



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Α Δ Ι Π

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ  
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

## Accreditation Report for the Undergraduate Study Programme of:

.....PHILOLOGY.....  
Institution: ...UNIVERSITY OF PATRAS.....  
Date: .....8 December, 2018.....

ΑΡΙΣΤΕΙΔΟΥ 1 & ΕΥΡΥΠΙΔΟΥ, 105 59 ΑΘΗΝΑ  
Τηλ.: +30 210 9220944, FAX: +30 210 9220143  
Ηλ. Ταχ.: [adipsecretariat@hqa.gr](mailto:adipsecretariat@hqa.gr) Ιστότοπος: <http://www.hqa.gr>

1, ARISTIDOU ST., 105 59 ATHENS, GREECE  
Tel.: +30 210 9220944, Fax: +30 210 9220143  
Email: [adipsecretariat@hqa.gr](mailto:adipsecretariat@hqa.gr) Website: [www.hqa.gr](http://www.hqa.gr)



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο

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



EUROPEAN ASSOCIATION  
FOR QUALITY ASSURANCE  
IN HIGHER EDUCATION

Report of the Panel appointed by the HQA to undertake the review of the Undergraduate  
Study Programme of Philology of the University of Patras for the purposes of granting  
accreditation

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b> .....	<b>4</b>
I. The Accreditation Panel .....	4
II. Review Procedure and Documentation .....	5
III. Study Programme Profile.....	8
<b>Part B: Compliance with the Principles</b> .....	<b>9</b>
Principle 1: Academic Unit Policy for Quality Assurance .....	9
Principle 2: Design and Approval of Programmes .....	12
Principle 3: Student- centred Learning, Teaching and Assessment .....	16
Principle 4: Student Admission, Progression, Recognition and Certification.....	20
Principle 5: Teaching Staff .....	22
Principle 6: Learning Resources and Student Support .....	24
Principle 7: Information Management.....	27
Principle 8: Public Information .....	29
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes .....	31
Principle 10: Regular External Evaluation of Undergraduate Programmes .....	34
<b>Part C: Conclusions</b> .....	<b>37</b>
I. Features of Good Practice .....	37
II. Areas of Weakness .....	37
III. Recommendations for Follow-up Actions .....	37
IV. Summary & Overall Assessment.....	38

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

### **I. The Accreditation Panel**

The Panel responsible for the Accreditation Review of the Philology Undergraduate Study Programme of the Higher Education Institution named: The University of Patras comprised the following three (3) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Professor Michael Edwards (Chair)  
Royal Holloway, University of London, UK
2. Dr Stavroula Constantinou  
University of Cyprus, Cyprus
3. Professor Alicia Morales Ortiz  
Universidad de Murcia, España

## II. Review Procedure and Documentation

*Please refer briefly to the Panel preparation for the study programme review, as well as to the documentation provided and considered by the Panel. State the dates and of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.*

Before travelling to Patras, the Accreditation Panel members (AP) attended a meeting in the HQA premises in Athens on Monday 3/12/2018, at which the Accreditation Procedure was explained by members of the HQA and useful information was provided on the guidelines of the Quality Assurance process, and the role and tasks of the AP members.

The site visit to the Department of Philology at the University of Patras (UP) took place on Tuesday 04/12/2018. It was a very intense visit that started at 08.40 and ended at 19.00.

At the welcome meeting the AP met the Vice-Rector and President of MODIP, Prof. N. Karamanos, and the Head of Department Prof. G. J. Xydopoulos. Prof. Karamanos gave a broad overview of the history and current situation of the University. He also provided the AP with information about the Quality Assurance Procedures of the University and stressed that the UP was the first university in Greece to be evaluated with full compliance. As for the Department of Philology, he emphasized its good disposition in participating in the evaluation processes and emphasized that it was the first Department of the University that had undergone the process of accreditation.

Prof. Xydopoulos made a brief presentation of the history of the Department, which was founded in 1994 and became autonomous in 2001. He explained various aspects concerning the students' profile, mobility, mentoring, the study programme, teaching staff, professional opportunities, and adaptation of the curriculum to the labour market.

The AP subsequently had meetings with:

1) MODIP representatives (Prof. A. Karalis and Prof. I. Giannikos) and members of OMEA (Assoc. Prof. G. Gotsi, Prof. A. Roussou and Assist. Prof. K. Oikonomopoulou). They explained the Department's evaluation processes, which are coordinated by the OMEA (Internal Evaluation Committee of Department), and answered a series of questions addressed to them by the AP, providing supplementary information when requested.

The meeting ended with a presentation by a computer technician of the University's Computer System of Quality Assurance.

2) Members of the teaching staff (Prof. M. Christopoulos, Assoc. Prof. S. Rangos, Assist. Prof. S. Athini, Assist. Prof. G. Kazantzidis, Assist. Prof. E. Kiapidou, Assist. Prof. Th. Markopoulos, Assist. Prof. E. Papargyriou, Dr. A. Potamiti and Dr. Chr. Vlachos). The AP had the opportunity to discuss with them their professional careers and promotion opportunities, teaching staff mobility, their understanding of student-centred teaching, the teaching workload, linking of teaching and research, the structure of the study programme, etc.

The staff present at the meeting were drawn from the three sections of the Department (Classics, Byzantine and Modern Philology, and Linguistics); the AP did not have the opportunity to meet faculty members of each section separately.

