



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report **for the Postgraduate Study Programme of:**

Ancient Greek Theatre and its Reception

Department: Theatre Studies

Institution: University of Patras

Date: 14 December 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Ancient Greek Theatre and its
Reception** of the **University of Patras** for the purposes of granting
accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Ancient Greek Theatre and its Reception** of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Dr. Stella Baraklianou (Chair)**
Independent Artist and academic, University of Huddersfield, United Kingdom

- 2. Prof. Maria Antoniou**
Pace University, United States of America

- 3. Prof. Natassa Economidou Stavrou**
University of Nicosia, Cyprus

- 4. Prof. Anna Tahinci**
The Glassell School of Art, United States of America

- 5. Ms. Ioanna Lioutsia**
University of the Peloponnese, Greece

II. Review Procedure and Documentation

In preparation for the visit, the External Evaluation & Accreditation Panel (EEAP) reviewed multitude of material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The review was conducted online with the Host institute, the postgraduate programme “Ancient Theatre and its Reception” at the University of Patras, via Zoom teleconferencing, whilst the private debrief meeting were held via Zoom with links provided via HAHE/ETHAEE.

The schedule and agenda of the review were as stated below.

Monday, 02/12/2024:

a) Preliminary private meeting of the EEAP.

Discussion of the programme under review; assignment of writing Principles of the accreditation report draft to the members of the EEAP.

b) Welcome meeting and short overview of

the two postgraduate study programmes at the University of Patras:

On Monday, 02/12 the Panel met online with the PSP1 “Ancient Theatre and its Reception” Director, Professor Stavros Tsitsiridis, the Head of Department, Associate Professor Ioanna Papageorgiou in the presence of Steering Committee and OMEA member Associate Professor Aikaterini Arvaniti and MODIP members, Professor Ioannis Giannikis and Special Teaching Staff, Mrs Despoina Georgakopoulou and Manager of MODIP, Mrs Papadatou Fieroula.

The Director of the PSP “Ancient Theatre and its Reception” gave a presentation outlining aspects of the respective post-graduate programme, the history, academic profile, degree awarding capacity, numbers of incoming students, internal procedures, course structure and academic modules, insight into the allocation of the Master’s budget.

c) Virtual tour and discussion regarding the teaching facilities and learning resources as well as library and research facilities. This was hosted virtually with a YouTube video provided regarding the learning and teaching facilities. In attendance to clarify further questions were Mrs Alexandra Bertsoikli, Specialist teaching staff, Mrs Angeliki Kordellou, and Mr Dimitris Foteinos, Department Secretary. Also in attendance was Mrs Maria Frangi, Specialist Teaching Staff. The Panel had the chance to consult and discuss with the teams regarding their teaching facilities, classrooms, lecture theatres equipment and access to these by the students.

d) Private debrief meeting (EEAP members only).

Tuesday, 03/12/2024:

a) Meeting with academic and teaching staff members for PSP1 “Ancient Theatre and its Reception”: Associate Professor of Ancient Greek Philology Agis Marinis, Associate Professor of Roman Theatres Aikaterini Kounaki - Phillippidis, Assistant Professor of Ancient Theatre, Valentina Di Napoli and Associate Professor of Theatre Studies and Modern Drama, Konstantina Ziropoulou. Discussion about the programme and the delivery, as well as staff workloads, teaching facilities and laboratories etc.

b) Meeting and discussion with eight current PSP students.

- c) Meeting and discussion with eight graduates of the PSP Ancient Theatre and its Reception.
- d) Meeting and discussion with employers and PSP social partners from the public sector: Professor Vayos Liapis, Vice Rector, Open University of Cyprus, Dr Irene Mountraki, Head of Drama at the National Theatre of Greece, Mrs Georgia Manolopoulou, Director of Educational Programmes, Archaeological Museum of Patras and Syglitiki Vlachaki, Municipal and Regional Theatre of Patras.
- e) Private debriefing meeting (EEAP members only): discussion of the outcomes and findings of the virtual visit; preparation of oral report.
- f) Closing meeting between Panel and the Director of President of PSP “Ancient Theatre and its Reception”, Associate Professor Stavros Tsitsiridis. Also, in attendance were: the Head of Department, Associate Professor Ioanna Papageorgiou, Steering Committee and OMEA member Associate Professor Aikaterini Arvaniti and MODIP members, Professor Ioannis Giannikis, Mrs Despoina Georgakopoulou and Manager of MODIP, Mrs Papadatou Fieroula: informal, oral presentation of the EEAP key findings, and clarifications.

Thursday 05/12/2024 to Saturday 07/12/2024:

Draft report writing. EEAP virtual meetings. Review and finalisation of draft report.

Throughout the review and evaluation process, the EEAP was in close communication with the University MODIP, which was very accommodating in providing additional information requested by the EEAP. The EEAP found that OMEA and MODIP representatives, as well as the faculty, external teaching staff, students, and staff interviewed were eager and helpful in our discussions, providing all additional information requested by the EEAP.

