courses that focus on exercises of processing philosophical sources that require a hands-on approach of the texts by the students.

The Department provides also academic advisors according to the relevant provisions (N. 4009, ΦΕΚ Α 195/06.09.2011, article 35). The advisor appointed to each student is supposed to have an active role regarding the students' concerns and doubts about course choices as well as bureaucratic difficulties by directing the students to the University services in charge of these matters. Moreover, the University has created committees that attend to matters regarding the righteous treatment of students within the campus and the Department's practices are included within these committees' jurisdictions. One of these committees' is the "Committee for Equal Gender Rights" which cares through legislation to matters of unjustified and unfair behaviours that are based on gender biases. The University also provides a counsellor for students that can interfere in matters between students and professors or administrative staff. The counsellor can act independently or be called after a complaint from a student. They investigate and interfere in case the matter requires legal attention.

## Conclusions

The Department seem to have created a study program that combines the ex-cathedra approach with the more active learning process of hands-on analyzation of philosophical sources that many students will find useful even if they do not intend to follow strictly an academic path, because this way of learning stimulates the brain and welcomes original thinking. Furthermore, the Department has committees and services in place for the students to feel safe and also informed about their possibilities.

## Panel Judgement

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

## Panel Recommendations

The Department can substitute even more traditional academic courses with seminars and exercises.



## **PRINCIPLE 5 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES**

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

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies as well as*
- ✓ *the terms and conditions for enhancing student mobility*

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

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

### **Relevant documentation**

- *Internal regulation for the operation of the new study programme (Senate decision)*
- *Regulation of studies, internship, mobility and student assignments*
- *Diploma Supplement*

### **New Undergraduate Study Programme Compliance**

#### **Findings**

From the creation of the previously evaluated Department of Philosophical and Social Studies in 2018-2019 there have been 453 graduates. The new program admissions will be expected to be around 80 students each year. These students will have a clear understanding of their future studies through the very comprehensive study guide.

## Analysis of judgment

The study program of the Department of Philosophy of the University of Crete contains analytic information regarding the admission process of the students as well as information about the progression of their studies and awards of degrees. The admission process for the study program is the standard one that is applied to all Greek Universities, and it involves the panhellenic exams, transfers from other Universities and entry exams. The documentation required for the admission process is presented in the study guide. The study guide also clarifies the skills that the program's graduates will have acquired after the ending of their studies. These include a wide range of philosophical knowledge as well as skills regarding methodology, communication, and critical analysis of information due to the students' exposure to research in the provided seminars.

The Department is aware that it is lacking outreach so there is commitment for it to be more active regarding the Erasmus+ mobility program as well as other forms of collaboration with international institutions. This goal of internationalization also includes the acquisition of international staff that aims to reach a percentage of 10% by 2025. Following the completion of exams and assignments and receiving the necessary number of credits, students receive the appropriate documentation, explaining their qualifications, learning outcomes and the section of their degree. These are stated clearly in their Diploma Supplement.

## Conclusions

The Department of Philosophy of the University of Crete has set clear objectives regarding its new program that seem to be planned in an organized way. The difficulty will be in finding the funds, even though the Department aims also to acquire private fundings in order to fund scholarships in all levels of studying.

## Panel Judgement

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

## Panel Recommendations

None.

## **PRINCIPLE 6 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES**

**Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.**

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

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

### **Relevant documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work*

### **New Undergraduate Study Programme Compliance**

#### Findings

The Department's unique identity is being shaped to a great extent by a group of high quality, dedicated faculty members (ΔΕΠ) and special teaching staff (ΕΔΙΠ). They maintain high standards in their teaching and research duties. Specifically, the Department consist of: (a) 14 Philosophy faculty members and one lecturer in the endowed professorship "Michelis Chair" in Aesthetic Philosophy; (b) 2 faculty members in the subjects of Psychology and Sociology that will be later appointed to other departments. (c) 3 members with special teaching duties (ΕΔΙΠ), covering the fields of Philosophy, Classical Literature, and Informatics; and (c) 1 one technical staff member (ΕΤΕΠ), assigned to the administrative staff of the Department.

The Department is also assigned with temporary teaching positions and positions for academic fellows, based on the distribution of the relevant funds by the University of Crete.

