



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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

**Philology**

**Institution: University of Crete**

**Date: 20 March 2021**

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

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

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

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Philology** 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. Professor Pavlos Sfyroeras (Chair)**  
Middlebury College, Vermont, USA
- 2. Professor Stephanos Efthymiadis**  
Open University of Cyprus, Nicosia, Cyprus
- 3. Professor Alicia Morales Ortiz**  
Universidad de Murcia, Murcia, Spain
- 4. Professor George Tsoulas**  
University of York, York, United Kingdom

## II. Review Procedure and Documentation

Before the online visit, the External Evaluation & Accreditation Panel (EEAP) studied many documents provided in advance by HAHE, including the Department's Proposal for Accreditation, the Handbook of Studies (*Οδηγός Σπουδών*) and the description of courses (*Περιγράμματα Μαθημάτων*), the HAHE Guidelines, and other relevant information about the Department (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Department's webpage and the 2011 External Evaluation Report.

The members of the EEAP also took part in the orientation meeting with HAHE's Director General Dr. Christina Besta, which was held on Monday, 1 March 2021 at 16:00 via Zoom platform and consisted in the presentation of general standards and guidelines for the accreditation process.

Apart from the documentation sent previously by the HAHE, during the online visit well-crafted PowerPoint presentations were provided to the EEAP by the Vice Rector of Academic Affairs and President of MODIP, Prof. G. Kosioris, and by the Department.

The EEAP's online visit began on Tuesday, 16 March at 15.00 with a welcoming online meeting with the Vice Rector, Prof. G. Kosioris, and with the Head of the Department of Philology, Prof. S. Panayotakis. Prof. Kosioris gave a short overview of the current situation of the University of Crete. At 15.45 the meeting was joined by members of the Department's OMEA and MODIP. Prof. Panayotakis, the Head of the Department, together with Prof. Kalokerinos and Prof. Anagnostopoulou made a detailed presentation of the history of the Department and its current status. Various aspects concerning the Department's strategic goals, academic profile, Quality Assurance Policies, Study Programme structure, teaching staff etc., were explained and discussed.

After that, at 19.00, the EEAP met with teaching staff members. All four Divisions of the Department (Classical Studies, Byzantine and Modern Greek Philology, Linguistics, and Theatre-Cinema Studies and Musicology) were represented. In this meeting the EEAP discussed topics related to teaching methodologies, connections between teaching and research, financial issues, mobility, workload, career development, research opportunities and possible areas of improvement.

At 20.00 the EEAP held a meeting with ten Undergraduate students of different semesters and majors of the Programme. The students spoke at length about their experience with the Programme and their degree of satisfaction with the Department.

Finally, between 20.45 and 21.15, the EEAP had a private meeting to share their impressions and to prepare for the second day's work.

On Wednesday, 17 March at 15.00 the EEAP had a meeting with administrative staff members and teaching staff members. The EEAP had seen beforehand a video with a presentation of the Department's facilities, which was supplemented with a detailed presentation by Prof. Kalokerinos. It was followed by a discussion on the Department's equipment and facilities, the University Library and other University services.

At 16.00 the EEAP met with 10 Programme graduates who shared their experiences as students in the Department and described the link between their studies and their career path.

At 17.00 a meeting with social partners and employers took place. The EEAP met Mrs. M. Agathou, from the Historical Archive of Crete, Prof. A. Alexiadou of the Humboldt Universität zu Berlin, Mrs. C. Apostolaki, representative of the National Research Foundation 'Eleftherios K. Venizelos', Mr. L. Apostolakopoulou, Director of the Public Central Library at Rethymnon, Mr. M. A. Byridis, of the National Library of Greece, Mrs. D. Daskalou, representative of Crete University Press, Mrs. M. Grivea, representative of the Frontistirion *Propylaia*, Mrs. G. Harlaftis, Director of the Institute of Mediterranean Studies, Mr. A. Kaloutsakis, Assistant Director of the Historical Museum of Crete and Mr. D. Savvas, Director of the Vikelaia Municipality Library at Heraklion.

At 18.45 the EEAP discussed in private the outcomes of the various conversations, and at 19.30-20.15 a closure meeting with the Vice-Rector, the Head of the Department and the OMEA and MODIP representatives took place. In this final meeting several points were clarified, and the EEAP provided an informal overview of some of its conclusions.