III. Postgraduate Study Programme Profile

The PSP “Ancient Theatre and its Reception”, is offered by the Department of Theatre Studies, within the School of Humanities and Social Sciences at the University of Patras. The Department of Theatre Studies was established in 1989 (Presidential Decree 378/89), the third Department within the School.

The PSP “Ancient Theatre and its Reception” was established in 2018, following the School Senate decision and its publication in the Government Gazette (8.5.2018, Official Government Gazette 1575/B’/2018) and officially welcomed the first postgraduate students in 2004.

In its scope is to offer rigorous and in-depth specialisation in the field of “Ancient Greek Theatre and its Reception” and is the Master’s programme for study of the theory of Ancient Greek Theatre, whilst offering provisions for students who wish to follow doctoral studies in the field. The PSP naturally reflects the history and experience of the Department of Theatre Studies.

Admissions of new students follows an annual call for the PSP, advertised on the dedicated website, where prospective students are asked to submit at first instance their previous certificates and qualifications, followed by an interview.

The intake of students per academic cycle is 10. There are currently no fees for the PSP and it is offered free of charge. As such, the PSP is highly competitive and aims to attract the highest level of candidates.

In 2024-25, the PSP moved from an in person face-to-face taught programme, to being offered via distance learning.

The PSP has a length of study of two -years, at 120 ECTS credits in total. Students are offered further support for the writing up of their Master’s Thesis (Διπλωματική) that extends beyond the taught syllabus programme of the two years.

The language of the programme is exclusively in Greek, as the overall themes and modules offered, compulsory and electives, are all offered in Greek.

The PSP prepares its graduates for roles specifically within the field of Ancient Theatre, including as teachers in primary and secondary education in the field of theatre studies, higher education teaching roles in Drama Schools as well as jobs within the press and media, in museums and public or private theatre organisations. Students may also continue their research in pursuit of doctoral studies, which the department fully supports.

The PSP has strong links with public stakeholders and foundations, including the National Theatre of Greece in Athens, the Archaeological Museum of Patras and the Municipal and Regional Theatre of Patras.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Study Programme Compliance

I. Findings

The PSP in "Ancient Theatre and its Reception", is offered by the Department of Theatre Studies, within the School of Humanities and Social Sciences at the University of Patras. It is a theoretical and research intense Master's, offered over a two-year programme.

The PSP's Quality Assurance Policy and strategic goal planning, was provided to the Panel members in advance, in accordance with HAHE guidelines.

The Quality Assurance Policy contains the educational and pedagogical aims of the

programme:

- (a) to cultivate and promote the science of theater through academic and applied teaching, research and study;
- (b) to provide its students with the academic knowledge and supplies that ensure their thorough training and are necessary for their scientific and professional career and development;
- (c) To contribute to the development of theatrical education and consciousness of the people, as well as the awareness of the people regarding the role and importance of theatre in life.
- (d) To contribute in various ways to the development of the cultural level of the homeland, taking initiatives toward this direction.

The learning outcomes and goal setting are published as part of the Quality Assurance Policy and align with the Quality Policy, in respective areas such as developing ties with graduates and alumni, continuing to develop colloquia and guest speaker's events amongst others. The current programme is offered at 120 ECTS credits, which reflects the Level 7 educational framework for a two-year postgraduate programme.

PSP follows internal inspection of the implementation and monitoring of the quality assurance procedures, aided by the Departments OMEA and MODIP.

As such, following the internal review, the Panel was provided with a New Quality Assurance Policy of January 2024.

The above documents are also published and made available via the Department's designated website for the PSP and provided in Greek.

II. Analysis

Following the meetings with members of the faculty as well as staff from the library and technical support, current and graduate students, it is evident that the Department implements effectively all matters of Quality Assurance procedures, that lead to improvements and take into account feedback from previous as well as current students. This is evident in the Quality Goal Setting Policy, that aims at continuous updating and improvements of the programme, in order to fulfil the criteria for Level 7 education within the ECTS framework.

The PSP is a competitive programme that selects a small number of students from a wide pool of candidates to register for the two-year programme. Admission is done via submitting the necessary folder at first instance, followed also by an interview. Students are selected for their commitment and ability to follow the theoretical rigour and structure of the PSP.

It is noteworthy that the PSP is entirely free upon entry, as there are no tuition fees. This has been a strategic decision on behalf of the Director of the programme, in order to adhere to the quality offered at this level of teaching but also to assist students from lower income backgrounds.

Following feedback from students, it is noteworthy that the delivery of the postgraduate programme has moved to entirely online and distance learning, from this academic year onwards (2024-25).

III. Conclusions

The PSP “Ancient Theatre and its Reception” is a well-structured and organised programme, that implements all policies for Quality Assurance and Goal setting as part of the Department of Theatre, at the University of Patras.