3) Students from all three sections of the Department. The meeting took place in a pleasant and constructive atmosphere, and the AP had the opportunity to ask the students about their satisfaction with the Department and the study programme, their involvement in evaluation processes, and the possibilities they

had of participating in research activities. The students also expressed their very positive opinion about their relationship with the members of the teaching staff and about the good working atmosphere existing in the Department.

The AP notes that this meeting took place simultaneously with students from different educational levels (undergraduate, masters students and PhD candidates). It would have been more helpful to the AP if we had met the students in separate groups.

4) Graduates. The AP discussed with five graduates their experience of studying at the Department and their career paths. Four of the participants took part in the meeting through videoconference.

5) Employers, social partners and stakeholders. The AP met a representative of the *Gotsis* publishing house, a representative of the Patras Lyceum, and a representative of the newspaper *Peloponissos*. The discussion focused on the work experience (Πρακτική άσκηση) that Department students carry out in their institutions. The AP had an interesting exchange of ideas about the practical skills that the labour market requires from Philology students. The judgment of the employers on the collaboration with the Department was very positive. They highlighted that it is a Department with a young and innovative teaching staff.

6) The site visit concluded with a closure meeting with the Vice-Rector, Head of Department, and the representatives of MODIP and OMEA, at which the members of the AP gave feedback on the visit, and they and the representatives of the University and Department made a number of final observations.

The AP did not have any dedicated meeting with members of the administrative staff.

On the same day (15.30-16.30) the AP also visited the amphitheatres, classrooms and other departmental facilities, accompanied by the Head of Department, the Secretary of the Department and by other members of the Department. We visited the offices of the teaching staff and had the opportunity briefly to observe some teaching and to meet some of those members of the Department who had not participated in the various meetings. The AP would like to thank the Head and his colleagues for this helpful tour, but also to emphasize that due the lack of time this visit was far too short.

More specifically the AP visited:

a) The Κέντρο ψηφιακής έρευνας και μελέτης. This laboratory has a basic library as well as computers available to students. In addition, as the staff member responsible for the Centre explained, it is used to teach ICT courses.

b) The Laboratory for the Study of Myth and Religion in Greek and Roman Antiquity, with brief presentations by Prof. M. Christopoulos, the Director of the Centre, and Assist. Prof. A. Papachrysostomou. They also provided the AP with documentation concerning the publications and research activities of the laboratory.

c) The Paleography Laboratory. Information on seminars and publications was offered to the AP members by Assist. Prof. F. Nousia.

d) The Modern Greek Dialects Laboratory, where an overall presentation of the research activities of the laboratory was made by Prof. Ralli, the Director of the Centre. The AP also received written information about the laboratory's activities.

The AP did not visit the central Library because of time constraints.

The AP would like to emphasize that the site visit was conducted in a very positive atmosphere, and all members of Department were willing to collaborate and provide the information requested by the AP. We could see a very positive work environment.

Regarding the organization of the visit, the members of the AP would recommend that future site visits be conducted over at least two days, in order for the AP to have more time to gather information and to become acquainted more deeply with the University's facilities.

During the site visit the AP was provided with the following additional documentation (on paper and a flash drive):

- *University of Patras. A leading HEI in Greece* (presentation about the University, with data, ranking and statistics)
- *Εγχειρίδιο Εσωτερικού συστήματος διασφάλισης Ποιότητας Πανεπιστημίου Πατρών* (Guidelines of the Quality Assurance System of the University)
- *Εσωτερικό Σύστημα Διασφάλισης Ποιότητας Αξιολόγηση και Πιστοποίηση Ιδρύματος* (presentation of the MODIP on the Internal Evaluation System of the University)
- *Πληροφορικό Σύστημα Διασφάλισης Ποιότητας* (a description of the Computer System of Quality Assurance of the University)
- *Δυνάμεις, Προοπτικές και Αδακμημαϊκή Ποιότητα* (overall presentation by the Head of Department on the Department, its study programme, research and other activities)
- *Όραμα και αποστολή του Τμήματος Φιλολογίας* (presentation of the OMEA on the strategic goals of the Department and means of attaining them, on Quality Assurance Procedures, etc.)
- *Μεταρρυθμίσεις στο τμήμα Φιλολογίας μετά την Εξωτερική Αξιολόγηση* (a document containing information on the reforms carried out in the Department following the recommendations for improvement made in the External Evaluation that took place in December 2011)
- *Πρακτική Άσκηση Τελειοφοιτών Τμημάτων Φιλολογίας* (a document containing information on the organization of student work placements, work areas, and a list of collaborating institutions and companies)
- Laboratory of Modern Greek Archives – Press

Additionally, in writing this report the AP has consulted the documentation sent by the HQA and the webpage of the Department (staff cvs, the undergraduate study programme, description of courses, reports and statistical data, student questionnaires, etc.)