All meetings were conducted in an extremely constructive and collaborative atmosphere. All members of the Department were eager to answer questions and provide all information requested by the EEAP.

It should also be noted that students, graduates and social partners all expressed very positive opinions about the work of the Department and the quality of its Study Programme.

Finally, the EEAP wishes to highlight the excellent work carried out by the University and the Department in preparing the Evaluation visit and the quantity and quality of the information and data provided.

### III. Study Programme Profile

The Department of Philology belongs to the School of Philosophy of the University of Crete, which includes also the Department of History and Archaeology and the Department of Philosophy and Social Studies. It is located in the Rethymnon Campus and, at the time of the External Evaluation Process, it numbers 22 faculty members (ΔΕΠ) and 7 teaching fellows (ΕΔΙΠ). In the academic year 2019-20 the Department had 1206 enrolled undergraduate students and admitted 164 students in the first year.

When it was constituted in 1983 as an autonomous Department within the School of Philosophy, the Department of Philology was divided in the current four sections or divisions: a) Classical Studies, b) Byzantine and Modern Greek Philology, c) Linguistics, and d) Theatre-Cinema Studies & Musicology. This configuration, with the inclusion of the fourth division, distinguishes the Department from all the comparable departments in Greece.

The following seven laboratories operate in the Department: a) the Papyrology and Epigraphy Lab (since 1998); b) The Classical Studies Lab (since 2019); c) The Paleography Lab and Microfilm Archive (since 1998); d) The Lab of Literary Genres and Literary History (since 2016); e) The Linguistics Lab (since 1998); f) The Language Learning and Processing Lab (since 2018) and g) The Laboratory of Theatre-Cinema and Musicology (since 1980).

The undergraduate Study Programme awards a Bachelor's degree in four specializations, corresponding to the Department's four divisions. It is a four-year degree, which comprises 8 semesters, and students choose their "major" in their third, fourth or fifth semester. To obtain their degree, they must have successfully passed forty-four (44) courses which total 240 ECTS units, in particular, twenty-five (25) Core courses (twenty-three (23) lectures and 2 exercises), sixteen (16) Specialization Courses, (twelve (12) lectures and four seminars) and three Free Electives. The Programme also includes four compulsory Foreign Language courses. Finally, the Department offers its students the possibility of receiving the Certificate of Pedagogical and Teaching Competence, provided that they pass six courses which correspond to 30 ECTS.

The main objective of the Programme is to provide a wide philological training that allows graduates to engage professionally in education, but also to work in Libraries and Archives, Media, Publishers and Organizations, Research Centers, Local Government, Theatrical Organizations etc. It also aims to deepen and specialize in the different areas of study in order to provide students with a solid scholarly background for more advanced studies and research.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Academic Unit Policy for Quality Assurance

**INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

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

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

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

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

### Study Programme Compliance

The Department of Philology has established a Quality Assurance Policy for the Undergraduate Programme that is in line with the Institutional Policy on Quality. The responsible institution for applying the Quality Assurance process is the Internal Evaluation Committee (OMEA) in effective collaboration with MODIP.



The Department has clear strategic goals to promote the quality and effectiveness of teaching, which are duly monitored, updated and communicated. In the opinion of the EEAP the Department is working seriously for continuous improvement. The main strategic goals are as follows: a) to enhance the international character of the Department, b) to continuously revise and update the study Programme, c) to promote research and link it with teaching, d) to support students and student-centered learning, e) to improve adequacy of students' skills and competences for their future career in the labour market, f) to ensure the quality of support services, facilities, and infrastructures, including the University Library.

There seems to be good coordination between the different Divisions of the Department, which discuss changes in courses or possible areas for improvement, if necessary. The Study Programme Committee, which is made up of representatives of the four Divisions, is in charge of updating and revising the curriculum. Suggestions are submitted to the Departmental meeting for discussion and approval.

A Department's external evaluation took place in 2011. Since then, the Study Programme has been revised twice, in the academic years 2012-2013 and 2018-19. According to institutional regulation, all courses are evaluated by students through questionnaires, and the degree of satisfaction is high (average score 8,77 out of 10).

### Panel Judgement

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

### Panel Recommendations

None.