Whilst the Panel found that all necessary documents are available in Greek, it has come to the attention of the Panel that none of the above Policies are available in English.

It appears this is an area that the Department of Theatre and the University of Patras are still are working on, as there is no designated English section on the website.

The Panel finds that the PSP is fully compliant in principle and urges the PSP to make available the Quality Assurance Policy and Mapping goals into English as soon as it is possible.

Panel Judgement

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

Panel Recommendations

The PSP needs to make available the Quality Assurance Policy in English and publish this on their website.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Study Programme Compliance

I. Findings

The structure of the programme is well organised and its curriculum content aligns with the overarching philosophy and aims of the PSP. The degree is awarded upon completion of 120 ECTS within the period of 4 semesters (two academic years). Each academic year is organised in two semesters. Each semester is structured around two compulsory seminars and a research component that ultimately leads to writing the Master's Thesis (10 ECTS each for a total of 30 ECTS per semester). However, the Study Guide does not include detailed sections such as grade descriptors for the methodological components of writing the Master's Thesis.

The Master's Thesis demonstrates the student's ability to study an original subject within the specialty field of "Ancient Theatre and its Reception", through theoretical and synthetic work, combining primary and secondary research sources (ancient and modern texts, research papers and monographs, dictionaries, videos, archival material-databases, etc.). The length of the thesis is between 50 and 80 pages. The final presentation - defence of the thesis is carried out in front of a three- member examining committee based on the following criteria: methodological adequacy, satisfactory presentation of data and problems, critical ability and potentially originality, bibliographic completeness, and correct language use.

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

II. Analysis

The documentation provided by the Department, along with the information available on the website and insights gathered during meetings with stakeholders, highlights a clearly defined programme.

The Study Guide carries a detailed curriculum structure and suggested area pathways. The PSP curriculum effectively aligns with the objectives and learning outcomes established by the faculty, with well-documented and clearly communicated course outlines that are appropriate in content.

The eight mandatory seminars are organised in a rational way as follows:

1st SEMESTER

- Introduction to the Study of the Ancient Theatre
- Ancient Greek Tragedy

2nd SEMESTER

- Ancient Greek Comedy
- Special Issues of Ancient Theatre I

3rd SEMESTER

- Special Issues of Ancient Theatre II
- The Reception of Ancient Drama in Modern Theatre/Literature

4th SEMESTER

- Theory of Theatre: From Aristotle to the Modern Times
- The Reception of Ancient Drama in Modern Theatre/Performing Arts

Students become aware of major theoretical methodologies used for the intertextual study of Ancient theatre (tragedy, comedy, satyr play, and mime) and its reception in world and modern Greek dramaturgy and literature. They are expected to comprehend how to extract information from iconographic and/or archaeological material and how to understand the relation of theatre and of art in general with the social, economic and political context of a society. Students become competent in realising the different functions of art in society and

the concept of a special “theatrical code,” the functional interdependence of the theatrical elements of an era and their integration to a cohesive whole, its poetic character, the role of music and dance, the function of the Chorus, and the use of masks.

This rational and effective organisation of the seminars allows students to develop a free, creative and inductive way of scholarly thinking. Students gain specialised knowledge within an interdisciplinary environment which opens up ways of original thinking, criticism and self-criticism within an autonomous research context.

For each of the eight seminars students work on oral assignments-presentations of primary sources or secondary literature during the seminar, present the research project orally, and develop a final written assignment using Greek and foreign bibliography. All seminars are offered online synchronously using the Zoom platform of the University of Patras (upatras-gr.zoom.us), and the recommended readings are available via the asynchronous platform eClass (eclass.upatras.gr). The first class of each seminar at the beginning of each semester is offered in-person. Whilst the overall structure and design of the programme runs smoothly, it would benefit further to specifically outline grade descriptors in the Study Guide, especially for the components leading to the writing of the Master's Thesis. At the moment this is rather vague and left at the discretion of the teaching staff.

The Panel also raised the question of why there are no electives offered, as this is an interdisciplinary course.

There is also scope to formalise professional opportunities that can be offered to students, especially with regard to practical training and research opportunities, given the network of external social partners that the PSP has.

III. Conclusions

The Panel finds overall the structure and design of the programme effective; however, some review of the Study Guide is needed.

Specifically, for the component of the written Master's thesis as there appear to be ECTS (10 per seminar) credits attached to the Thesis writing across the seminars, which can appear confusing, as the Thesis writing is generally undertaken at the end of the taught programme.

Panel Judgement

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

Panel Recommendations

The Panel recommends a review of the Study Guide and aligning ECTS credits with appropriate aims and learning outcomes.

It is imperative that the ECTS credits (10 per semester) align with some learning outcomes across the seminars, otherwise they appear as credits with no grading criteria attached.