### III. Study Programme Profile

*Please provide a brief overview of the Study Programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.*

The Department of Philology of the University of Patras, one of the youngest philology departments in Greece, was founded in 1994 (P.D. 305/94, Government Gazette 163/4-10-1994). The first students were admitted in the academic year 1997-1998, and the Department became autonomous some years later (October 2001). The Department is located at the large university campus in Patras (there is a second, smaller campus in Agrinio), but in its most unfavourable buildings. Currently the Department has twenty-four members of academic staff (5 Professors, 7 Associate Professors, and 12 Assistant Professors), four members of Laboratory Teaching Staff (ΕΔΙΠ), and one member of Special Technical Laboratory Staff (ΕΤΕΠ). The Department has a high indicator of graduation that exceeds 75% of each year's intake (v+2).

The undergraduate programme of the Department leads to a specialization in three different fields of study, which represent the Department's corresponding divisions: a) Classics (Ancient Greek and Latin philology), b) Byzantine and Modern Greek Philology, and c) Linguistics. When students enter semester 5 they are required to choose one of the three divisions offered as their degree specialization. In the current academic year (2018-2019) and semester (semester 5), the distribution of students in each specialization is: 50% in Linguistics, 31% in Classics and 19% in Byzantine & Modern Greek Studies. This programme, which lasts for at least four years, leads to the acquisition of a Bachelor's Degree with a specialization in one of the Department's three fields of study. Furthermore, the Department involves its students in the research and activities of its four laboratories (Laboratory of the Study of Modern Greek Dialects, Laboratory of Ancient Greek and Roman Mythology and Religion, Laboratory of Modern Greek Archives – Press, and Laboratory of Paleography). A fourth laboratory – the Laboratory of the Study of Inscriptions and Papyrus Scrolls – is under development.

Through its programme and activities, the Department aims at promoting humanistic knowledge and critical thinking. The Department is also committed to: a) high-quality research and teaching, b) research informed teaching, c) international cooperation, d) mobility of both staff and students, e) cultivation of skills that enable its graduates to seek jobs in a number of domains, such as research, education, cultural heritage management, and cultural industry, and f) the bridging of academia with industry and society. In its attempt to achieve the above objectives, the Department: a) is involved in a number of research projects, b) has established the aforementioned laboratories, c) has introduced mentorship and a variety of teaching methods involving technology, d) collaborates with national and international departments of Greek philology and culture, e) has signed a considerable number of Erasmus agreements, f) has introduced student internships in schools, research centres, museums, and the cultural industry, and g) organizes many outreach activities.



## 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:*

*the suitability of the structure and organization of the curriculum;*

*the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*

*the promotion of the quality and effectiveness of teaching;*

*the appropriateness of the qualifications of the teaching staff;*

*the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*

*ways for linking teaching and research;*

*the level of demand for qualifications acquired by graduates, in the labour market;*

*the quality of support services such as the administrative services, the Library, and the student welfare office;*

*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

*Please comment on the compliance with the Principle.*

The Quality Assurance Policy of the Department of Philology is in line with the Institutional policy on Quality. In the opinion of the AP the Department has worked hard and seriously to develop appropriate quality procedures.

In this regard, it should be noted that the Department of Philology is one of the first departments in the University to comply fully with the University's System of Internal Evaluation; the second Department that was evaluated by an external Committee; and the first of the UP to undergo the current Accreditation Process. All this demonstrates a clear willingness to promote quality and effectiveness of teaching, paying special attention to the needs of students.

Within the Department a Study Programme Committee has been constituted, which is in charge of carrying out an annual review of the study programme. This annual review process guarantees continuous improvement and affords some flexibility when it comes to linking research and teaching.

There is also an Internal Evaluation Committee (OMEA) that, in collaboration with MODIP, is responsible for applying the Evaluation and Quality Assurance process to the Department.

Academic staff of the three sections participate in both committees, which ensures a balanced presence of all specialities (Classics, Byzantine and Modern Greek Philology, and Linguistics).

The Quality Assurance Policy is sufficiently communicated to all parties involved. Up to date information is provided on the Department website (KPIs, analysis, statistical data), as well as the annual evaluation of the past years (last one January 2018) and the External Evaluation that took place in 2011.

Each year all courses are evaluated by students through satisfaction questionnaires. Since the 2017/18 academic year the system has improved significantly and the whole process is now done electronically. The current system also allows students to enter free-text comments in the questionnaires.

The OMEA is in charge of presenting and discussing the data and analysis of the annual evaluation with all Department members at the General Assembly.

According to the students themselves, the Department actively promotes their involvement in the evaluation processes, and discloses the information in the classes, in the e-class, on the website and via other media (a Facebook group). However, there are no indicators to measure accurately the degree of participation of the students. The OMEA estimates a participation rate of 60% of students and recognizes the difficulty of implementing this new 'culture' of evaluation. However, it is confident that the new system will facilitate greater participation in the future, and the AP was able to confirm with the students their willingness to participate fully in the process.

Finally, the Department has strategic goals and has planned the means for attaining them (see *Stochothesia*). In recent years the Department has made evident efforts to implement measures and to adopt the recommendations and suggestions made by the External Evaluation Committee in 2011 (to decrease the number of courses, the inclusion of new Latin courses, the equipping of classrooms with ITCs, the introduction of a computerized registration process, etc.).

However, the achievement of some of these goals does not depend exclusively on the Department: the high number of students in some courses, which makes it difficult to implement the policy of student-centred learning; the insufficient number of teaching staff; the poor state of some classrooms and infrastructure.

### Panel judgement

*Please tick one of the following:*

<b>Principle 1: Institution policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP recommends that the Department take measures to increase the participation rate of students in the electronic questionnaire evaluation process.