The faculty are all active in research, publishing and presenting their work in appropriate venues. Additionally, the faculty are participating in significant research programmes and networks on a national and international level.

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

### Analysis

Faculty are evaluated in all areas of their work using the process determined by the institution's Quality Assurance Committee (ΜΟΔΙΠ) through its internal quality assurance system and through the process determined by the Committee on Internal Evaluation (ΟΜΕΑ). This process follows global best practices and includes student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service.

The Department seeks and supports the participation of its members in activities that are linked to research and education in Greece and internationally. In this context the already existing inter-university mobility agreements with Institutions of Higher Education at home and abroad are supported and strengthened, and the Department actively seeks the establishment of new agreements especially in international mobility, within the framework of the Erasmus+ and other international cooperation programs.

The mobility of the members of the Department is actively supported by covering the travel and/or accommodation expenses within the financial limits of the Department. The members of the Department may also receive financial support for mobility from the Special Account for Research Funds (ΕΛΚΕ) of the University of Crete, within the framework of the so-called "small range programs".

As mentioned above (Principle 1.1) the strategy of the Department for research activities in the next four years focuses on the concentration of its forces in contemporary cutting-edge fields in philosophical research that at the same time will strengthen its social footprint.

The link between teaching and research is also documented and strengthened by the operation of the three Laboratories of the Department, which contribute significantly to educational and research activities, cooperate with research centres, institutes, and universities both in Greece and abroad, and help undergraduate and postgraduate students to become familiar with a variety of research activities (study of primary sources, management of information, publication of papers).

The three Laboratories are:

(i) **Laboratory for Philosophical Research and Translation:** The Laboratory for Philosophical Research and Translation serves the research and teaching needs of Philosophy, in collaboration with research centres and academic institutions in Greece and abroad. It is housed in a specially designed area of the Department; it has its own library and electronic equipment.

(ii) **Laboratory for Bioethics:** This laboratory is an important and integral part of the implementation of research in bioethics. It supports basic educational and research activities of the Department, as well as the needs of the Interinstitutional Graduate Program "Bioethics". Housed in the Center of Research and Studies (KEME) and has its own specialized library and electronic equipment.

(iii) **Laboratory for Teaching Practice and Educational Research:** The objective of this laboratory is to support the students of the Departments of the Philosophical Faculty in matters regarding teaching practice, and the support of the research in this subject. It is housed in two specially designed spaces of the Department and has also its own specialized library and electronic equipment.

The teaching workload seems reasonable, and staff can be engaged in research and other personal development activities. The average teaching load on an undergraduate level is at least 6 hours per week (delivering lectures). To these one 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. Based on the above responsibilities the teaching workload could be many times increased to 9 hours per week, especially when they offer courses in the two PG programmes, or they act as substitutes for a colleague on sabbatical.

The teaching of the courses makes use of the available instruments of modern and asynchronous education that promote student-centred learning, utilizing modern presentation media and other multimodal learning tools, in combination with guided discussions that includes the queries of the student questions in an educationally productive way. Teaching procedures encourage the in small groups to familiarize students with philosophical reflection. The participative teaching is further encouraged through the assignment of short presentations. In all courses the teaching is supported by asynchronous methods through the e-learn platform.

### Conclusions

The faculty of the Department consists of productive scholars and committed teachers, with a record of continuous professional development supported by the Department and the University. Based on the above findings and data analysis, the UGP programme in Philosophy is fully compliant with principle 2.5.

### Panel Judgement

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

### Panel Recommendations

The EEP urges the Department to continue on this virtuous path.

## PRINCIPLE 7 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES

Academic units should have adequate funding to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

*Institutions and their academic units must have sufficient resources and means to support learning and academic activity in general, in order to offer to the students the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Relevant documentation**

- Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

### **New Undergraduate Study Programme Compliance**

#### Findings

##### **a. Building facilities of the Department**

The Department is not housed in a single building, but in several autonomous buildings, in which are located: a) the Secretariat, the office of the President of the Department and the Assembly Hall, b) the offices of the Faculty members c) the classrooms of postgraduate students, doctoral candidates and postdoctoral fellows, d) any laboratories that do not use the premises of the University Research and Study Center (KEME). The Department also shares with the other departments of the Faculty of Philosophy three large capacity auditoriums (A, B, C) for lectures to audiences of up to 200 people, a series of smaller lecture halls of 30-100 people, while it has the exclusive use of 2 small seminar rooms with a capacity of up to and 30 seats. All rooms are equipped with video projectors, while one seminar room has a video conference screen and a computer. Faculty members of the Department have at their disposal for their teaching and research needs the electronic reservation system of the Faculty of Philosophy, which provides them with immediate information on the availability of halls.

