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Accreditation Report

for the New Postgraduate Study Programme of:

Teaching Greek to Speakers of Other Languages

Department: Philology

Institution: University of Patras

Date: May 2025

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Teaching Greek to Speakers of Other Languages** 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 new postgraduate study programme of Teaching Greek to Speakers of Other Languages 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. CHIKOVANI ANA (Chair)
   Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University

2. FOURAKIS MARIOS
   Department of Hearing and Speech Sciences, College of Behavioral and Social Sciences (BSOS), University of Maryland

3. KAMPA ANNA
   Aristotle University of Thessaloniki

4. MARKOU ELENI
   University College London / UCL

5. TSOULAS GEORGE
   University of York

II. Review Procedure and Documentation

The Accreditation Review of the new Inter-institutional PSP Teaching Greek to Speakers of Other Languages of the University of Patras and the University of Nicosia took place remotely between Monday, 26 May and Saturday, 31 May 2025. A few days before the online visit, the External Evaluation and Accreditation Panel (EEAP) had access to the accreditation support material of the new PSP through the HAHE online platform. The EEAP also received information about the accreditation process (orientation meeting) via email from HAHE. The Panel studied the documentation provided by HAHE as well as the material uploaded on the HAHE platform. On Monday, 26 May 2025, the Panel held a private meeting to discuss the documentation and organise the tasks. The meetings during the virtual visit were scheduled as follows:

Tuesday, 27/05/2025

Meeting with the Vice-Rectors/President of MODIP, the Head of the Department, the Directors of the PSP

Vice Rectors of the collaborating Universities

· Ioannis Venetis, Vice-Rector of Academic Affairs and Finance / MODIP President (UPatras)
· Demetris Vrontis, Vice-Rector for Faculty and Research (UNIC)

Head of Upatras Department of Philology

· Efthymia Karakantza, Professor, Head of the Philology Department

Directors of the PSP

· Georgios Xydopoulos, Professor, Scientific Director of the PSP (UPatras)
· Georgios Georgiou, Assist. Prof., Director of Studies of the PSP (UNIC)

The Scientific Director of the PSP and the Head of the Department of Philology, School of Humanities and Social Sciences of the University of Patras presented a short overview of the new PSP Study Programme and the department respectively emphasizing academic profile, academic staff, student support, strengths, and possible areas of concern, as well as feasibility of the new PSP. Throughout the session, the Panel actively engaged with the presentation, with slides later provided for reference.

17: 00 - 17:45

Meeting with the teaching staff

Teaching staff members of the PSP - UPATRAS

· Nikolaos Koutsoukos, Assist. Prof., PSP Coordinator
· Christos Vlachos, Assist. Prof.
· Theodoros Markopoulos, Assoc. Prof.
· Dr. Zafeiroula Papadopoulou, Special Teaching Staff
· Dr. Nikolaos Angelopoulos, Adjunct Lecturer
· Dr. Rania Papadopoulou, Adjunct Lecturer
· Dr. Panagiotis Panagopoulos, Adjunct Lecturer

Teaching staff members of the PSP - UNIC

· Dr. Aretousa Giannakou, Lecturer
· Dr. Antroula Papakyriakou, Assist. Prof.

Teaching staff members discussed professional development opportunities, competence and adequacy of the teaching staff to ensure learning outcomes, workload; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

18:00 – 18:30 On-line tour: classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. Discussion about the facilities presented in the video produced for this purpose

· Athanassios Karalis, Professor, Coordinator of the Center of Teaching & Learning (CTL) of UPatras
· Dr. Christos Anagiotos, Director, Faculty Training and Development Unit (FTDU) and Director of the e-Learning and Pedagogical Support Unit (ePSU) (UNIC)
· Mr. Denis Papakonstantinopoulos, Dept Registrar's Office (UPatras)
· Eleni Neocleous, Distance Learning Unit Director.

The discussion involved facilities and learning resources to ascertain that learning materials, the online platform, and equipment are adequate for the successful provision of the programme.

19:00-19:45
Teleconference with 2 external stakeholders of the new PSP Teaching Greek to Speakers of Other Languages. A conversation was held about the relations of the programme with external stakeholders from the private and the public sector.

20:00-20:30 - The Panel had a private zoom meeting to exchange views and prepare for the oral report.