The AP further recommends to the University that additional financial support be made available to the Department, in order to improve the quality of services, infrastructure and departmental facilities.

## 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

*Please comment on the compliance with the Principle.*

The Department of Philology of the University of Patras has developed its programme by following a well-defined procedure which is in line with University policy. Every year (in May) it reviews its programme according to the suggestions of its first external evaluation (in 2011), the recommendations of and the rules set by the Institution's Quality Assurance Unit (MODIP), as well as by following the principles of the Hellenic Quality Assurance (HQA). In this process, the documentation and various meetings indicated clearly to the AP that the Department also takes into serious consideration the following:

- The strategic plan of the UP which aims at high-quality research and teaching; openness through new IT tools; a dialogue between academia and society, as well as between academia and industry; internationalization; the boosting of multicultural education; and the building of a dynamic EU citizenship.
- The active participation of students in expressing their opinions about the programme, its structure, courses, and objectives in specifically designed questionnaires and within the framework of the departmental meetings.
- The experience of external stakeholders from the labour market with whom the Department collaborates within the framework of its work experience programme. These stakeholders include secondary schools, both private and public, museums, research centres, libraries and the cultural industry (e.g. the media, publishing houses, translation services, and conference companies).
- The smooth progression of students throughout the two main stages of the programme (first cycle: years 1 and 2; second cycle: years 3 and 4), as well as the preparation of selected students for the internship programme that takes place in the last semester of studies. During their first two years of study, students are offered a variety of courses through which they are introduced

to the three divisions of the Department. This preparatory period allows them to acquire a general idea of the Department's subjects, and to decide about their interests and specialization, which takes place in the second cycle of studies and can be followed by a corresponding internship.

- The anticipated student workload according to the European Credit Transfer and Accumulation System by awarding completion of each course 5 ECTS. The Department treats all courses as equally demanding, even though they might have a different format: *phrontistirio*, lecture, and seminar.
- The option to provide work experience to the students that is mentioned above.
- The linking of teaching and research through the Department's three laboratories and the courses associated with them.
- The relevant regulatory framework and the official procedure for the approval of the programme by the UP, which culminates in the Accreditation Panel that has produced the present report.

In general, the Student Guide as prepared by the Department defines clearly the programme's academic profile, its orientation, objectives, subject areas, structure and organization; the expected learning outcomes; and the intended professional and other qualifications of the students according to the principles of both MODIP and the HQA.

## Panel judgement

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

## Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP has the following comments and recommendations concerning the programme:

### A. First Cycle of Studies

- **Introductory course on literary theory**  
Considering the fact that this is a department of language and literature (Ancient, Byzantine and Modern Greek, Linguistics), the AP suggests the addition of an obligatory introductory course to literary theory.
- **Imbalance in the courses on offer**  
Even though the first cycle of the programme aims at introducing students to the Department's three divisions, there is some imbalance in the offering of courses from both the divisions and the subjects of each division. For example, there are nine courses from the division of Classics, that is, one half of the obligatory courses that the students follow in the first two years of their studies. Furthermore, most of these courses concern Greek literature. Latin literature is less studied. If the Department considers that the number of obligatory linguistics courses is sufficient (four obligatory courses, one in each semester) for the first cycle of studies, in that case the AP recommends that the Department considers a reduction in the number of obligatory Classics courses to seven ('Introduction to Classical Philology', 'Ancient Greek Thematography', 'Latin Thematography', 'Introduction to Ancient Greek Philosophy', 'Archaic Epic', 'Latin Epic', 'Ancient Historiography') and an increase in the number of Byzantine and Modern Greek courses to six (three in Byzantine literature and three in Modern Greek literature). The remaining course could be the 'Introduction to Literary Theory' suggested above.
- **Elective courses during the first two semesters**  
During the first two semesters no variety of elective courses is offered. The students have to choose one course out of one ('Ancient Greek History and Hellenistic and Roman History').

### B. Second Cycle of Studies

- **Specialization in Classics**  
A variety of (elective) courses in ancient Greek literature is offered covering different authors and genres. The programme would be more balanced if a Latin Thematography II, as well as more options in Latin literature were added. The introduction of more (elective) courses in which contemporary literary theory is employed for a better understanding of ancient literature, such as the course 'Feminism and Classical Studies' (introduced from 2018-2019), is highly recommended. The Classics division is also encouraged to continue offering courses in which ancient Greek and Latin literature is co-examined (e.g. 'Ancient Greek and Roman Biography' and 'Ancient Greek and Latin Novel').
- **Specialization in Byzantine and Modern Greek Literature**  
Whereas there is a variety of courses in Modern Greek literature, this is not always the case with its Byzantine counterpart. In fact, there are two courses in Byzantine literature which overlap to

a great extent and are offered in the same semester (7th): 'Byzantine Philology: M. Psellos and the Komnenian Era' and 'Byzantine Literature of the Twelfth Century'. The AP recommends the integration of literary theory in courses of both Byzantine and Modern Greek Literature, by introducing courses such as the aforementioned 'Feminism and Classical Studies'. The division in Byzantine and Modern Greek Literature is also advised to introduce courses in which there is more interaction between its two literary fields, as is the case with some of the courses offered in the division of Classics (see above). For instance, the division could offer a course on the reception of Byzantine literature in its Modern Greek counterpart (e.g. 'Byzantine Cavafy'). In this way, the continuities between Byzantine and Modern Greek literature will become more obvious to the students.