#### **b. Human resources**

The Department is governed by the President, who is deputized by the Deputy President, and the Assembly consisting of the Faculty members of the Department, the representatives of the students (undergraduates, postgraduates and doctoral candidates) and the members of the teaching staff with special responsibilities and the non-academic staff.

#### **c. Management support**

The Department's administrative support is covered by the Department's Secretariat. The responsibilities of the members of the Secretariat cover distinct categories of administrative services: (a) financial issues and documents, (b) student issues, (c) administrative part of the Department's operation and issues related to the teaching staff, and (d) administrative support of the Postgraduate Study Programs. The Secretariat is housed in offices located in a central part of the Department's premises, facilitating the accessibility of teachers and students.

#### **d. Research laboratories**

As mentioned above (see Principle 2.5) the Department operates three laboratories, that support teaching and research activities of its members and have been established during the years of the operation of the old PPS Department:

- A. Laboratory for Philosophical Research and Translation
- B. Laboratory for Bioethics
- C. Laboratory for Teaching Practice and Educational Research

#### **e. Library**

The Library of the University of Crete includes a great number of scientific books and periodicals related to the academic subjects of the Department's faculty members, as well as free access to electronic journals and databases. For the specific academic subjects, book purchases are made regularly, using funds from the Department's regular budget as well as from the postgraduate study programs. Within the Laboratories that operate in the Department, there are also book collections on topics related to the subject of each laboratory. The responsibility of enriching and renewing the Department's collection of library resources, in collaboration with the staff of the University of Crete Library, rests with the members of the Department's Library Committee.



#### **f. Electronic Services**

The students of the Department have access to electronic services of the University of Crete such as: university e-mail, Electronic Secretariat, VPN Service, eduroam wireless network using the Directory Services of the University of Crete, Asynchronous Distance Learning platforms (EduPortal and E-learn), and digital and electronic collections of the Library of the University of Crete. Especially for information purposes, the Department maintains a website, where information is posted regarding: (a) its structure and organization, (b) its staffing, (c) teaching (syllabus, Study Guide, Study Regulations and individual regulations), (d) the educational and research activities inside and outside the Department, (e) the Department's events (seminars, speeches, lectures, conferences), which are always open, (f) the available scholarships, and (g) the structures and mechanisms of student support. The Department's teaching-specific announcements are posted on the Department's website and on EduPortal, as well as in the course forum on e-learn.

#### **g. Support structures and services**

**A. Student Care:** The students of the Department can make use of the services of the Student Care which mainly concern restoration, accommodation, and health care. Free meals are subject to criteria set by law, while members of the student community who do not meet these criteria can use the student restaurant by paying a small fee. Students also have the right to submit an application for housing in the Student Residences of the Gallos Campus or in the Student Cultural Center "XENIA" or to apply for a housing allowance, if they meet certain criteria. Finally, a Medical Service operates on campus, which mainly concerns the students at the University. Students without medical insurance are informed by the Student Care Office about how to ensure medical and hospital care based on the relevant legislation. The website of the Student Care presents all the support services of the structure in a "new student information brochure".

**B. Student Counselling Center:** The Student Counselling Center of the University of Crete has been operating since September 2003. Its main objective is to provide psychological support to undergraduate and postgraduate students at the University, to raise awareness and inform the university community on issues related to the field of mental health and the formulation of a more general mental health policy. Furthermore, the Counselling Center organizes seminars and individual or group support actions for students to manage their stress and psychological empowerment or to guide them in terms of appropriate learning and organization strategies of their study. The Counselling Center, at the same time, organizes and supports services for students with disabilities. Specifically, the Center is responsible for: (a) the development of initiatives and programs for the better adaptation of students with disabilities to the university environment and their equal access to academic structures, (b) the mediation in academic units for the necessary benefits to them, and (c) the coordination and guidance of student volunteers, who act as "study assistants" for disabled students.