20:30-21:00 - Closure meeting with the Vice-Rector, the Director of the PSP, the Head of the Department, MODIP Supervisor

Vice Rectors of the collaborating Universities

· Ioannis Venetis, Vice-Rector of Academic Affairs and Finance / MODIP President (UPatras)
· Demetris Vrontis, Vice-Rector for Faculty and Research (UNIC)

Head of Upatras Department of Philology

· Efthymia Karakantza, Professor, Head of the Philology Department

Directors of the PSP

· Georgios Xydopoulos, Professor, Scientific Director of the PSP (UPatras)
· Georgios Georgiou, Assist. Prof., Director of Studies of the PSP (UNIC)

MODIP Supervisor

· Fieroula Papadatou, Director of MODIP

The EEAP members gave a short preliminary verbal report summarizing their initial impressions and key findings. Several points requiring further clarification were identified and discussed during the session. The Panel informally presented these key findings. In general, the documentation provided was complete, but the EEAP requested clarification regarding the MA thesis guide, implementation of the MA Program through distance learning methods and the information about the online platform of the teaching and administration of the PSP. This information was provided to the EEAP.

Furthermore, the EEAP would like to emphasize that all meetings were held in a warm, collaborative, and constructive atmosphere and that all participants were demonstrating a strong willingness to provide any requested information and to respond thoughtfully to all questions posed during the discussions. The EEAP would like to thank both the University of Patras and the University of Nicosia for the excellent openness and cooperation shown during the virtual accreditation visit.

Subsequent meetings of the EEAP were convened to discuss their observations and prepare a comprehensive report summarizing their evaluation of the programme.

III. Postgraduate Study Programme Profile

The new Inter-institutional PSP "Teaching Greek to Speakers of Other Languages" is co-organised by the University of Nicosia and the University of Patras with the first acting as the expediting or coordinating institution (επισπεύδον ίδρυμα). A similar MA program, titled "Teaching Greek as a Foreign Language," was previously offered by the University of Nicosia. This program has been discontinued and is set to be replaced by the newly established joint inter-institutional PSP.

The new PSP is scheduled to commence in the 2025-2026 academic year and will be announced annually, with studies beginning either in the fall or spring semester. The program is housed in the Department of Languages and Literature within the School of Humanities and Social Sciences of the University of Nicosia, and correspondingly, in the Department of Philology within the School of Humanities and Social Sciences of the University of Patras.

The School of Humanities and Social Sciences of the University of Patras was established in 1989 and comprises six departments. It also includes the Laboratory of Greek Language and Culture: http://greeklab.upatras.gr/el/ . The Laboratory's focus is the teaching of the Greek language as a foreign/second language, as well as the promotion of Greek culture. Several members of the new PSP academic staff have also been actively involved in teaching at the Laboratory of Greek Language and Culture in recent years.

The main objective of the PSP is to provide postgraduate students with specialized knowledge in both theoretical and practical aspects of teaching Greek as a second/foreign language, as well as to cultivate and develop their professional skills for teaching Greek in this context.

The participation of the University of Patras in the Program includes academic supervision during the first and second semesters of study, during which four compulsory courses in theoretical and applied linguistics are offered.

To obtain the MA degree, 90 ECTS credits are required, which are distributed over 3 semesters of study (30 ECTS per semester), with the possibility of extending the study period for an additional eight (8) semesters. During their studies, students are required to attend and successfully complete PSP courses and may optionally undertake and successfully defend a Master's thesis. If students choose to undertake a Master's thesis (20 ECTS), they are exempt from two elective courses in the third semester.

The number of admitted students is set at a minimum of fifteen (15) and a maximum of two hundred (200) per semester. The awarded Degree is Postgraduate Specialization Diploma in Humanities (Master of Arts) (Joint Inter-institutional Program) with the specialization: Teaching Greek to Speakers of Other Languages.

To be accepted in the PSP the applicants must meet the academic standards of the two collaborating universities and the European Union (EU). These criteria are defined by the relevant legislation, the Special Cooperation Protocol between the University of Patras and the University of Nicosia, the decisions of the Senates of both universities, and the Coordinating Body. The criteria are outlined in the respective call for applications.

The program is fully online, teaching is conducted through integrated e-learning platforms - eClass for the University of Patras and Moodle for the University of Nicosia, thus supporting asynchronous learning. In addition, nine hours per semester are allocated for face-to-face synchronous sessions with students. University of Nicosia is responsible for the overall administrative and financial management of the PSP.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e- learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The EEAP were provided with the Institutional strategy for postgraduate studies, which includes a special strategy for e-learning (A4), Feasibility and sustainability studies for the new PSP (A5), Quality Policy of the academic unit for the development and improvement of the PSP (A6), and Quality Targeting of the academic unit for the PSP (A7).

The new PSP "Teaching Greek to Speakers of Other Languages" (TGSOL) through the Quality Policy of the academic unit is in line with the Institutional Strategy. The PSP sets overall learning outcomes and academic targets that are in accordance with the European and National Qualifications Framework for Higher Education - level 7. The Quality Targeting of the academic unit shows goals that are specific, measurable, achievable, relevant and timely. The outline of each strategic and quality goal is clear. The reasoning for the requirement of this new PSP which will sit alongside the current PSPs offered by the department, shows the academic unit's plan to increase employability opportunities for students and graduates.