## Principle 2: Design and Approval of Programmes

**INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).*

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

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

### Study Programme Compliance

The Department of Philology has a well-defined set of procedures that govern the design, periodic review and implementation of the programme of studies. The process involves a continuous and fruitful interaction between the Departmental Divisions, the Study Programme Committee, and the Internal Evaluation Committee, which feeds directly into the deliberations of the general Departmental Meeting (Συνέλευση Τμήματος). As a result, a two-way relationship with the University's Quality Assurance Committee is maintained. It is through this articulated and interactive process that the Department ensures that its programme is up-to-date, serves well the academic vision of the staff, the learning requirements of the students as well as their preparation for the world beyond University, be it in work or further study. The process is also designed to ensure compliance with the National Qualifications Framework for Higher Education.

The programme consists of 8 semesters during which a student has to take a total of 44 courses that equal at least 240 ECTS credits. These are divided in 25 courses common to all majors and 16 in one of the 4 Divisions of the Department (Classical Studies, Byzantine and Modern Greek Philology, Linguistics, and Theatre-Cinema Studies and Musicology). The programme is permeated by a sense of gradual progression leading in a well-constructed and rational manner

to the most advanced stages. This is particularly well supported by the team of Student Advisors who assess that students are well aware of both their obligations and the opportunities available to them. Student progression is smooth and unproblematic. Feedback that the EEAP received from both current and past students was overwhelmingly positive indeed.

The programme demonstrates particularly high standards as evidenced both by the subjective judgement of the students and staff but also the professional destinations of students and the fact that they retain a high level of attachment to the Department. Staff in every area carry out cutting-edge research and manage to feed it into their teaching most efficiently through the use of advanced, seminar-based courses as well as pro-seminars which prepare students for the research-based courses. As a result, aside from the solid foundational knowledge that the programme provides, the programme follows the latest research findings and strives to incorporate new knowledge in the curriculum. The EEAP also noted that every member of the Department has, over a period of time, the opportunity to teach seminar-based courses in which their personal research interests feature prominently. The different laboratories that the Department has set up and equipped to a high standard are instrumental to the successful linking of teaching and research.

Also, beyond the already invaluable experience that the programme supplies in terms of contact with the latest research, students also have the opportunity to hone their professional skills through the work experience programmes that the Department provides. The practical experience is integrated in the programme as an optional three-month long course for which students receive 10 ECTS credits. Students undertake work experience in a variety of settings including educational institutions, Archives, Libraries, Media organisations etc. The work undertaken is either in Greece or abroad through Erasmus+. Feedback from external stakeholders was also extremely positive as evidenced both by their evaluation of the students that undertake internships in their organisations and from the feedback provided to the EEAP during the visit.

Work experience is also a key instrument for the Department to reach out to external stakeholders, receive feedback, consider it, incorporate it into the Department's practice where appropriate and most importantly feed it into the process of periodic review of the Department's programme.

As it stands, the programme provides good coverage of the three main periods in which Greek literature is traditionally divided. One omission may be the period of Late Antiquity, which modern scholarship has recognised as an autonomous and critical area of study. More attention could also be given to the literary production of the Ottoman period.

In conclusion, the programme is well-structured in its different stages, highly efficient in delivering knowledge and skills, and appropriately challenging for the students' intellectual development.

## Panel Judgement

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

## Panel Recommendations

- Seminar-based courses are very efficient and highly praised; the Department should therefore consider the possibility of increasing their availability and perhaps make more of them required. The Department might also consider implementing a more streamlined and less labour-intensive system for the distribution of students in seminars.
- While the EEAP acknowledges the range and variety of the course offerings, we believe that the curriculum would be enriched if the Department could think of ways to place more emphasis on the literary production of Late Antiquity and of the Ottoman period.

## Principle 3: Student- centred Learning, Teaching and Assessment

**INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

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

*The student-centred learning and teaching process*

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

*In addition :*

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

### Study Programme Compliance

Students are the main focus of the undergraduate programme and are systematically encouraged to become active participants in the learning process. Even the design of the curriculum, which admirably combines structure and flexibility, is intended to enable the students to trace their own distinct trajectory, within clearly defined parameters. A concrete manifestation of that flexibility seems to be the Diploma Supplement, which allows students to shape their own curriculum in a way that suits their particular interests as well as their academic and professional goals.