**C. Career Center:** Students and graduates of the Department can contact the Career Center (DODISTA) of the University of Crete regarding their smooth integration into the labour market and their professional career. DODISTA is made up of individual units, such as the Liaison Office, the Internship Office and the Innovation and Entrepreneurship Unit, and is responsible for the correct information of the interested parties regarding career opportunities, as well as for the development of partnerships with external bodies, thus contributing to connecting the University of Crete and its students with the labour market. The students of the Department can also participate in the AIESEC international internship program, which offers the possibility to develop a variety of skills through intercultural exchanges or through (non-institutionalized) internships. The Office of International Relations of the University of Crete, which has taken over the management of the student mobility program, regularly informs the academic community about mobility possibilities through relevant announcements and events.

**D. Student Ombudsperson:** For the problems that students may face in their relationship with the teaching or administrative staff of the Department or the Institution, they can address the Student Ombudsperson, who mediates in dealing with these problems and, more broadly, ensures the observance of legality in student matters in the context of academic freedom and the proper functioning of the University.

#### Analysis of judgment

The Department and the University of Crete provide the students with all necessary accommodations and resources that are needed for an uninterrupted study. The EEP stresses the strong social profile of the University, especially with regard to medical care.

Learning supportive structures like e-learn, digital library, internet access etc, are fully provided.

The EEP endorses the existence of the institution of the Student Ombudsperson.

#### Conclusions

The Department and the UGP are fully compliant with Principle 2.6

### Panel Judgement

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

### Panel Recommendations

None.

## PRINCIPLE 8 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES

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

*Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial or re-accreditation). The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme(s), availability of learning resources and student support, career paths of graduates. During the initial accreditation, the data concerning the profile of the academic unit and the structure of the study programme must be entered.*

### **Relevant documentation**

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

### **New Undergraduate Study Programme Compliance**

#### **Findings**

In accordance with the current institutional framework (Law 4957/2022, article 215), the Quality Assurance Unit (MODIP) of the University is responsible for supporting the evaluation and accreditation procedures of the curricula and the Internal Quality Assurance System based on the principles, guidelines, and instructions of the HAHE. In this context, it is extremely important to collect and evaluate the data resulting in particular from the process of evaluation of the educational work, infrastructure and services of the Department by the students of the UGP. The supervision of the evaluation process is carried out by the Internal Evaluation Team (OMEA) of the Department, which ensures the integrity of this process and, in collaboration with the Departmental Secretariat, provides feedback to the lecturers with the results of the evaluation of their courses and informs the students about the average marks of the courses of each semester.

The OMEA, in collaboration with the Department's Secretariat, participates in the collection of quantitative data for the Department that are submitted to the ADIP, coordinates the process of evaluation of the educational work of students, and also supervises the response of the members of the Department to the quality data collection processes of the Internal Quality Assurance System of the Institution. Subsequently, aggregated data on the submitted

evaluations and the scientific profile of the Department are collected from the information system of the MODIP.

### **Analysis of judgment**

The Department shall actively support the internal evaluation process. The Internal Evaluation Team (IEG) consists of faculty members of the Department with experience in internal and external evaluation processes, one member of the OMEA and one administrative employee. The OMEA works closely with the University's MODIP to ensure that the Quality Policy of the Institution and the Department are in agreement. Each year the OMEA must submit an Internal Evaluation Report, with quantitative and qualitative data concerning the functioning of the Department. The required information shall be collected (a) through the participation of the faculty members in the quality data collection processes implemented within the framework of the MODIP of the Institution, and (b) the completion of evaluation questionnaires by the students of the Department, with statistical processing of these questionnaires and taking into account the quantitative data obtained from the MODIP database. The collection and analysis of the information is carried out under the responsibility of the OMEA, which then prepares the Internal Evaluation Report of the Department and forwards it to the MODIP.