II. Analysis

The 16 members of teaching staff of the PSP are suitably qualified, with many being experts in their field, and there is ample opportunity for professional development offered throughout the year both internally and externally. The students of the PSP will be able to evaluate the teaching offered on the course, further allowing for development.

The entry requirements allow for a selection of appropriate candidates with relevant qualifications, demonstrating prior knowledge of language learning and teaching. Applicants without a relevant degree but with two years' work experience of teaching Greek as a foreign language will be considered, once again highlighting the PSP focus on enhancing student outcomes and improving employability. The personal statement plays an important role in the admissions process, where applicants can demonstrate their merits and appropriateness for the course. Student selection criteria for admission are transparent and are clearly described in the regulations. However, while the general structure of admissions is clear, certain aspects would benefit from further specification to ensure fairness and consistency, particularly regarding the evaluation of prior teaching experience and Greek language proficiency. The handbook provides the entry requirements as a list, but does not specify anything further than education qualifications, language requirements (e.g. an upper-intermediate level of proficiency in the Greek language), two references, and ID documents.

The program includes topics such as theoretical linguistics, practical directions in TGSOL, intercultural education, teaching Greek as a heritage language, teaching Greek pronunciation, language disorders, utilization of Greek literature in online teaching of Greek.

More detailed information is needed on the availability and scope of career support services, networking opportunities, or job placement initiatives to clearly illustrate the program's support for student employability. The information provided for the UNIC Career Centre is that of the general careers service of the university. There is no significant mention of how employability is integrated into the modules, something that could potentially attract students.

The cost of TGSOL is covered by student tuition fees of 5,760 euro per year with a minimum number of fifteen students per semester and a maximum number of two hundred students per semester and four hundred students per year.

The modules of the PSP are semester-long (10 ECTS each). These courses are held over three semesters and are divided into compulsory modules (60 ECTS) and elective modules (30 ECTS), which are selected from the available/offered modules. In order to obtain the Master's Degree, it is mandatory to successfully complete 90 ECTS, i.e. to attend 9 semester-long modules (90 ECTS). In case the students choose to prepare a thesis (20 ECTS), they are exempted from 2 elective modules in the 3rd semester.

III. Conclusions

The new PSP fully complies with the needs and the aims of such a programme. There is an appropriate Quality Assurance Policy that includes a commitment to continuous improvement, through multiple avenues.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

● Clarify Admissions Procedures – there needs to be a clearer description of where prior teaching experience will be assessed as an entry requirement.

● Implement a structured system to directly utilize student evaluation feedback for tailoring and enhancing staff professional development opportunities. There should be an opportunity for informal feedback e.g. anonymous discussion boards that is a structured way of delivering a more immediate student voice. A delayed evaluation at the end of a module or semester leaves no opportunity for staff to develop their practice and to respond to student feedback.

● Provide more specific information on available career services, networking events, or job placement assistance to concretely demonstrate support for student employability. The careers service of UNIC is a generic careers service offered by most universities. Whilst it is very useful for students and graduates to have access to these services, there is no programme-specific information. It would be good to see how, at the department level, there has been a provision for how student employability will be supported/encouraged. Even if it is within modules, it needs to be highlighted as it is ultimately a selling point.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The new Inter-institutional Postgraduate Study Program (PSP) "Teaching Greek to Speakers of Other Languages" (TGSOL) aims to address the academic and professional needs of current and prospective educators. It seeks to develop interdisciplinary scholars with strong theoretical grounding and critical thinking, aligned with educational and social advancement.

The program is delivered exclusively via distance learning. Instruction is primarily asynchronous, facilitated through e-learning platforms, complemented by a minimum of nine hours of synchronous webinars per course, distributed across the semester.

The quality assurance of the Joint Inter-institutional PSP "Teaching Greek to Speakers of Other Languages" (TGSOL) includes actions of continuous monitoring and periodic evaluation, as defined by the procedures at the University of Patras and the University of Nicosia. The admission quota per semester is established between fifteen (15) and two hundred (200) students.
The Program includes six compulsory courses - three compulsory courses in the first semester: "Levels of Linguistic Analysis", "Grammatical Description of Greek", and "Research Methodology" and three in the second semester: "Language Acquisition and Learning", "Teaching Methodology, Classroom Management and Assessment", and "Good Practices in Teaching Greek as a Second/Foreign Language".

Additionally, six elective courses are offered, from which students are required to either select three electives or choose one elective and complete a Master's Thesis. Electives cover topics such as utilizing literature in language teaching, intercultural pedagogy, Greek as a Language of Cultural Heritage, teaching pronunciation, Language-speech disorders and Learning a Second/Foreign Language and teaching Greek Language via the Internet.