The Panel also recommends a review of professional opportunities, with a particular focus on formal ratification of memoranda of agreement.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Study Programme Compliance

I. Findings

Student centred learning prioritises students' active engagement, autonomy, and diverse learning experiences. The PSP "Ancient Greek Theatre and its Reception" demonstrates adherence to several key aspects of student-centred learning, emphasising student choice, effective feedback mechanisms, diverse pedagogical methods, and structured student support systems and services.

Despite offering a mandatory curriculum with no flexible paths in terms of course selection, students have the freedom to focus on the assignment according to their interests and professional backgrounds. The same applies to their postgraduate thesis topic.

Upon enrolment, students are assigned a faculty member who serves as their academic advisor for the first year, and a second one for the second year, providing consistent guidance and support throughout their studies. Additionally, the low teacher-to-student ratio fosters personalised mentorship and tailored assistance for all students. The presence of dedicated academic advisors ensures that students receive consistent support throughout their studies. Feedback is actively solicited from students through evaluation forms, leading to adjustments in course delivery and teaching strategies. In addition, a formal process for student appeals ensures transparency and fairness.

II. Analysis

The programme's structure and delivery illustrate key student-centred principles. At the same time, the committee identified some areas for potential growth. Below are the detailed analyses of the core areas identified.

Discussions with faculty, students, and alumni revealed a strong and respectful bond between students and their instructors. Students frequently highlighted the unwavering support, constructive feedback, and guidance they received, emphasising that faculty members were consistently accessible whenever assistance was required. Students are recognised as active partners in the learning process. Feedback mechanisms are robust, with evaluation forms guiding course adjustments. Faculty demonstrate a commitment to continuous improvement, as evidenced by their openness to student input. The proportion of students completing the course satisfaction survey reflects an overall positive perception of the programme, including its faculty, course content, and the teaching and learning experience.

The change of the mode of delivery from face-to-face to distance learning offered the opportunity to many students from other areas in Greece to enrol on the course, who otherwise would have never considered applying.

At the same time, this change now requires a well-structured e-class page for each seminar/course, with the expectation that the material is organised in a weekly or thematic structure, in order to be user friendly and readily available for students. While the curriculum lacks elective courses, the programme compensates by allowing students to explore personal academic interests through assignments and thesis topics. This flexibility strikes a balance between ensuring foundational knowledge and fostering individual academic exploration. However, more opportunities for choice, such as a possible addition of some elective modules in the programme, or practical components, even though the programme will be offered in a distance learning mode from now on, could further enhance engagement and adaptability.

The programme, which from the current academic year is offered solely through distance learning mode employs various teaching methods, including seminars, presentations, and group discussions. These approaches foster collaborative learning and critical thinking. However, students highlighted their preference for more practical actions. Students' suggestions include joint visits to ancient theatres and performances, as well as opportunities for them to perform.

The current assessment structure balances participation, presentation, and written assignments. While comprehensive, it may benefit from integrating alternative forms of evaluation, including, among other things, more practical projects to enhance alignment between assessment methods and real-world applications, providing students with a richer learning experience.

The thesis component is pivotal for postgraduate education, allowing students to engage deeply with a chosen subject. However, the current structure, which delays thesis initiation until the fourth semester or in many cases when coursework is completed, creates logistical and motivational challenges. This delay often extends students' time to graduation. Incorporating thesis preparation starting earlier in their studies with structured milestones, could help alleviate these challenges.

III. Conclusion

The programme demonstrates a strong commitment to student-centred learning through structured flexibility, active feedback mechanisms, and supportive learning environments. However, opportunities for improvement remain, particularly in fostering flexibility, diversifying assessment methods, and streamlining the thesis process.

Panel Judgement

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

Panel Recommendations

Teaching and assessment methods can be enriched to complement existing frameworks. It is suggested that practical face to face experiences and actions are encouraged, to the extent that is possible, to enrich the distance learning mode of delivery of the postgraduate programme.

A recommendation is to consider restructuring the thesis module to include earlier preparation and defined milestones, reducing delays in completion.

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

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

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

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

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

Study Programme Compliance

I. Findings

Following the meetings and discussion with current students and graduates of the PSP, it is evident that students work closely with the teaching staff who provide them with all the necessary information offering support throughout their studies. In addition, a brochure is available on the PSP website that is addressed to PSP candidates and informs them about all the facilities, infrastructure and institutions. Finally, there is the institution of the Academic Advisor who, in cooperation with the Department of Student Affairs, Employment, Career and Liaison of the University of Patras, advises and supports first-year postgraduate students to facilitate their integration into the PSP. At the same time, he/she informs, teaches and advises all postgraduate students on issues related to their studies and their subsequent career. It also offers specific support to those who face serious difficulties in successfully completing their studies.

Admission is made from an Open Call, usually posted on the PSP's webpage, which lists the necessary documents as well as the grading criteria. Shortlisted candidates are asked to attend an interview.