### **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**

*Please comment on the compliance with the Principle.*

The AP is fully satisfied that the Department of Philology is committed to the principles of student-centred learning and teaching, and ample evidence was presented to the AP that this plays a crucial role in stimulating the students' motivation, self-reflection and engagement in the learning process. The evidence derives from the documentation provided by the Department, the presentation by the Head of Department and members of OMEA, the meeting with staff of the Department, and it was confirmed by discussions at these meetings and by the undergraduate students.

It was established by the AP from the documentation on the quality procedures required of the Department by the University and from the meetings with the OMEA that there is annual monitoring of the programmes offered by the Department and assessment of their outcomes, with the aim of continually improving the quality of the students' learning experience. Students evaluate their learning experience in each course by means of a questionnaire. Questionnaires are now submitted electronically, and there is a good completion rate; the outcomes are made available electronically.



The monitoring process is overseen by the OMEA, and their reports are considered at the General Assembly of the Department and sent to MODIP. This procedure was confirmed by the meeting with staff, who gave examples of how the curricula on offer are dynamic and subject to regular scrutiny and amendment, taking into account the outcomes of student questionnaires collected and available for all courses.

There is a range of ability and interests among the students when they come to the University from high school, and the Department recognises this by offering them flexible learning paths and by carefully considering the structure of the programmes, moving from more general, 'all-inclusive' courses in the first two years of study to more specialised courses in the third and fourth years. The students are able to mix courses in the three subject areas covered by the Department, and they are able to develop their own particular interests during their programme of study. Special arrangements are made for visually impaired students, while materials in English are provided for Erasmus+ students.

The staff adopt different pedagogical methods which reflect the range of their own learning experiences in different European countries. It was clear to the AP from the meeting with staff that they are familiar with the examination system and methods, and that support is available from the OMEA and the more experienced staff in general to develop their own skills in this field.

The AP was able to confirm in meetings with the staff and students that the teaching in the first two years is largely traditional, with lectures supported by PowerPoint presentations, but with the opportunity for the students to contribute to discussions despite the large size of the classes. They are prepared for this by the staff posting on the e-class platform of relevant materials in advance of the classes. The Department also provides, through the EDIP members of the Department, extra tuition, especially in Ancient Greek, to compensate for the lower attainment of students at school. The seminar format is used in particular with the more advanced courses, where due to the variety of options the classes tend to be much smaller.

Within the standard format of three-hour sessions, there is a variety of modes of delivery, including lecture and seminar format (see above), and evidence was presented of the employment of different pedagogical methods, such as the students being asked to research and make presentations, for which they are well prepared. Another pedagogical method used, which is appropriate to the course material in Philology, is the close-reading of texts, and the AP were able to observe this method in operation during an actual class. The students are thereby encouraged to develop a range of individual skills, and both the undergraduate and graduate students confirmed that they felt that they were well supported by the staff and were at the same time able to develop their academic autonomy. The meeting with employers confirmed that the students who do work experience with them, in their cases in school teaching, journalism and publishing, had a variety of relevant skills which they had acquired during their studies.

The modes of teaching for each course are advertised in advance on the e-class platform, as are the assessment criteria. Further information is available in the Study Guide. The students are exposed to a range of assessment methods, which include, in addition to traditional examinations, individual and group work, and multiple-choice questions. The AP saw examples of these. The assessments are appropriate to the level and nature of the courses, and they clearly allow students the opportunity to demonstrate their achievement of the intended learning outcomes of each course. Arrangements are in place for extenuating circumstances, such as illness or disability, with the provision of oral examinations.

The AP was satisfied from the meetings with staff and students that arrangements are in place for the provision of feedback on each course to the students, as well as more general advice on their studies overall. The students can and do discuss their performance with their teachers and get feedback, and they may seek to improve their performance in two courses per year. The staff indicated in the proposal and orally that they are available for consultation with the students on both academic and pastoral

matters, with regular office hours, and this was confirmed by the students, who were content that the staff are approachable and very willing to help them at all times. Again, the meetings with staff, undergraduate and graduate students clearly indicated that there is a deep mutual respect between staff and students.

In cases of difficulty, there are clear complaints procedures available to the students, who can submit any matter in writing to the General Assembly of the Department.

In sum, the AP is fully satisfied that the undergraduate programmes in the Department of Philology are delivered within a student-centred environment that promotes mutual respect between the staff and students.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP recommends that consideration be given by MODIP to the provision of training courses tailored to specific needs of the Department, such as in the area of teaching strategies for new and existing members of staff.

The AP further recommends that the Department consider the establishment of an Extenuating Circumstances panel.

**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**

*Please comment on the compliance with the Principle.*

The Department carries out the processes of admission and certification according to the regulations of the University of Patras and to the standards of the European University System.

New students receive full information about the study programme and the organization of the Department when they arrive at the University. Information talks are also held. In addition, all information is posted on the website.

Regarding the certification of studies, the Diploma Supplement has been issued to all graduates from the academic year 2015-16 onwards. The ECTS System is applied across the curriculum (all the courses have a workload of 5ECTS).