Through the above procedures, the Department obtains data on the research, scientific and teaching activities of the academic staff and the functioning of the Department's services. These data are used in the UGP in the following ways: (a) updating courses and/or revising the UGP, when necessary, with the recommendation of the Curriculum Committee and taking into account the focus of the research activity of the faculty members and the cutting-edge fields of the relevant science; (b) renewing or adapting teaching methods and/or teaching tools, (c) taking measures to improve the services provided by the Department and/or the support structures for students and the educational process; (d) renewing or updating the teaching methods and teaching aids, with the recommendation of the Student-Centred Learning Committee, in order to meet the needs of students more fully; (e) taking measures to improve the services provided by the Department and/or the support structures for students and the educational process; (f) updating or updating the teaching methods and teaching aids, with the recommendation of the Student-Centred Learning Committee.

### **Conclusions**

The EEAP finds that the procedure that collects, analyses, and uses information on the functioning of the Department is well established, and will be hopefully followed during the first 4 years of the operation of the new UGP of philosophy.

### Panel Judgement

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

### Panel Recommendations

None.

## PRINCIPLE 9 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE PROGRAMMES

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

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.*

### **Relevant documentation**

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

### **New Undergraduate Study Programme Compliance**

#### Findings

Currently, the website of the new UPG in Philosophy is under construction. Visitors of the website are notified with a short notice that the Department is in the process of site migration and data transfer. There is a possibility though to navigate to the previous web site of the former Department of Philosophy and Social Studies.

#### Analysis of Judgement

Therefore, the panel members can only express a general judgment based on the website of the former Department of Philosophy and Social Studies. The former Department had a very good process in place for publishing and disseminating information about regulations and its teaching, research, and other educational activities. The website is very comprehensive and clearly set out in both Greek and English and contains a wealth of information which appears to be up-to-date and correct. There are sections on administration, regulations, teaching programs and courses, additional educational opportunities available to students (e.g., Erasmus, ESPA practical training, labs, internships), academic staff and their research activities, student services and more. There are also links to the Policy for quality assurance. We should mention that not all of the information is published in both Greek and English, e.g., the Alumni opinions and experiences appear only in Greek. Furthermore, the content regarding the Undergraduate Studies Program and the relevant links are missing. We assume that this can be interpreted as a result of the transitional phase and not as a lack of information.

### Conclusions.

The panel would be able to express a final and coherent conclusion once the migration and data transfer is concluded. The Department members and the MODIP confirmed that the web site will go live very soon. There's also a strong will of the Department members to utilize all available means for the dissemination of information to students, members of the academic community and the general public (e.g., link to websites like the "Apella", "Eudoxos", "e-learn" class forum).

### **Panel Judgement**

<b>Principle 9: Public Information Concerning the New Undergraduate Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

No recommendations.



## **PRINCIPLE 10 PERIODIC INTERNAL REVIEW OF THE NEW STUDY PROGRAMMES**

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

*Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Relevant documentation**

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

## **New Undergraduate Study Programme Compliance**

### Findings

The responsibility for carrying out the Internal Evaluation of the Department rests with the Internal Evaluation Team (OMEA), which is appointed by the recommendation of the Curriculum Committee and the decision of the Assembly according to the written provisions.

The Department's Internal Evaluation is a process that requires the cooperation of the entire academic community and needs proper organization and planning. For this reason, on the recommendation of the Curriculum Committee, competent committees outside the OMEA are established (Committee on Curriculum, Student-Centred Learning, Student Affairs, Internship, Teaching Practice), which gather data for evaluation in addition to what they provide: (a) the evaluation of the UGP by the students through the completion of the relevant questionnaires, (b) the broader quantitative and qualitative data collection processes of the Institution's MODIP, and (c) the database of HAHE.

### Analysis of Judgement

The Curriculum Committee constantly monitors (a) the current international scientific and research developments and the emergence of cutting-edge scientific areas, (b) the current

research interests of the Department members, as well as (c) the study programs of Philosophy Departments of the country and abroad, in the context of supervision of the UGP and assessment of the needs and possibilities of its readjustment. Also, in the spring semester of each year, it receives reasoned feedback from the faculty and EDIP members regarding the changes they may deem appropriate either in the courses offered or in the units of the Study Program that concern them.

