



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Undergraduate Study Programme of:

Philology

Institution: University of Ioannina

Date: 12 December 2020



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



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

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Philology** of the **University of Ioannina** comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Pavlos Sfyroeras (Chair)**
Middlebury College, Vermont, United States of America

- 2. Professor Alicia Morales Ortiz**
Universidad de Murcia, Spain

- 3. Professor George Tsoulas**
University of York, United Kingdom

II. Review Procedure and Documentation

Before starting the online visit, the members of the External Evaluation & Accreditation Panel (EEAP) studied many documents provided in advance by HAHE, including the Department's Proposal for Accreditation, the Handbook of Studies (*οδηγός σπουδών*) and the description of courses (*περιγράμματα μαθημάτων*), the HAHE Guidelines, and other relevant information about the Department (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Department's webpage and the 2014 External Evaluation Report.

Apart from the documentation that was sent previously by the HAHE, during the University online visit no further material or PowerPoint presentations were provided to the EEAP by the Department.

The EEAP's online visit began on Monday, 7 November at 17.00 with an online briefing by Dr. C. Besta, Director of HAHE, in which standards and guidelines for the accreditation process were presented and discussed. A PowerPoint presentation with all the relevant information was provided to EEAP members.

On Tuesday, 8 December at 15.00 the EEAP had a welcoming online meeting with the Vice Rector and President of MODIP Prof. S. Nikolopoulos and with the Head of the Department of Philology, Prof. A. Alexakis. Prof. Nikolopoulos gave a short overview of the current situation of the University of Ioannina and provided the EEAP with information about its Quality Assurance Procedures. Prof. Alexakis made a brief presentation of the history of the Department and current status and explained various aspects concerning the Department's strategic goals, academic profile, study programme structure, teaching staff etc.

After that, the EEAP had the following online meetings:

a) 15.45 - 17.45: MODIP representatives and members of OMEA (Internal Evaluation Committee of Department). They explained the Department's evaluation processes and answered all questions addressed by the EEAP.

b) 19.00 - 19.45: Teaching Staff. The EEAP met teaching staff members. The three sections of the Department (Classics, Medieval and Modern Greek, and Linguistics) were represented. In this meeting the EEAP discussed topics related to teaching methodologies, the link between teaching and research, financial issues, mobility, workload, career development and research opportunities.

c) 20.00 - 20.45: Undergraduate students of different semesters of the Programme. The EEAP asked the students about their experience with the Programme and generally with the Department. They expressed very positive opinions.

On Wednesday, 9 December the EEAP had the following online meetings:

a) 15.00 - 16.00: Administrative staff members and teaching staff members (EDIP). The EEAP had seen in advance a video with a presentation of the Department. During this meeting it had the opportunity to make an online tour and visit the Department's Laboratories, which was followed by a discussion about the Department's facilities and University services.

b) 16.00 - 16.45: Alumni. The EEAP had a discussion with six alumni who referred to their experience of studying philology at the UoI and their subsequent career path. They showed a high degree of satisfaction with the Department.

c) 17.00 - 17.45: Employers and social partners. The EEAP met a representative of Patakis Publishing house (Mr. N. Venios), the Headmaster of Dodonaia Private Junior High School (Mr. Pouloupoulos), the Headmaster of frontistirio Prooptiki (Mr. Karamanidis), Associate Professor D. Markovic (University of Cincinnati) and the Headmaster of the Public High School of Gytheion (Mrs. Menega). All of them stressed the excellent philological training, versatility, and work ethic of the Department's students.

d) 19.30 - 20.15: Closure meeting with the Vice-Rector, the Head of the Department and the OMEA and MODIP representatives. In this final meeting several points were clarified and the EEAP provided a general view of some of the conclusions reached.

All meetings were conducted in a very constructive atmosphere. All members of the Department met by the EEAP showed a readiness to collaborate with the accreditation process and to answer all questions.

III. Study Programme Profile

The Department of Philology (DPh, Τμήμα Φιλολογίας) is part of the School of Philosophy (Φιλοσοφική Σχολή) of the University of Ioannina (Uoi). In 1984 it was constituted as an academically and administratively autonomous Department within the School of Philosophy, which also includes the Department of History and Archaeology and the Department of Philosophy (formerly Philosophy, Psychology, and Pedagogy). The integrated School of Philosophy started operating in 1964 as a branch of the Aristotle University of Thessaloniki. Since its foundation, but also after the Uoi was chartered as an independent institution of higher education in 1970, the DPh has maintained its central position in the history and life of the University.

The DPh consists of three divisions: (i) Classical Philology, (ii) Medieval and Modern Greek Philology, and (iii) Linguistics. It also runs and supports six laboratories that focus on the following fields of research: (1) Classical Philology, (2) Ancient Greek and Latin, (3) Paper Conservation, Palaeography, Codicology, Drawing-Cartography (in collaboration with the Department of History and Archaeology), (4) Medieval Greek Philology, (5) Modern Greek Philology, and (6) Linguistics.