The PSP provides a Study Guide, which contains clear information about the administrative staff, the role of the Department, the academic calendar, the duration of studies, the structure, attendance and examination of courses and their grading. It also gives information about the teaching staff, the resources available as well as scholarships and student benefits. It also includes information on applications and supporting documents for prospective students and the selection criteria. Finally, the study guide provides annexes concerning the detailed description of the courses and the expected learning outcomes. As mentioned above in Principle 2, there is no separate manual for the writing the master's thesis. However, there

is a detailed and comprehensive guide to writing a thesis which is included as an annex to the Internal Regulations of the PSP.

Student's progression is monitored through the Department's Electronic Secretariat, which is the main tool for the electronic management of students' progression and graduation, while complying with all the security protocols imposed by the relevant legislation, as supported by the central user identification service, which allows dissemination of information via the institutional email. With this tool, the teaching staff, through the central identification service, manage the entire process of communication between the PSP the Departmental Secretary and students, regarding all affairs of student monitoring and progression, as well as announcement of their grades.

Through the institutional e-mail, students may register for courses, renew their registration, check progress, apply for certificates of graduation, obtain information about the academic structure, courses, lecturers, etc.

A minimum of 120 ECTS is required for graduation from the programme. The award of the PSP requires the successful completion of eight (8) postgraduate seminars and the preparation of a thesis. The total number of courses corresponds to twenty (20) ECTS per semester and a total of eighty (80) ECTS. The diploma thesis corresponds to forty (40) credits. In addition to the title of the PSP, a Diploma Supplement is issued which is an explanatory document. The Diploma Supplement is attached to the diploma and provides information on the nature, level, general context, content and status of the studies successfully completed by the person named on the original diploma. The Diploma Supplement is issued automatically and free of charge in Greek and English. No practical training is provided within the framework of the PSP. There are, however, some collaborations with local (Patras Theatre, Patras Archaeological Museum) and other national institutions (National Theatre) which are willing to create open internship positions for students of the PSP. Visits to ancient theatres and performances are also organized, a process that everyone wants to continue and make the courses more experiential.

Complaints and objections handling regulation is also available in the website of the PSP. Finally, there is a predefined Code of Research Ethics in this PSP. Code includes ethical rules applicable to all teaching and administrative staff as well as students. In addition, the Code sets out specific rules relating to teaching, research, copyright and plagiarism.

II. Analysis

The student admission procedure is rigorous and attests to the high quality of students who go on to attend the course. It is noteworthy that since deciding to be entirely online, via distance learning, there has been a huge increase in the number of applicants, that saw 173 applying for entry into 2024-25.

There is information on all matters concerning the academic life of postgraduate students. Students and teaching staff can at any time refer to systems showing the progress of students by course and semester. The collaboration with professors is close and supportive even in the

remote version of PSP. Students have the feeling of support and acceptance from the beginning of their studies throughout the duration of their studies.

III. Conclusions

All procedures concerning the admission of students to the postgraduate programme, their progress and the certification of their studies fully meet the requirements of this principle.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Study Programme Compliance

I. Findings

The PSP's unique identity is being shaped to a great extent by a group of high quality, dedicated faculty members (ΔΕΠ) and special teaching staff (ΕΕΠ & ΕΔΙΠ). They maintain high standards in their teaching and research duties. The faculty are all active in research, publishing and presenting their work in appropriate venues. Additionally, the faculty are participating in significant research programmes and networks on a national and international level. The faculty have been appointed and promoted through the ranks following the established Greek framework (N.4009/2011, N.4386/2016, N.4405/2016, N.4452/2017, N.4485/2017, N.4521/2018 and is taking place on the information system found at www.apella.minedu.gov.gr.

There is a tenure & promotion committee that includes members from other universities and follows a rigorous evaluation of the research and teaching credentials of the faculty under consideration. These rather complex rules are common to all Greek Universities. The department has set up and follows transparent processes for the recruitment of qualified faculty. Special emphasis is given in highlighting the importance of teaching and research. In cases of the promotion of existing faculty members to a higher rank, students' evaluations, and the teacher's ability to implement pedagogical approaches in the classroom are considered of vital importance. The PSP 1 maintains a high standard, enhanced by the seminars and conferences it organises. Additionally, the journal "Logeion," edited by the Director of the PSP, attracts scholars who might be interested in applying for positions as adjunct or permanent faculty members, should the opportunity arise.

II. Analysis

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

The faculty have the opportunity for a sabbatical, or a leave to teach at other institutions via Erasmus+. The research activity of the academic staff is clearly one of the strengths of the department, as evident by the number of publications in high-quality journals and reputable conferences. We did observe a significant effort of the teaching faculty to bring quality research into the graduate seminars, and to continuously encourage students on writing their final thesis in a way that constitutes largely an original research project.