Erasmus mobility is actively promoted by the Department, since the internationalization of students is one of the strategic goals in its quality system, and the Department has developed numerous agreements with European universities. According to the students, there is excellent support from teachers in this matter. However, they encounter some difficulties in the case of the Erasmus Internship and Erasmus students sometimes find the correspondence between their study programme in Patras and other foreign universities problematic.

The Study Programme offers the chance to write a thesis (πτυχιακή εργασία) as an optional subject of 10 ECTS to be completed in the final year of studies. The requirements for this are clearly described in the Programme Study Guide.

Finally, it was clear to the AP from the meetings with staff and students that the Department is deeply concerned to open up professional opportunities to the students and is fully aware of the importance of developing skills useful for the labour market. Since the academic year 2011/12 there has been a work experience programme which offers internships in external institutions and companies as an optional subject of 5 ECTS. Through this programme, the Department maintains a fluid relationship with society. In the meeting the AP held with social partners and stakeholders, the employers were very satisfied with their collaboration with the Department in the framework of the programme.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

N/A

## 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

*Please comment on the compliance with the Principle.*

Oral and written evidence was presented to the AP that the UP reviews the qualifications and competence of its teaching staff and strives to apply fair and transparent processes to staff recruitment and development. However, the lack of funding often prevents the teaching staff of the Department of Philology from reaching its full potential. In particular, the UP:

- recognizes the importance of teaching and research and tries to support the staff through collaborations with other universities (e.g. joint MA and PhD degrees) and participation in global ranking systems;
- offers opportunities to the staff through supporting mobility within the framework of Erasmus exchanges and other collaborations with foreign institutions;
- promotes research and its dissemination by offering sabbaticals to the staff and by financing participation in one international conference per annum;
- supports research-led teaching by providing the staff with the flexibility to teach courses that are directly related to their research projects;
- encourages innovation in teaching methods and the use of new technologies by allocating to the Department one member of the Laboratory Teaching Staff (ΕΔΙΠ);
- promotes the increase of the volume and quality of the research output within the Department through participation in global ranking systems;
- follows quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment and training);
- develops policies to attract highly qualified academic staff.

In general, the teaching staff of the Department have long experience in research and teaching. Their continuous research projects and peer-reviewed publications are internationally recognized. Members of staff are also awarded with research fellowships, and are invited to participate in international conferences and to give lectures in foreign institutions. Their high competence in teaching, on the other hand, is revealed through the student questionnaires. As the student questionnaires, the use of e-class and the Department's projects attest, the teaching staff applies technology in both research and teaching. Furthermore, the staff's mobility through Erasmus and other collaborations is quite high. Finally, members of the staff cooperate with colleagues from national and international institutions.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP recommends that the UP provides more financial support to a Department that performs such high-quality research and teaching.

## **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**

*Please comment on the compliance with the Principle.*

The AP's comments on Learning Resources and Student Support are made with full awareness of the economic difficulties faced by Greek universities in the context of the financial crisis. The AP also wishes to reiterate that, due to the restricted time available on the day of the site visit, it was not possible to inspect all the facilities, including the Library and student residences, though we did visit the main teaching rooms, laboratories and staff offices.

In light of the site visit and meetings with the Vice-Rector, the AP is satisfied that the UP enthusiastically supports the Department of Philology and has provided it with adequate basic funding and facilities. However, in the context of the history of the University and the facilities and sums of money involved in science and medicine, it is clear to the AP that the high performance of the Department of Philology as a teaching and research unit, whose excellence was recognised by the Vice-Rector, is deserving of more funding.

The buildings occupied by the Department are functional, although their outside appearance is unattractive and is in need of further repair. It is not ideal that the various teaching and staff rooms are scattered in separate buildings. The AP was reassured by the Vice-Rector that the University was fully aware of these issues and was doing its utmost to address them.

The facilities inside the buildings are far more impressive. The classrooms are generally well equipped and comparable to the teaching rooms familiar to members of the AP in their own institutions. The timetable for their use is published on the Web and outside the rooms, and the AP had the opportunity briefly to observe classes in three separate rooms. The learning and teaching environment in them was certainly appropriate. Disabled access should not, as far as we could tell, present difficulties, since the classrooms are on the ground level.

It is the view of the AP that, within its budgetary constraints, the Department strives to ensure a rational distribution of the facilities available to it. The Department is particularly proud of its four research



laboratories, and rightly so. All are highly productive, and the long-established centre for research in Modern Greek Dialects is a fine example of a unit that has been successful in attracting outside funding and making extremely good use of it. The other units are performing to a high level as well, and the directors of each of the units deserve the highest praise. The AP was also deeply impressed by the Centre for Digital Research and Study, and by the high level of technical expertise of its director.

The academic staff are well qualified and many are distinguished figures in their research areas. That said, the AP agrees with the staff that the staff:student ratio in the Department is too high and that additional academic staff are needed to ensure the continuing high quality of the programmes on offer in all three areas of the Department. The AP was very impressed by the administrative and support staff, who are all dedicated and highly skilled.

The battery of computers in the Digital Research centre is particularly impressive, but there appear to be excellent facilities in all the units. A microfilm reader in the Palaeography Workshop needs replacing, but the IT infrastructure of the Department is impressive. The Department, through its Head and General Assembly, is to be commended for the way in which it administers the restricted funds available in this area for the benefit of the laboratories and recognises the need for additional external income.