Through the internal evaluation process, the Department obtains quality data for its educational work and the services that support it. If negative points arise, the Department is responsible to take action to deal with them, after the issues have been processed by the competent committees. In addition to the procedures for updating the offered courses and/or reforming the Study Program, measures to upgrade the program may include: (a) the renewal or adaptation of teaching methods and/or teaching aids, so that they more fully meet the needs of the students, (b) the reinforcement (from the budget of the Department) of the educational material of the courses provided through the library, (c) the reformation/improvement of the Study Guide and the Course Outlines offered, and (d) the upgrading of the services provided by the Department or the means of supporting the educational process or infrastructure, to the extent that this depends on the Department.

### Conclusions

Due to the fact that this is a new UGP the Department of Philosophy has not yet had any achievements in terms of improving the Philosophy UGP, while significant changes and revisions have been made to the old one, which mainly concern the course assignments. The members of the Department are however committed through their academic activity to the continuous improvement and quality assurance of teaching and educational work, taking into account internationally accepted teaching and educational practices.

### Panel Judgement

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

### Panel Recommendations

None.

## PRINCIPLE 11 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES

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

### **Relevant documentation**

- *Utilisation of the recommendations of the external evaluation of the Institution for the establishment and successive improvement of the operation of the new UGP (incl. reference to the action plan)*

### **New Undergraduate Study Programme Compliance**

#### Findings

This is the first time that the Department of Philosophy has been evaluated by external peers (the last external evaluation of the former Department of Philosophy and Social Studies took place in 2013) and its new undergraduate program in Philosophy is accredited. The Department prepared the accreditation proposal, gave all the necessary documents to the EEAP and had a fruitful exchange with it.

#### Analysis

In addition, the Department of Philosophy emphasized its intentions to take seriously the recommendations of the External Evaluation Committee for the improvement of its processes and operations, to the extent that such improvement does not depend solely on external factors (such as the Department's funding, the Institution's policy, or the policy of the Ministry of Education and Religious Affairs).

#### Conclusions

Complies with principles.

### Panel Judgement

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

### Panel Recommendations

None.

## **PART C: CONCLUSIONS**

### **I. FEATURES OF GOOD PRACTICE**

- The programme is complete, and, at the very best knowledge of the EEAP, it follows in a great degree all the standards of the best departments of philosophy in the world.
- It offers a very smooth way for obtaining the pedagogical efficiency and allows for various exits with different specializations.
- The Department staff is perfectly committed and qualified for the operation of the Programme.
- All necessary procedures for quality controls and constant renewal of the programme are in place.

### **II. AREAS OF WEAKNESS**

The program is for the moment virtual. The Department is called upon various challenges, internal and external:

- The cost of life is high in Crete and the new housing facilities are not ready. This might mean a “nomadic” presence from the majority of non-Cretan students. This should be tackled.
- The simultaneous operation of two study programs for at least four more years, the old and the new, is likely to create much bureaucratic work, and demand more teaching hours.
- The implementation of the pedagogical efficiency and the philological courses are a big challenge. Although the strategy of the department is the best possible, new changes from the legislator might create a problem.

### **III. RECOMMENDATIONS FOR FOLLOW-UP ACTIONS**

The current evaluation of the UGP in Philosophy, concerns as much the to-be Department of Philosophy as the present Department of Philosophy and Social Studies, for as long as it exists and hosts the UGP of Philosophy.

The EEAP want to emphasize on how crucial it is to complete as early as possible all the interim procedures, first by the HAHE and then by the University of Crete, in order to enable the timely issuance of the relevant Government Gazette of the new UGP, so that the Department can welcome the students of the new academic year with this new UGP in Philosophy.

The EEAP consider it a great challenge for the Department to profit from all the liberties that the Law provides in order to proceed with the creation of (a) a double major, (b) a minor, and, (c) an English-speaking programme, that could attract foreign students to study philosophy in an emblematic and historical Greek island.

#### IV. SUMMARY & OVERALL ASSESSMENT

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.**

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

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

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

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Assoc. Prof. Panagiotis Christias (Chair)**  
University of Cyprus
- 2. Prof. Nikos Psarros**  
University of Leipzig
- 3. Prof. Maria Antoniou**  
Pace University, N. Y.
- 4. Ms Alexandra Sakizli**  
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