The link between teaching and research is also documented and strengthened by the established diverse collaborations with academics (universities, institutions, research centres), educators (drama schools, schools), and cultural organizations (theatres, festivals, cultural institutions). Indicatively, some of these events and collaborations include a) conference organization: the conference on Euripides' "Troades" ("The Trojan Women"), a conference on teaching ancient drama in education, b) publishing activity: ongoing collaboration with the University of Crete Press for the publication of the journal "Logeion.", c) support for theatrical creation, d) utilisation of archival material related to ancient theatre.

The teaching workload seems reasonable, and staff can be engaged in research and other personal development activities. The average workload for the PSP is 10 hours with a maximum of 15 hours. This includes teaching, preparation, posting teaching materials, collaboration with students, grading assignments. In addition to that, faculty supervise undergraduate, Master's, and Doctoral theses, either as the chair or a committee member.

Since 2021, the University of Patras (UP) has introduced an Award for Excellence in Teaching for its faculty members. This award aims to (a) highlight the significant emphasis UP places on outstanding teaching within its academic programmes and (b) acknowledge those faculty members who demonstrate exceptional skill and dedication to teaching as an ideal. The recipient of the award must also exhibit (a) exemplary academic integrity and (b) a notable contribution to promoting critical thinking among students.

It is important to note that students unanimously praised faculty for their consistent presence and availability either online or in their offices on a regular basis and the strong interpersonal bonds among the various members of the department's academic community. Faculty members are being evaluated by students with the use of digital questionnaires, but they are not offered the opportunity of self-assessment or peer-assessment. The process of electronically completing the questionnaires normally begins during the 8th to 10th week of each academic semester. This timing allows students to form an informed opinion about the course. The process continues until the end of the semester's classes. Any extension should not go beyond the start of the examination period. At the end of this period, all reports are accessible online through MODIP at the link: ps.modip.upatras.gr.

Basic course materials e.g. bibliography, articles etc. are available to students in a digital form (asynchronous learning). This is obtained through the “e-class” platform, a complete Online Modules Management System.

III. Conclusions

Overall, the faculty of the PSP are productive scholars, committed teachers, with a record of continuous professional development supported by the department and the university, and engaged public intellectuals through their service to the profession, the region of Patras and Greece. They are accomplished and internationally recognised, including participation in conferences and public events. Based on the above findings and data analysis, the PSP 1 is fully compliant with principle 5.

Panel Judgement

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

Panel Recommendations

Develop a strategy and a programme for professional development, properly communicated to academic staff, including training to pedagogical theories and approaches in teaching and learning in higher education.

The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year. This will help the faculty to prepare their tenure and/or promotion dossiers and provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Study Programme Compliance

I. Findings

The PSP has the necessary infrastructure to support teaching and learning. Zoom and Microsoft Teams platforms are provided free of charge by the University for conducting courses in distance learning conditions. In addition, the Upatras e- class platform is an integrated E-learning Management System. The educational material of each course is posted on it, as well as information-announcements, material and lectures.

Graduates emphasised the multi-dimensional nature of the programme, which does not stop at lectures. They also participated in the organizing committees of two conferences. There are practical workshops, seminars and collaborations with other universities creating new opportunities for networking, learning and exchanging ideas and views.

There is access to the library of the Department of Theatre Studies which includes 17,000 volumes and is updated every year with new titles, however, since the programme is now conducted online, few students have access to the library, although there is a willingness on the part of the curriculum managers to facilitate access to the material they need. In addition, students have access to digital libraries, databases and other electronic services through the University library and also remotely thanks to the provision of an institutional account. Furthermore, they are also offered links to on-demand lectures that are freely available on the internet, which are relevant to the subjects they are studying.

The teaching staff of the PSP consists of seven (7) faculty members, of which one (1) is a Professor, two (2) Associate Professors, and three (3) Assistant Professors. Complementary to the teaching process of the PSP is one (1) member of the Specialized Teaching Staff as well as the doctoral candidates and postdoctoral fellows of the Department through their assistance in other activities. In case of increased needs or unavailability, they intend to be filled through assignments to in accordance with the current University of Patras regulations. In addition, administrative and secretarial support of the programme by the Department of Theatre Studies.

II. Analysis

Students of the PSP are aware of all the access they have to electronic databases and e-journals, like JSTOR, Alexandria and Project Muse. In addition, teachers mentor and guide students to find the resources they need for their assignments especially if the research involves archive material and specialist databases. As the PSP is now offered as an online programme, it is evident that not all campus infrastructure of the postgraduate programme will be used.

The teaching and administrative staff is adequate and closely monitors both the progress of the students and their requests. The Panel was provided with access to view some seminars and teaching material available via e-class, however the Panel noticed that additional course material should be available and provided on a weekly basis, making the e-class platform more user friendly.