The Student Guide spans 458 pages, the first 18 of which introduce the program and faculty. The remaining pages present detailed course syllabi. However, the document appears to be a compilation of separate course outline files merged into one, resulting in a lack of overall coherence. Additionally, pagination restarts from each course outline, leading to inconsistencies in page numbering that may hinder navigation and clarity. While individual syllabi within the guide include separate tables of contents, the Student Guide lacks a comprehensive table of contents for the entire document, which hinders efficient navigation and quick

access to essential information.

II. Analysis

The program has commendable objectives and an inclusive academic design, offering a wide array of theoretical knowledge and elective diversity. Coherence and structure in the program's documentation, particularly in the Student Guide, require improvement to effectively support student orientation and transparency. For example, some tables in the Student Guide (Appendix 8, pp. 5-6) appear to be incomplete or only partially filled in. Completing these sections would provide a clearer and more accessible overview of the program's academic framework. Moreover, the Student Guide lacks a clearly organized section on the Master's thesis, including procedures for supervision, writing, and assessment criteria. Although the institution states that this information is included across various sections (3.1-4), and while a separate thesis guideline was provided to the panel upon request, this material should be systematically integrated into the official Student Guide available to all students. Even though the institution notes that the files were merged solely for the purposes of the accreditation process, the resulting structure remains confusing and does not reflect a coherent or user-friendly guide that students would reasonably be expected to use. A clearly structured, integrated, and navigable Student Guide, applicable to both institutions, is essential to ensure students can access the necessary academic and administrative information with ease.

Although the program's declared primary objective is to provide postgraduate students with specialized knowledge in both theoretical and practical aspects of teaching Greek as a second or foreign language, while also cultivating relevant professional skills, the curriculum appears to place greater emphasis on theoretical content, especially within the compulsory courses, with relatively limited attention to practical training. Though some practical elements are embedded within the theoretical courses, such as links between linguistic theory and teaching methodology, the curriculum as a whole still appears to place stronger emphasis on theoretical instruction. A more balanced integration of practical training components across the program would further enhance its applied dimension.

In the previous version of the program offered by the University of Nicosia, the compulsory course "Teaching of Grammar "("Η Διδασκαλία της Γραμματικής") was included. In the current joint program, this course has been replaced by "Grammatical Description of Greek" ("Γραμματική περιγραφή της Ελληνικής"), similarly, the course "Assessment in Greek as a Second/Foreign Language" ("Η Αξιολόγηση στην Ελληνική ως Δεύτερη/Ξένη Γλώσσα") from the previous program has been replaced by "Levels of Linguistic Analysis" ("Επίπεδα γλωσσικής ανάλυσης"), which shifts the focus away from practical methods. The exclusion of courses specifically dedicated to teaching grammar and language

assessment may weaken the program's practical training component. The panel acknowledges the institution's rationale for restructuring the curriculum to strengthen students' theoretical foundation, particularly in light of the varied linguistic backgrounds of incoming students. Addressing such foundational gaps is important for developing effective teaching practices. However, the panel remains concerned that the absence of dedicated courses on grammar teaching and language assessment may limit the program's ability to fully develop students' practical teaching skills in these essential areas. It may be beneficial to reconsider incorporating such components to further strengthen the program's applied dimension.

The PSP collaborates actively with the Laboratory of Greek Language and Culture (EELP) of the School of Humanities and Social Sciences at the University of Patras, which offers Greek language courses to Erasmus, international, and private students and serves as a key resource for the practical implementation of the new compulsory course "Best Practices in Teaching Greek as a Second/Foreign Language" ("Καλές πρακτικές στη διδασκαλία της Ελληνικής ως δεύτερης/ξένης γλώσσας"). It also supports Master's theses involving empirical research. This valuable resource could be further utilized to enhance the program's applied dimension.

A new elective course, "Greek as a Language of Cultural Heritage" ("Τα Ελληνικά ως γλώσσα κληρονομιάς"), has been introduced in the revised program. While the course is timely and relevant, the current structure allows students to select only three electives, or just one if they opt to write an MA thesis. As a result, several well-designed and valuable elective courses may not be chosen by students. The thesis is undoubtedly a significant academic undertaking, offering students valuable research experience, deeper engagement with their field, and the chance to develop advanced skills under close supervision. However, the panel remains concerned about the limited opportunity for students to benefit from the full breadth and diversity of elective courses. While students may strategically choose an elective that complements their thesis, this structure means that much of the program's academic variety may go unexplored by most students. It also restricts exposure to additional applied or specialized topics that could be especially beneficial for those aiming at professional teaching careers.