The cultivation of autonomy in students so that they become partners in learning is nowhere clearer than in the four mandatory seminars, which stand out as one of the many strengths of the undergraduate programme and are spread over the last two years. The benefits of these

research seminars are obvious, as they familiarize students with research methods, acquaint them with the selection and use of relevant bibliography, and nurture the skills entailed in effective and compelling oral presentations and essay writing. It is clear that faculty put a lot of time and effort into the seminars, not only in terms of content, but also in terms of pedagogical effectiveness. Instructors adopt a highly individualized approach, tailoring material to the needs and levels of individual students, and often teach preparatory proseminars, which require additional care and dedication on the part of faculty. Current and former students emphasized to the EEAP the impact of these seminars on their intellectual, professional, even personal development.

In the more traditional lecture courses, faculty manage to incorporate various modes of instruction and evaluation, including quizzes, midterm tests, oral presentations, and short papers. Professors also employ simulated exams graded by the students themselves, so they can monitor their own progress. All the different methods of assessment are clearly articulated in the course descriptions. In addition, students are encouraged to meet with the faculty to go over their graded exams and the professor's comments, so that the exam itself becomes an integral part of the learning process.

The Department consistently and systematically takes into account the level and academic competence of incoming students. Especially in the area of ancient languages, where student preparation may not always rise to the demands of university instruction, faculty have organized drills and additional tutoring to reinforce and sharpen the skills of all students.

It is clear both from the written material that the EEAP received and from the virtual visit that the Department is deeply sensitive to the diversity in the student body and strives, in cooperation with the appropriate University offices, to accommodate students with learning or other disabilities, by making sure that all students have equal access to buildings, professors, teaching materials, and modes of instruction and examination.

Regarding student evaluation of courses, the Department goes above and beyond what is mandated by the University of Crete. Besides electronic forms, the Department has implemented a system of printed questionnaires distributed and filled out in class towards the end of the semester in a way that secures free and fair expression of opinion. Student satisfaction is generally very high, with the curious exception of faculty availability outside of class. The stated perception of students does not seem to match reality; as faculty recognize, there may be a need to reformulate and rearticulate the question.

The Department offers sufficient guidance to students, both collectively and individually. The institution of Study Advisors plays a vital role, especially since they adopt a proactive approach, both in the first two years and within the academic major. This individualized advising supplements the sample curricula and schedules that the Department shares with students in an effort to help them map their own trajectories. The Department is also to be commended for distributing the mentoring responsibility widely among the faculty, as that certainly contributes to the formation of bonds with the students. These bonds are further strengthened as students are encouraged to participate as partners in the academic life of the Department, including (but not limited to) the planning and organizing of lectures, symposia, conferences, etc.

Overall, all available evidence points to a learning environment informed by a student-centred approach and a general climate of mutual respect. It further highlights the seriousness and sense of urgency with which the professors of the Department go above and beyond expectations to place students at the centre of the high-quality teaching they offer.

## Panel Judgement

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

## Panel Recommendations

- Three-hour class units are certainly appropriate for seminars, but even in the case of introductory and lecture courses it might be worth breaking them up into shorter units more frequently than is the current practice. Although this did not come up in the EEAP's discussion with students, it is a fact that the attention span of today's undergraduates is not what it used to be, and a shorter class period may be more conducive to active learning.
- Faculty should continue to enhance and expand various alternative methods of assessment to supplement the three-hour written examination, as is already the case in several courses. While this might complicate the situation of students from previous semesters retaking the exam, it would in effect reward student attendance and promote student accountability.
- In addition to the questionnaire administered to graduating students, the Department might consider formulating a questionnaire that would be administered to alumni a few years (possibly four or five) after graduation. It may be difficult to contact former students, of course, but even with a lower completion rate, this questionnaire could yield valuable results, as the additional time since graduation and the accumulated experience will possibly offer a deeper perspective on the whole curriculum.
- While undergraduates have occasional opportunities to publicize their work both orally and in writing, it might be fruitful to institute an annual day-long symposium, possibly late in the spring semester, where the best undergraduate seminar papers produced in the course of the year will be presented to a wider audience of faculty and students. This would highlight excellent work, put student achievement at the forefront of the education process, and provide peer models for other students.

## Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

*Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

### Study Programme Compliance

The vast majority of the students are admitted to the programme through the national examinations system. The Department has a highly developed and extensive system for information gathering on the composition of the student body, strength of background knowledge, and progression patterns. The data thus collected feed into the processes of internal evaluation, and measures are taken to correct any variance observed. An example here is the corrective measures taken to strengthen students' basic knowledge in areas where secondary education has fallen short of the desired levels.

The Department has in place an adequate system of welcoming new students in order to ease their transition from secondary school to university. New students are assigned to student advisors and receive further information from the Secretariat of the Department.

The Department has also extensive documentation at the students' disposal that explains in minute detail the regulations and principles governing progression, recognition of credits, and certification.

### Panel Judgement

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



**Panel Recommendations**

None.

## Principle 5: Teaching Staff

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

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

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

### Study Programme Compliance

The Department follows precise processes for the recruitment of properly qualified staff. New appointments depend on the teaching needs and are decided in Departmental meetings after suggestions made by each of the four Divisions. The Department prides itself that the three most recent elections of new staff pertain to two established academics from prestigious Universities abroad, while a third appointment referred to a younger scholar whose academic potential has already been distinguished in the Greek academic fora. However, the Division of Theatre-Cinema Studies and Musicology is severely understaffed. Appointing further auxiliary staff (EDIP and EEP) may prove helpful especially for the training of first-year students in classical languages and the digital humanities as well as for the improvement of their writing skills. These appointments will no doubt contribute to lowering the student-teacher ratio which does not meet European standards.

### Opportunities for the professional development of the teaching staff:

The Department supports and encourages the professional development of its academic staff in several ways: (i) through their integration into and leading role in running the seven research labs; (ii) the resources provided by the rich and well-equipped library of the University; (iii) their mobility within the framework of Erasmus exchanges; (iv) sabbatical leaves spent in and bonds created with prestigious academic institutions in Europe and the U.S.; (v) constantly evaluating their performance as teachers by the questionnaires that students must fill out during the final weeks of a course taught.

It is worth noting that there is also provision by the University for regularly financing research-related traveling or participation in conferences abroad. Moreover, it is commendable that in benefitting from such opportunities non-tenured members of the teaching staff take priority over their tenured colleagues.

The Department is very active in organizing conferences and seminar talks by inviting scholars from Greece and abroad. The EEAP acknowledges that the number of 15 conferences and 27 seminar talks organized by the Department in a single year (2019) is impressive.

Link between teaching and research:

In accordance with Greek University practice, academic staff deliver teaching that sits within their area of research expertise. More often than not, however, the teaching staff of the Department offer seminar courses directly related to their actual research projects. Interviewed members of the staff acknowledged the feedback provided by students during these courses and underscored their significance.

Use of new technologies in teaching:

To the extent that technologies are important for the teaching of language and literature, the relevant infrastructure in the Department appears adequate. Whether by consulting digitized reproductions of manuscripts or other electronic sources, students are invited to take advantage of the resources displayed in the labs or elsewhere. At a more common level, the teaching staff amply use the e-class platform to upload the Power Point presentations of their weekly courses and bibliographical material.

Increase of the volume and quality of the research output:

Judging from the high publication rate of the academic staff, all members appear to be actively engaged in research. Those carrying out research in fields of international relevance tend to publish in international languages and peer-reviewed journals. Those involved in research of exclusively national scope publish in fora well-known in the Greek academia.

Regardless of the outcome of this intense activity, the Department should provide for reducing the administrative load of its members, a fact that will allow more time for the development of scholarship and research.

**Panel Judgement**

<b>Principle 5: Teaching Staff</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

- Improve the student-teacher ratio by hiring more teaching staff.
- Increase the number of permanent members in the Division of Theatre-Cinema Studies and Musicology.
- Reduce the administrative load of the teaching staff members.

## Principle 6: Learning Resources and Student Support

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

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.*

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

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

### Study Programme Compliance

As a result of the current pandemic, the EEAP was able to inspect classrooms, lecture halls, staff offices, labs and the library only by the aid of videos and photos. The new and modern buildings which house the School of Philosophy provide ample space and facilities for both teachers and students. For seminar courses which require the participation of a limited number of students (up to 25), smaller classrooms are provided to an effect that is no doubt functional for the teaching and learning experience. Such small seminar halls form part of the library building, another opportunity to promote book culture. This can especially apply to one of the best libraries in Greece, one located in a pleasant environment and equipped with more than sufficient material for teaching and research. Safety restrictions and other considerations impose that the library hours do not extend beyond 8 pm on weekdays and 3 pm on Saturdays. Yet this is an issue to be sorted out centrally by the University authorities, not solely by the Department itself.