III. Conclusions

The Panel overall found the PSP in accordance with Principle 6. Some minor improvements that could be made to further enhance the student experience and allow for online access to resources, such as the addition of new digital tools and access to audiovisual databases, is advisable.

The Panel heard from students that the in-person seminars and research trips to archaeological sites, like the Dionysus Theatre, are vital and should remain as part of the learning programme.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel recommends to increase the use and the role of e-class and other digital learning tools, such as online databases.

Especially in an online graduate programme all materials and not only bibliography should be available in the learning management system for future reference. These materials are accessed only by registered students that login using their university credentials.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Study Programme Compliance

I. Findings

The University of Patras has established a sophisticated information system to oversee and manage data pertaining to students, faculty, curriculum design, teaching activities, and support services within its postgraduate programmes. This system plays a pivotal role in ensuring the availability of accurate and reliable data, which is essential for making informed decisions, recognizing strengths, and addressing areas requiring improvement. By streamlining the collection and analysis of data on key metrics such as student demographics, academic performance, satisfaction levels, and resource allocation, the system supports the university's efforts to maintain high standards. Each year, this data is systematically organized and submitted to the Hellenic Authority for Higher Education (HAHE) to support quality assurance processes and strategic planning. The collected data encompasses vital indicators across diverse domains, including academic outcomes, dropout rates, student satisfaction, institutional identity, staff and student profiles, course delivery, infrastructure, and research activities. These metrics are instrumental in setting the university's annual quality objectives for its postgraduate programmes, ensuring alignment with HAHE's standards. Supplementary systems, such as student records, Erasmus+ Management, and the Library system, contribute additional layers of data to this comprehensive framework.

The Internal Evaluation Team (OMEA) is responsible for compiling, analysing, and coding this data, presenting detailed findings annually at departmental meetings. These gatherings

provide an opportunity for in-depth discussions and the implementation of corrective actions where necessary. Insights from these evaluations play a central role in shaping the strategic direction of postgraduate programmes and departmental operations. This process is carried out in collaboration with the Quality Assurance Unit (ΜΟΔΙΠ), ensuring regular updates and continuous enhancement. Through this systematic approach, the university reaffirms its dedication to fostering academic excellence, refining teaching and research practices, and optimizing programme management.

II. Analysis

The Panel received detailed information on all the aforementioned pillars for the department and the specific PSP. It becomes evident that the department and PSP faculty actively engaged with, analysed, and utilized available data to inform strategic planning for the programme's next phase. By adopting a forward-looking and data-driven approach, they made the strategic decision to offer the programme in a distance learning format. This important step led to substantial interest from exceptional applicants across Greece, significantly enhanced the programme's reputation, increased its attractiveness, and resulted in the enrolment of a diverse cohort of outstanding students, further solidifying the programme's success and impact.

III. Conclusions

The PSP faculty are encouraged to not only continue leveraging statistical findings and information gathered about the programme, but also delve more comprehensively into the available data, as it can provide valuable insights into areas of strength as well as those requiring attention.

Panel Judgement

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

Panel Recommendations

The faculty is encouraged to consider the fact that no student has been able to graduate within the expected time frame warrants careful analysis. This could serve as an opportunity to assess potential underlying factors, such as the programme's structure, workload, or student support mechanisms. Addressing such issues proactively could enhance the overall efficiency of the programme and improve the student experience.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Study Programme Compliance

I. Findings

The academic unit shows a good ability to publish and disseminate key information through its website. Specifically, the academic unit provides pertinent information about its academic and educational activities in a direct and accessible way. Guides are regularly published and are available online. Additional course-specific information is provided by the e-class platform. The website is regularly maintained and updated.

II. Analysis

The public websites of the Department (Department of Theatre Studies – University of Patras |) and the PSP (ΠΜΣ «Το Αρχαίο Ελληνικό Θέατρο και η πρόσληψή του» | Department of Theatre Studies – University of Patras) provide access to all necessary information about:

(a) The Department's organisation and necessary information, links and contacts with the secretariat and the academic staff.

(b) A fully developed Studies Guide that details the UG and Graduate Study Programmes, the courses' descriptions and individual pages for each course with information about pedagogical approach, notation standards, bibliography etc.

(c) The student' parcours within the Department.

(d) Academic activities, such as colloquia, public talks and presentations.

(e) Quality Policy.

The Greek version of the website is well informed, easy to access and provides all relevant documents in order to orientate students and visitors into the academic life and organisation of the Department, and specifically about the structure, content and learning outcomes of the PSP.

The Department has also established a channel of communication with all its current students and its alumni through various social media (Facebook, Instagram). In that way, it helps students and social partners into more visibility of the areas of academic or professional concern. During the EEAP's online visit the faculty expressed their future plans for the creation of a more formal Alumni Association.