The option of providing work experience to students is fairly limited to the access to the teaching video materials without the possibility of actual teaching practice. The institution notes that students will gain actual teaching practice through teleconference activities in the "Best Practices in Teaching Greek as a Second/Foreign Language" course. However, teaching through teleconference was not mentioned during the interviews, nor is it reflected in the course syllabus.

While Appendix 18 (Κανονισμός για την Ηλεκτρονική Μάθηση) provides a clear and well-articulated overview of each participating university's e-learning practices and regulations individually, the documentation does not describe how the two distance learning systems function in coordination within the context of this inter-institutional program. E-class (Greek HEIs platform via GUnet) and ZOOM are used at the University of Patras, while Moodle (an open-source LMS) and WebEx are used at the University of Nicosia. The panel acknowledges the clarification that the University of Nicosia's platforms and systems will be used exclusively, given its role as the coordinating (επισπεύδον) institution. However, it appears that the University of Patras' platform is also used to some extent, though how the two systems interact in practice remains unclear. To ensure a coherent and user-friendly student experience, the panel recommends that the Student Guide include a dedicated section clearly outlining how learning activities, administrative procedures, and student support services will be organized and accessed through the selected platforms.

According to the University of Nicosia's distance learning regulations (Appendix A18, p.43, Section 4.1 "Summative Assessment"), final exams for all distance learning courses must be conducted with students physically present at approved examination centers worldwide, in line with the requirements of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education. However, other documents indicate that at the University of Patras, examinations are conducted online. This discrepancy suggests a lack of consistency in assessment procedures, which should be addressed to ensure alignment across the joint program.

According to the admission criteria, applicants from disciplines other than philology or education may be admitted to the program provided they have prior experience in teaching Greek. It would be helpful to clarify how this prior experience is assessed and what specific criteria are used to determine its relevance and adequacy for admission.

Required supporting documents to be submitted by prospective students include two recent photographs with the candidate's full name clearly written on them (Appendix A 12) This requirement suggests that certain documents must be submitted in physical form, which raises a question of clarity, given that the program is delivered entirely online. It would be helpful if the application process clearly specified whether all required documents can be submitted electronically.

The range of students, from 15 to 200, is quite broad. Even though the courses are delivered online, instructors will still need to actively engage all students and effectively assess their coursework and exams. EEAP learned through the interviews that if the number of students is more than 30 a new class will be created. In the event of a large student intake, the PSP should consider

expanding its core academic staff to ensure high-quality instruction and effective student support.

Both universities currently offer training, online courses, and workshops to support the professional development of their academic staff in e-learning. It may be beneficial to consider a joint professional development framework to ensure consistency in pedagogical approaches and technical competencies across the inter-institutional program.

III. Conclusions

The PSP offers a strong theoretical foundation, providing students with a solid academic basis in the field. However, to fully achieve the program's objectives, address the breadth and depth of the subject area, and meet the intended learning outcomes, the integration of more experiential learning components is recommended. The collaboration with the EELP laboratory is a significant asset that could be utilized further to provide more immersive, practical training. Enhancements to the Student Guide will further improve operational efficiency, ensuring that students can navigate the program with clarity and ease. Overall, this principle is assessed as Substantially Compliant.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- Strengthen Practical Training: Reintroduce or design more compulsory courses focused on practical aspects of teaching Greek as a Second/Foreign Language.
- Improve Student Guide and integrate comprehensive MA thesis guidelines.
- Clarify Admissions Procedures: Provide explicit criteria and assessment methods for evaluating prior teaching experience to ensure consistency and transparency in admissions decisions.
- In case of high student enrollment, increase the number of core academic staff to maintain teaching quality and adequate student support.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The New Inter-Institutional PSP "Teaching Greek to Speakers of Other Languages" is broadly aligned with the various aspects of Principle 3.

The admission procedures for the PSP are all outlined in the Internal Regulation and the Regulation of Studies. Admission is open to 15–200 students in each semester, with eligible candidates holding degrees from faculties as Philology, Philosophy, Literature, or other Pedagogical departments. Required documentation includes two academic letters of recommendation and a statement of interest.

Student progression is monitored by an Academic Advisor, the PSP Coordinator, and the Head of Department. In addition, an Academic Support Unit organizes workshops and seminars, while a Distance Learning Support Unit tracks student activity and attendance through learning platforms. The collected data helps identify students that need academic intervention.

Scholarships are merit-based and structured as follows: a 20% tuition discount for students graduating with distinction, 15% for those graduating with merit, and 10% for students who meet specific socioeconomic criteria.

A Master's Thesis is elective and accounts for 20 ECTS. Students have the option to complete a thesis as an alternative to taking two elective courses. i.e: A comprehensive Thesis Handbook outlining guidelines and timelines is available. Although it was not initially included in the accreditation documents, it was subsequently provided to the EEAP upon request. The thesis may be written in Greek or English under the supervision of an academic advisor.