There is a good range of digital resources available to the staff and students, though there are plenty more on the market which would enhance the learning experience of the students if funds were available. The students indicated that some of the digital resources were not available to them during the summer months, though the AP was assured in its final meeting with MODIP that the University was doing its utmost to address such issues.

It was clear to the AP that the staff of the Department in general feel supported in their research by the electronic resources available to them and that the research laboratories play a central role in their activities. The students are clearly happy with their learning experience in this respect, and are informed electronically and orally of the resources available to them.

The AP was unable to inspect the Library in the time available to it, though it was impressed by the new Library building. It notes that every effort is made within the funds available to purchase new books and digital resources for all courses, but also that these funds have been significantly reduced in recent years, to the detriment of both staff and students. The students did not, however, express significant disquiet with the library facilities available to them. The same applies to student support services.

### Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP recommends that the UP, in recognising the excellent work done by the Department of Philology, should prioritise the Department in the allocation of new posts.

The AP further recommends that the UP consider the provision of new buildings, other infrastructure support and increased funding for the Department.

## **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**

*Please comment on the compliance with the Principle.*

The UP has determined a Quality Assurance Procedure and according to this the Department has established procedures for the collection of data concerning students, teaching staff, course structure and organization, etc.

Each year an internal evaluation is carried out through questionnaires to students, teaching staff and administration staff. The OMEA (Internal Evaluation Committee) works in collaboration with the MODIP to analyze and communicate the information obtained from the satisfaction surveys.

The Computer System of Quality Assurance of the University centralizes all the data: questionnaires of the students and their results, statistical analysis, information on the teaching staff and activities of the departments (research, publications, conferences, etc.). These data are included and analyzed in the annual evaluation of the Department and the reports are published on the departmental website.

The Department has also begun to collect data on employability and the career paths of graduates. In 2018 has carried out an investigation with data for the years 2011-2016.

**Panel judgement**

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

**Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

**N/A**

## **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**

*Please comment on the compliance with the Principle.*

The Department publishes online information about its activities, including the teaching staff's CVs, the programmes it offers, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, as well as graduate employment information. Furthermore, the UP has made available online its Policy for Quality Assurance. In general, the AP was satisfied from briefly inspecting the online material that all the information provided, which takes into account the diversity of its end-users (teaching staff, current students, graduates, external stakeholders and the general public), is clear, accurate, objective, up-to-date and readily accessible.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

**N/A**

**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**

*Please comment on the compliance with the Principle.*

The AP is of the firm opinion that the UP not only complies with the principles of the Quality Assurance System, but in fact is one of its leading exponents, as the first University to acquire full accreditation. Further, the Department of Philology was the first to be accredited at Patras. The meetings with MODIP and OMEA representatives confirmed the impression given by the proposal document that the UP and the Department of Philology are fully compliant with Principle 9 and indeed view it as a key component in the drive for student-centred learning.

The central element of the Department's quality assurance system is the Annual Evaluation Report, which complies with the University's Roadmap for Quality Assurance Procedures, approved by Senate in 2016.

The process is described in the Departmental proposal and was confirmed in the meeting with representatives of the MODIP and OMEA. Annually, the Chair of the OMEA oversees the collection of the required forms and data from the academic and administrative staff, and the information is entered into the MODIP system. The annual internal evaluation document is prepared and approved by the OMEA (which consists of the Chair and representatives from each of the three subject areas, plus a secretary), and submitted to the Head of Department, who puts it to the General Assembly of the Department and then to the MODIP for approval and publication.

The current evaluation document is updated during the spring semester on the recommendations of the General Assembly, to set the curriculum for the year and to ensure balanced teaching loads, the replacement of teachers who are to be on leave and the allocation of teaching to contract staff.

As is regular practice in departments of philology, the content of courses, in particular the specialist options, and of their bibliographies is kept up to date by the teaching staff in light of new research. Work skills are reviewed and included in the courses, as was confirmed by the meeting of the AP with employers, and other changes are implemented with a view to improving the learning experience of the students, who confirmed that their views are taken into consideration by the staff via their representatives.

As a result of the student questionnaires, which have been completed annually over a period of eight years, the Department has amassed a considerable body of data, which was made available to the AP and which confirms the general satisfaction of the students (3.92/5). A reduction in the number of completed questionnaires (7%) in 2017-18 is explained by the change to electronic format, and the meetings with OMEA, staff and students indicate that all parties are aware of the decrease and are committed to increasing the number back to the historical levels. The AP welcomes the recent addition of a free-text commentary field to the questionnaire.

The effectiveness of the annual review process is reflected in the provision of new courses after consultation. The AP welcomes the addition of 21 lessons of pedagogical competence to the curriculum, as well as three elective courses in language and literature.

The AP further welcomes the Department's Action Plan for the Future, with its two key elements:

i) academically, the emphasis via modifications to the curriculum on the maintenance of high-level teaching in Latin language and literature and Roman history, following reductions in the content of Latin teaching at school level. The recruitment of a new Latin specialist is a priority.

ii) with a view to preparation for the job market, improvements in the linguistic skills of the Department's graduates, including editing and argumentation.



### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The AP recommends, for the maintenance of academic standards, that the appointment of an additional member of staff in the field of Latin studies be an urgent priority of the Department and University.