III. Conclusions

The Department and the PSP publish information about their teaching and academic activities in a way which is clear, accurate, objective, up-to-date and easily accessible. Currently, the website appears only in the Greek language and not in English; specifically, there's only an announcement of the selection process for 2022 in English and for a full description of the PSP visitors are directed to the Greek website (Postgraduate Programme "The Ancient Greek Theatre and its reception" | Department of Theatre Studies – University of Patras). This poses great limitations to the internationalisation of the Department and the PSP.

Also, the courses' outlines appear both in Greek and in the English language, but only through the Greek website (Files - ownCloud).

As noted above, in Principle 2, the Quality Policy is not available at this point in time in English nor has it been made publicly available, via the PSP's website.

Whilst it appears that the Department and the University are looking to appoint specialist dedicated staff that will update the website and upload necessary materials, at the time of the Accreditation this was not evidenced.

Therefore, the Panel finds the PSP substantially compliant for Principle 7.

Panel Judgement

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

Panel Recommendations

The Website, both the Department's and the PSP's should be made available in the English language, containing all the information of the Greek version and the Quality Assurance Policy in English.

The Panel recommends hiring extra dedicated staff for creating and designing a user-friendly website that is both available in Greek and English.

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

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

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

The above comprise the evaluation of:

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

Study Programme Compliance

I. Findings

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

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

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

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

II. Analysis

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

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Study Programme Compliance

I. Findings

There has been no previous external evaluation report specifically for the PSP “Ancient Greek Theatre and its Reception”. Therefore, the Panel’s judgement is based on its interviews with members of the teaching staff, students, graduates, alumni and stakeholders and on the results of the last IQAS Accreditation report. The PSP follows all the procedures for the regular external accreditation of academic programmes established by the Hellenic Accreditation Agency (HAHE). The PSP will take into account any recommendations provided by the external Panel of experts through the accreditation process to improve and further develop the progr programme am in the future. This process takes place in coordination of the academic unit within the institution (University of Patras).

II. Analysis

The first external evaluation procedure of the PSP is the current one. The recommendations given in the last IQAS Accreditation report (2019) have been taken into account.

III. Conclusions

The PSP is fully compliant with the requirements of Principle 10.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

The programme's academic staff that are all recognised as Assistant Professors in their respective field of Ancient Theatre and provide with exceptional knowledge and academic rigour.

The small number of intakes per year, at only 10 students, allows for a very supportive and close-knit community.

There are no tuition fees for the PSP making it a very competitive programme, that attracts strong candidates.

The PSP is part of the wider Department of Theatre and the rich community of the undergraduate programme, with a high calibre of guest speakers from the intellectual and artistic community nationally of Greece, as well as with distinguished Professors and guest speakers from the international community.

The conference organised on Euripides' "Troades" ("The Trojan Women").

The publication of the academic journal *Logeion*, in collaboration with the University of Crete Press, that adds research value in the specialised field of Ancient Theatre.

Links and partnerships with local (Theatre of Patras, Archaeological Museum of Patras) and national partners (Theatre of Greece).

II. Areas of Weakness

The Study Guide and the aligning of ECTS credits with the aims and outcomes, especially for the writing of the Thesis. It was mentioned by students who wished to complete their thesis earlier that perhaps this was not always encouraged.

There are currently no elective seminars alongside the mandatory seminars. The Panel suggests offering further interdisciplinary approaches to study of theatre/drama/performance.

The Panel recommends a review of professional opportunities, with a particular focus on consolidating contacts that have been existing for a while through the formal ratification of memoranda of agreement.

E-class and the integration of new technologies in teaching: as the programme has now moved to distance learning from face-to-face, there is the expectation that teaching materials should be available via e-class.

The website, as it currently stands, is only available in Greek. A more user-friendly design will improve online teaching and make the learning material more appealing for students.

The PSP should consider providing experiential learning and teaching opportunities, through participation of external stakeholders, similar to good practice of the production and the presentation at the Archaeological Museum of Patras.

III. Recommendations for Follow-up Actions

The Study Guide needs reviewing and updating, especially with regards to the Thesis component and the ECTS credits (10 per seminar). An integrated handbook of guidelines for the writing and submission of the Thesis is recommended. The PSP should consider the length of writing of the Master's Thesis. This time can be shortened to accommodate those wishing to graduate sooner.

E-class and further integration of asynchronous teaching methods. As the PSP is now offered entirely online, all necessary materials beyond the bibliography should be available online for future reference. These materials are accessed only by registered students that login using their university credentials.

The Website, both the Department's and the PSP's should be made available in the English language, containing all the information of the Greek version. The PSP needs to make available the Quality Assurance Policy in English and publish this on their website.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2, 8.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

- 1. Dr. Stella Baraklianou (Chair)**
- 2. Prof. Maria Antoniou**
- 3. Prof. Natassa Economidou Stavrou**
- 4. Prof. Anna Tahinci**
- 5. Ms. Ioanna Lioutsia**