Upon successful completion of the program - either through nine (9) courses or seven (7) courses and a thesis - students receive a "Diploma of Postgraduate Studies in Teaching Greek to Speakers of Other Languages." Degree Certificates are stated to be issued in Greek, accompanied by a Diploma Supplement in English. However, the templates provided to the EEAP for both documents are bilingual (Greek and English). Issuing both the diploma and its supplement bilingually is considered good practice, as it better supports the diverse needs of students, especially those pursuing international academic or professional paths. Since students are permitted to write their MA thesis in either Greek or English, it would be advisable for both the diploma and the diploma supplement to be

issued in English as well.

The program is officially structured over three (3) semesters, with the possibility for extension up to eight (8) additional semesters at no extra charges in the tuition. Student mobility is facilitated with the implementation of ECTS, allowing participation in mobility programs such as Erasmus+, with funding support for up to 12 months.
In terms of e-learning, the University utilizes the Zoom platform for synchronous sessions and Open e-Class for asynchronous content. Student authentication and secure access are ensured through the University of Patras' Central Authentication and Authorization System. A detailed privacy policy is in place, while faculty and students are supported by the Distance Learning Support Unit, a comprehensive student support system, provided by the University of Nicosia. It is responsible for addressing any academic or technical issues that may arise throughout the educational process. In addition, the department of Information Technology within the Distance Learning Support Unit ensures timely and effective resolution of student inquiries. This multi-tiered support infrastructure enhances the overall learning experience and contributes significantly to student success in the program.

Although there is no provision for any traineeship incorporated in the study program, a simulation-based instruction in teaching Greek to speakers of other languages is embedded in the course "Best Practices in Teaching Greek as a Second/Foreign Language."
Regarding the Code of Research Ethics, it is governed by a detailed guide. Anti-plagiarism measures, including the use of Turnitin®, are employed to uphold academic integrity.

II. Analysis

The PSP demonstrates alignment with the core requirements of Principle 3, offering a well-defined structure for student admission, progression, recognition and certification. Meanwhile, the presence of support units, both academic and technical, enhances the overall student experience, particularly in the context of distance education.
However, certain aspects would merit further attention and improvement.

1. The admission range (15–200 students) is overly broad and lacks justification. This can affect transparency and planning. While it is understandable that the PSP is designed with flexibility to responsibly accommodate a different number of students according to interest and available resources, that number should nevertheless be aligned with the actual capacity of the academic staff (17 members, as stated in document A10), the administrative support resources, and the overall capabilities of both participating institutions. Additionally, the

number of students assigned to each academic advisor should be clearly defined and limited within a reasonable and manageable scale.

2. The regulations do not explicitly specify the eligibility criteria for applicants with academic or professional backgrounds related to, but outside, the listed disciplines. Although there is a general reference to the requirement for demonstrating relevant experience in teaching Greek as a foreign language, the EEAP panel members were unable to identify any document providing comprehensive information regarding the specific criteria and application procedures for such cases. This constitutes a significant gap, which should be addressed by clearly documenting the relevant conditions, criteria, and processes within the official regulatory framework (e.g., Internal Regulation, Regulation of Studies) in a precise, comprehensive, and easily accessible manner. All relevant information should be consolidated in clearly defined, dedicated documents, rather than dispersed across separate sources or provided only upon request.

3. The core regulatory documents (Internal Regulation, Regulation of Studies) and the student guide lack sufficient detail and could be significantly improved in terms of structure, clarity, and comprehensiveness to ensure students fully understand the requirements, processes, and expectations throughout their studies.

III. Conclusions

The PSP "Teaching Greek to Speakers of Other Languages" is substantially compliant with all aspects of Principle 3. It demonstrates a solid academic structure, a solid student support system and aligns well with the established standards. The inclusion of certain clarifications and enhancements would significantly improve the organization and overall effectiveness of the program.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

● Define more clearly the expected student intake.

● Clearly include in the official regulatory documents the eligibility criteria for applicants from other academic or professional backgrounds.

● Issue a revised student guide consolidating the relevant information from both institutions, in a clear and concise manner.

● Revise and expand the regulatory documents to ensure transparency and completeness for current and prospective students.

● Issue the degree certificate bilingually (Greek and English) to further support graduates pursuing international opportunities.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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.

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The PSP draws its teaching staff from both cooperating institutions. The bulk of the teaching staff comes from Patras (11 members of staff: 7 permanent faculty members, 3 associate and 1 EDIP) and is the staff focusing on the linguistic background while staff from the university of Nicosia have a focus on teaching methods and good practices in the teaching of Greek to speakers of other languages.