Students are encouraged to participate in activities of the Department, even those organized outside the proper Academic calendar. Such activities include the Summer School of the Linguistics Division, conferences held in Rethymnon, research undertaken by the Institute of Mediterranean Studies, etc.

In response to the deficiencies of students admitted to the Department, a Writing Centre has been created since 2019 to offer support to students in terms of use of language, academic writing and training in word processing and other computer applications. This is an important

service that must attract the attention of more and more students who may thus improve their writing skills in a way that befits graduates of a Philology Department.

The University provides a counselling service to students which can be contacted either individually or in groups. A problem reported to the EEAP is the still poor infrastructure of the University in terms of the dormitories provided for students residing in Rethymnon, although there are already plans in place for the construction of new residential facilities.

In agreement with the positive comments of the teaching staff, students interviewed confirmed that the Department's Secretariat is efficient in a timely manner. This does not suggest that the administrative load of the Department as deriving from its multiple activities should not be supported by more and more personnel.

### Panel Judgement

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

### Panel Recommendations

None.

## Principle 7: Information Management

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

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

### Study Programme Compliance

As mentioned also under principle 4, the Department has a system for the collection of data on key performance indicators and information relevant to the overall student population. The Department collects information on progression and student satisfaction including satisfaction with the available learning resources. Further, the Department collects information on staff research outputs, citation indices, events that the Department organises, and national and international activities that members of the Department are engaged in.

Data collection methods are those used almost universally, i.e., student satisfaction questionnaires, and data available through student management systems (registrations, progression etc). The data are analysed in order to extract general trends and these are fed into the internal evaluation committees which identify areas for improvement and translate the patterns in the data into guidance for academic as well as administrative staff with a view to achieve an overall improvement of the programme. The Department is in the process of setting up a more robust system for the collection of data on graduate destinations for its students. This will prove an important addition to the information available to the Department in its revisions of the curriculum.

## Panel Judgement

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

## Panel Recommendations

- The Department should continue and intensify its efforts to establish a reliable mechanism in order to both collect data on the destinations of its graduates and to remain in touch with its alumni and alumnae.



## Principle 8: Public Information

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

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

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

### Study Programme Compliance

The EEAP acknowledges that the Department's website is very informative and visitor-friendly. It is regarded as an opportunity to publicize all its activities, including the teaching staff's contact details and CVs, the programmes, description of the offered courses, details about the Erasmus exchange programme, facilities for the students, etc. Short videos uploaded on the same site are meant to offer virtual tours of the School and classroom spaces. Moreover, the link NEA (News) is reserved for information about webinars to be hosted by the Department, distinctions and prizes awarded to its members, and job offers. Though not comprising all the particulars of the Greek one, the English version of the Department's website is equally satisfactory.

It is with regret that the EEAP noted that the Department has not published on its website an internal evaluation report since the year 2011, i.e., when its previous external evaluation took place. No doubt, the website should show off the work of MODIP and its outcomes on a more regular basis.

The EEAP was also pleased to confirm the Department's extroverted activity and its systematic engagement with local society.

### Panel Judgement

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

### Panel Recommendations

- The work conducted by MODIP and its research outcomes must be publicized on the website more regularly.

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

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

*Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

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

*Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*

### Study Programme Compliance

The Department adheres consistently and vigorously to the guidelines that mandate the regular self-assessment of its study programme and its overall operation. Its internal assessment team (OMEA) is constituted annually with representatives from all four Divisions and collects all relevant data in collaboration with the quality assurance unit (MODIP) of the University. The four Divisions and the Study Committee are all involved in processing the data and discussing it with the Department as a whole, so as to consider steps aimed at improving its teaching, research, and administrative operations. The collaboration between the OMEA and the MODIP seems to be harmonious and fruitful.