**Principle 10: Regular External Evaluation of Undergraduate Programmes**  
**PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.**

*HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate. The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

**Study Programme compliance**

*Please comment on the compliance with the Principle.*

The present accreditation review is the second external review undergone by the Department of Philology at the UP, following the review of December 2011.

The outcome of the first review was very positive, and the present AP is impressed by the Department's responses to the various recommendations made in 2011. As stated in the proposal and at the meeting with MODIP and OMEA representatives, over 85% of these have been implemented, including all the recommendations that it has been in the power of the Department to address. This includes the appointment of in total six new Faculty members, though the AP agrees with representations made by the OMEA and teaching staff that further appointments, especially in Linguistics (taking into consideration the distribution of students across the three divisions), Byzantine Studies and Latin, are urgently needed, in order to maintain the academic quality of the programmes offered.

The AP welcomes the introduction of comparative and interdisciplinary courses, which help to give the degrees at Patras their own distinctive nature, or 'unique selling point'.

The AP also welcomes the reduction in the number of courses required to obtain a degree from 52 to 48. Initial scepticism was countered by a robust defence of the new degree structure by the OMEA and staff, and the AP accepts the Department's claim that the degrees offered by it are the equivalent of those offered by other departments of philology in Greece.

There is no need here to comment on all the additions to the programme implemented as a result of the 2011 recommendations, but the AP notes, for example, the greater balance between Greek and Latin studies afforded by the introduction of new and comparative courses, the provision of additional language classes, and the addition of courses in the early Byzantine and modern European periods as very welcome pedagogical and curricular developments.

The AP also commends the University and Department on the introduction of a centralised computer system. Facilities have clearly improved greatly since 2011 and the lecture rooms the AP visited are well equipped, though the construction of a modern building to house the Department is urgently needed.

Finally, serious concerns remain over levels of staffing and the staff:student ratio, and adequate provision of books in the Library. The AP has considered these issues from the standpoint of quality

assurance, and notes the steps the University and the Department have taken to alleviate the effects of them in the context of current budgetary constraints.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

N/A

## **PART C: CONCLUSIONS**

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

*Please state aspects of good practice identified, with regard to the Study Programme.*

There are numerous aspects of the Department of Philology and its work that demonstrate good practice. In the context of the Department's membership of the University of Patras, a commitment to the spirit and processes of Quality Assurance shines through, and the Department is always seeking to improve its procedures and the quality of its teaching and research. The staff of the Department are passionate about their work and support their students with utmost enthusiasm. Both the academic staff and the administrative and support staff are dynamic and innovative; they display a wonderful team spirit that was evident in the meetings during the AP's site visit; and there is absolutely no doubt that they are completely committed to their students and to the principles of student-centred learning. For their part, the students, past and present, are extremely happy with their learning experience in the Department of Philology and have nothing but praise for the dedication and support of their teachers. The Department of Philology is a department of the highest quality and a credit to the University of Patras.

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

*Please state weak areas identified, with regard to the Study Programme.*

The AP could find no significant areas of weakness in the Study Programme that relate to the operation of the Department of Philology, other than in areas where the Department, and to be fair the University the Institution itself, have little or no control, i.e. in staffing levels, infrastructure and general funding. Where the AP feels more could be done by the University, while recognising its overall support for the Department, is in the allocation of funding to a department whose work falls outside the traditional areas of the University's activity.

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

*Please make any specific recommendations for development.*

The AP recommends that the Department considers a reduction in the number of obligatory Classics courses to seven and an increase in the number of Linguistics as well as Byzantine and Modern Greek courses.

The AP recommends the introduction of a new course, with the suggested title 'Introduction to Literary Theory'.

The AP recommends the introduction of more elective courses in which contemporary literary theory is employed for a better understanding of ancient, Byzantine and modern literature, such as the course introduced in 2018-2019 programme on 'Feminism and Classical Studies', as well as courses in Linguistics.

The AP recommends that the Department take measures to increase the participation rate of students in the electronic questionnaire evaluation process.

The AP recommends to the University that additional financial support be made available to the Department, in order to improve the quality of services, infrastructure and departmental facilities.

The AP recommends that consideration be given by MODIP to the provision of training courses tailored to specific needs of the Department, such as in the area of teaching strategies for new and existing members of staff.

The AP recommends that the Department consider the establishment of an Extenuating Circumstances panel.

The AP recommends that the UP, in recognising the excellent work done by the Department of Philology, should prioritise the Department in the allocation of new posts.

The AP recommends, for the maintenance of academic standards, that the appointment of additional members of staff in the fields of Linguistics, Byzantine Studies, and Latin be an urgent priority of the Department and University.

The AP further recommends that the UP consider the provision of new buildings, other infrastructure support and increased funding for the Department.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principles 1, 2, 3, 4, 5, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

Principle 6

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

**The members of the Accreditation Panel for the Philology Undergraduate Programme  
of the University of Patras**

Name and Surname

Signature

**Prof. Michael Edwards** (Chair), Royal Holloway, University of  
London, London, United Kingdom

**Dr. Stavroula Constantinou**, University of Cyprus, Nicosia,  
Cyprus

**Dr. Alicia Morales Ortiz**, University of Murcia, Murcia, Spain