The teaching staff comprises a range of seniority, experience and expertise.
The recruitment of staff follows the standard legal and administrative procedures and aligns with the priorities of the respective departments and institutions. Training, staff development opportunities and career development are also aligned with the relevant legal and administrative process of the institutions (i.e. they are not specific to the programme).

Staff have a range of research interests ranging from theoretical syntax to various applied areas and, at least the department at Patras, is one of the most research active in Greece and one that has a significant international reputation.

II. Analysis

Assurance of Level of Knowledge and Skills: The teaching staff listed hold relevant advanced degrees (PhDs and MAs) in linguistics, philology, and related fields. Their stated areas of expertise directly align with the courses they are assigned to teach within the PSP. This demonstrates that the institution has indeed assured itself of the necessary knowledge and skills of its teaching staff. The inclusion of academic ranks (Professor, Associate Professor, Assistant Professor) for core faculty further underscores their established academic standing and qualifications. The involvement of experienced faculty members provides a stable and highly qualified core to the program. The supplementary staff (EDIP, ΕντΔιδ) also possess strong academic backgrounds and specialized knowledge pertinent to the program's focus.

Fair and Transparent Processes for Recruitment, Training, and Further Development: While explicit, detailed procedural documents for recruitment (like a comprehensive policy manual) are not provided in their entirety, the presence of various employment categories (ΔΕΠ, ΕΔΙΠ, ΕντΔιδ) suggests that the institution utilizes established national and university-specific frameworks for faculty appointment and the engagement of cooperating staff. Appointments to faculty positions typically involve rigorous, transparent, and merit-based academic processes. The engagement of EDIP and ΕντΔιδ staff also follows specific university regulations, demonstrating a degree of fairness and transparency, though the specifics of these processes are not fully detailed within these documents. The strategic vision outlined in the documentation for new postgraduate programs, coupled with the detailed listing of qualified staff, indicates a commitment to attracting and selecting appropriate personnel. While explicit "training" and "further development" policies for the listed staff are not detailed, it is generally assumed that established academic institutions support such activities for their faculty and staff. The continuous need for certification and re-accreditation, as alluded to in the documentation, drives ongoing quality assurance, including staff development.

III. Conclusions

Based on the findings and analysis of the facts detailed in the documentation and the discussions with staff during the online visit, the EEAP finds that the PSP is fully compliant with the requirements of the principle.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

● Provide in separate documentation the training and development opportunities offered in both institutions that have direct relevance to the PSP.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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.

Documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications, and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

I. Findings

An academic advisor is assigned to each student at the time of entrance to the program. The advisor is a regular member of the faculty. Given that the projected number of admitted students ranges from 15 to 200 per semester, with a possibility of 30 to 400 per year (Appendix A19) this implies that each faculty member will be assigned anywhere from 2 to 20 students. The top of this range seems excessive. The duties and responsibilities of the advisor are presented in Appendix A14 in a detailed manner.

Both universities will provide complete access to any services available to regularly registered students (i.e. not involved in distance learning). The personnel of the Digital Learning Center at each University will be tasked with the technical support of the students addressing problems of connectivity, access to electronic databases, and any other problem that may arise.

Appendix A19 presents the tuition utilization plan. The total amount projected is 345,600 euros which divided by 5760 euros (tuition per person) yields an expected number of exactly 60 students. The percentages of this amount allocated to different accounts seems reasonable. There is a statement that the University of Patras will receive 15% of the total amount. It is stated that the presented budget and allocations will remain constant throughout the five year duration of the program.

Tuition scholarships will be awarded on the basis of previous academic success and socioeconomic status. These will range from a 20% tuition discount for admitted students holding a degree awarded with "ARISTA"(excellent), 15% for a degree awarded with "LIAN KALWS" (very good), and 10% for socioeconomic criteria. Thus, the total discount can range from 25% to 30% when criteria are combined. There is no provision for students unable to pay 4032 (under the best circumstance of 30% scholarship) or more if the scholarship is lower (4320 for 25%, 4896 for 15%, 5184 for 10%).

II. Analysis

Academic support of students is well documented, although, if maximum or near maximum enrollment figures ensue, the advising load for each faculty member seems unreasonable. The percentages allocated to different accounts in Appendix A19 seems reasonable, but there is no justification for the raw numbers presented. There is no provision for worthy students in dire financial situations.