Through this robust process, the undergraduate curriculum is annually adjusted in terms of the content and types of courses offered and is revised more thoroughly every four or five years, the last two revisions having taken place in 2013 and 2019. Steps that have been implemented recently as a result of the internal self-assessment include: (a) the shift in the ratio of mandatory and elective core courses with the addition of more mandatory courses, (b) the streamlining of the classification of courses, and (c) the further strengthening of seminars with the addition of proseminars.

Besides those general shifts, each of the four Divisions has introduced its own improvements. These include: (a) courses and methods to reinforce competence in the ancient languages, (b) new methods of content delivery and assessment, (c) creation of course categories that allow greater flexibility in annual offerings, (d) innovative courses that enrich the curriculum, cultivate professional skills, and create possibilities for interdisciplinary collaboration, and (e) a more vigorous approach to practical training and to the pedagogical and teaching competence.

The criteria that have led to such revisions reflect a dynamic relationship between, on the one hand, current trends in scholarship and, on the other, the acknowledgement of the practical needs confronting the students.

### Panel Judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- While the Department follows faithfully the guidelines for quality assurance, the workload that the process entails is immense. Without underestimating the value of this exercise and the resulting benefits, one cannot help thinking that at least part of the time and energy it absorbs could be expended more productively on the valuable teaching and scholarship carried out by the teaching staff. The EEAP recognizes of course that this goes beyond the purview of the Department, but it thought it worth mentioning.
- Along similar lines, the Department should not lose sight of the fact that, while curricular revisions can certainly lead to positive change, stability has its own undeniable advantages. The EEAP would therefore urge the Department to pause and take stock of its achievement so as to appreciate it and allow it to fully flourish.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

**PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

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

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

### Study Programme Compliance

The programme underwent its previous external review in 2011. Since then, the Department has energetically tried to follow up on the recommendations of that report and has done so to the extent that it was within its power, primarily through the double revision of the curriculum (2013, 2019), as outlined in other sections of this report.

Specifically, in response to those recommendations, the Department moved to create a coherent curricular sequence that progresses from introductory courses to research-oriented seminars, ranks quality over quantity, and combines structure and flexibility, so as to address the different levels of preparation of incoming students, encourage active learning and student autonomy, and provide undergraduates with the tools and skills they need for their academic and professional development. Moreover, in order to facilitate curricular reform, the Department created a new administrative structure (Study Programme Committee [Επιτροπή Σπουδών]) that would bring together the perspectives of all four Divisions and would be more efficient and flexible in making curricular decisions and implementing them. Overall, it seems that the Department took to heart all the findings and recommendations of the previous external review and implemented steps that addressed them.

The EEAP was impressed by the remarkable energy and extraordinary goodwill that the Department demonstrated in the present review; there is every reason to have absolute confidence that it will follow up with the same determination as it did for the previous one.

## Panel Judgement

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

## Panel Recommendations

None.

## **PART C: CONCLUSIONS**

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

- The Department has embraced research-led teaching, as evident especially in the upper-level seminars.
- A lot of effort has been put into improving the competence of incoming students, especially in regard to their knowledge of the ancient languages and their writing skills.
- The undergraduate programme incorporates a high degree of flexibility without sacrificing the benefits of a clearly defined structure.
- Students are given a lot of opportunities outside of the regular curriculum for academic and professional growth.
- The Department has cultivated and maintains robust connections with local and national organizations (publishers, libraries, archives, museums, media, etc).
- The Department has built on its high quality to establish a significant network of collaborations and to achieve visibility (local, national, and international).
- There are good resources for research, including its active laboratories and the University library.

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

- The Division of Theatre-Cinema Studies and Musicology remains understaffed.
- Generally, funding is not sufficient.
- Teaching staff have undertaken an excessive load of administrative work and responsibilities.
- Some aspects pertaining to the offering of seminars are not as streamlined as they could be.
- Mechanisms for staying in contact with alumni are not as developed as it could be.

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

- It would be fruitful to establish more systematic contact with alumni.
- The Department could think of ways to reduce the administrative load for its teaching staff.
- The Department should continue its efforts to ensure more adequate staffing for the Division of Theatre-Cinema Studies and Musicology.
- The Department should build on the initial success of the Writing Centre and support it further.
- It is important not to lose sight of the primary goals of the Department, especially its training of future high school teachers.

#### IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **7.**

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

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

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

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