III. Conclusions

There seem to be several details that cannot be filled in until the program is up and running. Provisionally, the proposed program is fully compliant with this principle.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The budget needs to be justified in more detail.
- Consider establishing financial aid provisions for outstanding candidates who may be unable to afford the program.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

There are two academic coordinators, one from each university, and a three member committee is assigned to monitoring the successful implementation of the proposed program in all its facets, including: (a) administrative support, (b)

formulating evaluation criteria for the Joint Inter-institutional PSP to ensure high-quality knowledge and services, (c) developing student selection criteria and final selection of students, (d) formulating criteria and final selection of instructors, (e) seeking external funding mainly from EU sources, such as research grants, scholarships for students, and tuition fee waivers, and (f) general management within the scope of academic issues. (As per Appendix A12, quoted here).

There are several evaluation committees.
University level. This committee comprises a vice-rector, one faculty member from each school, two faculty members with experience in program evaluation, and two students.
Department level. This committee comprises the department chair (or vice chair), a faculty member, and a student. It is responsible for ongoing monitoring of the program. Student evaluations of teaching faculty and courses are coordinated by this committee.
Inter-university coordination of evaluation. There will be an "internal evaluation team" (OMEA) at the University of Patras which will coordinate evaluation with a corresponding team at the University of Nicosia.
Specific program. An evaluation committee consisting of 2 departmental faculty members, one external evaluator (not affiliated with either university) and one student in the program will be assembled at the end of the second year of operation. This committee will be responsible for the final evaluation of the program after three years (at the end of the five year duration of the program).
There is no provision for structured input from external stakeholders.

II. Analysis

There are several evaluation committees and procedures which seem to cover all issues. However, it is not clear how all these committees work with each other and what mechanism there is for resolving conflicting recommendations by different committees.

The absence of structured input from external stakeholders limits the program's ability to remain responsive to evolving labor market demands and professional expectations. Incorporating structured and ongoing feedback from external stakeholders could significantly enhance the relevance and real-world applicability of the program.

III. Conclusions

The program's comprehensive evaluation framework provides a solid basis for quality assurance. Enhancing coordination among committees and adding external stakeholder input will further strengthen its effectiveness. The program fully complies with this principle.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

● Enhance coordination among committees.
●Introduce structured input mechanisms from external stakeholders to ensure the program's relevance, effectiveness, and sustainability.

PART C: CONCLUSIONS

I. Features of Good Practice

● A unique inter-institutional PSP that carries the combined expertise and experience of two established institutions, supported by active inter-departmental collaboration.

● Learning outcomes and academic targets that are in accordance with the European and National Qualifications Framework for Higher Education - level 7.

● The quality assurance processes are detailed and comprehensive.

● The active involvement of the Laboratory of Greek Language and Culture at the University of Patras enhances the academic environment. Several academic staff members of the new PSP have contributed to the Laboratory's teaching activities in recent years.

● The teaching team comprises experienced and highly qualified academic staff, ensuring high standards of instruction and academic support.

● Expertise in Distance Learning.

II. Areas of Weakness

● Imbalance Between Theory and Practice: The curriculum places a strong emphasis on theoretical content, particularly within the compulsory courses. However, practical training opportunities appear limited.

● Enhancement of Regulatory Documents: Revising and expanding the regulatory framework will ensure that current and prospective students have access to complete, clear, and accurate information regarding program requirements.

III. Recommendations for Follow-up Actions

● Consider strengthening the practical component of the program by reintroducing or designing additional compulsory courses focused on teaching Greek as a Second/Foreign Language.

● Consider offering structured practical training opportunities for MA students.

● Clarify Admissions requirements - Define how prior teaching experience is evaluated.

● Clearly include in the official regulatory documents the eligibility criteria of applicants from other academic or professional backgrounds.

● Issue a revised student guide consolidating the relevant information from both institutions, in a clear and concise manner.

● Revise and expand the regulatory documents to ensure transparency and completeness for current and prospective students.

● Maintain the practice of issuing the Diploma Supplement in English, and consider issuing the degree certificate bilingually (Greek and English) to further support graduates pursuing international opportunities.

● In case of high student enrollment, increase the number of core academic and administrative staff to maintain teaching quality and adequate student support.

● Further develop research collaborations between the two institutions.

● Provide in separate documentation the training and development opportunities offered in both institutions that have direct relevance to the PSP.

● Enhance coordination among committees.

● Introduce structured input mechanisms from external stakeholders.

● Consider providing a more detailed justification of the budget.

● Consider establishing further financial aid provisions for outstanding candidates who may be unable to afford the program.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1, 4, 5, 6
The Principles where substantial compliance has been achieved are:
2,3
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 External Evaluation & Accreditation Panel

Name and Surname	Signature
CHIKOVANI ANA	Signed by CHIKOVANI ANA
FOURAKIS MARIOS	Signed by FOURAKIS MARIOS
KAMPA ANNA	Signed by KAMPA ANNA
MARKOU ELENI	Signed by MARKOU ELENI
TSOULAS GEORGE	Signed by TSOULAS GEORGE