The undergraduate programme of the DPh awards a Bachelor's degree in either of two specializations or directions: (i) Classical Philology, and (ii) Medieval and Modern Greek Philology. There are ongoing efforts to revive the specialization in Linguistics in the near future. The awarded Bachelor is a four-year degree, which comprises 8 semesters (Winter-Spring) and requires successful completion of 48 courses, each corresponding to 5 ECTS, for a total of 240 ECTS.

In the academic year 2020-21 the DPh numbers 17 faculty (ΔΕΠ) and 6 teaching fellows (ΕΔΙΠ). It accepts circa 230 undergraduate students annually. According to its mission statement, the goal of the DPh is twofold. On the one hand, it seeks to offer high-quality education in terms of both knowledge and skills, so that its graduates can meet the demands of their professional career, especially as teachers in secondary education but also in other career paths. To do this, it acquaints its students with the entire span of the literary tradition (ancient Greek and Latin, Byzantine, and Modern Greek) and trains them in the systematic analysis of language. On the other hand, it endeavours to promote research activity of high calibre and to connect it fruitfully with teaching.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme Compliance

Having been acquainted with the Departmental Policy for Quality assurance and the overarching one from the university, and having discussed it extensively with members of the university's Quality assurance body (MODIP) as well as DPh's internal evaluation Unit (OMEA), we can attest that the quality assurance policy occupies a pivotal role in the pursuit, adjustment, and eventual

achievement of the Department's both long term strategic goals as well as shorter and medium term objectives. More specifically:

The Quality Assurance policy is tailored to the undergraduate programme (and the postgraduate one which is not part of the present accreditation exercise) and ensures that the overall curriculum is designed so as to be well rounded yet internally coherent and to offer both breadth and depth in the relevant areas. The policy is directly informed by all legal and other applicable requirements and underlines explicitly the department's commitment to these requirements whether stemming from University, national, European or other international bodies to which the University and/or the department belong. The policy also outlines the specific goals and instruments that the department uses in order to achieve continuous improvement of processes and procedures, student achievement, staff competencies in both the academic (teaching and research) and administrative spheres. The DPh promotes continuous improvement through monitoring of student satisfaction, progress and perception of the overall quality of the programme and crucially analysing the relevant results and taking appropriate action when needed and practicable. The DPh has a set of S.M.A.R.T objectives that are both realistic and ambitious. It is a matter of concern to us that the ambition and potential of the department is throttled by the lack of academic staff and most importantly the lack of replacements for faculty members who retire or leave for other reasons. As a result, although the objectives set out by the DPh in its documentation as well as those coming through in our discussions are laudable and appropriate to a high-quality academic institution, their realisation are in part dependent on staffing and support from the wider University as well as the Ministry of Education. Having said that, we would like to stress that the objectives set by the department are appropriate to both the larger intellectual areas covered in the programme and include the germs of expansion and development when the appropriate support becomes available. Specifically, in this respect we would like to note the commitment of the department to the restarting of the linguistics specialisation already mentioned in the previous external evaluation, which the department has taken to heart and has made great strides towards its achievement.

The department's quality assurance policy also encourages research-led teaching and as we have seen in the discussion with research active members of the staff there is always an effort to match research interests to teaching commitments to the extent that this is possible. This is comparable to other institutions that we are familiar with.

This in itself is a particularly good example demonstrating the commitment to continuous improvement. The same can be said across the activities of the department. Key performance indicators associated with the above are directly deducible from the formulation of the specific goals covered by the policy. The goals and methods promoted by the policy are clearly and widely communicated. It was possible for the Panel to verify this multiple times in our discussion with teaching staff, students and graduates of the department.

Panel Judgement

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

Panel Recommendations

Although as noted above it is relatively easy to deduce KPIs from the goals and objectives as they are set out, it would be more helpful for the department if there was an explicitly quantified (to the extent that this is possible) set of indicators that would help the department monitor progress towards these goals. For example (p. 5, no 18: "Improve use of alternative sources of funding" Add: Identify sources by some date make sure that there are X number of applications to these sources by some date). Making those targets more concrete will help prioritise and distribute resources more appropriately.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme Compliance

The Department's Study Programme is in line with international Standards for this area of study and it is made within the regulatory framework and official procedures of the University.

The Study Programme was renewed in the academic year 2011-2012 by a committee in which teaching staff from the three sections of the Department and student representatives participated.

If necessary, curriculum revision takes place in a special committee and is approved by the departmental council. As acknowledged during the online visit by both Department members and the students themselves, students do not seem to be interested in actively participating in such activities of the Department, and therefore there are no student representatives on the Department's General Assembly. In this respect the Department should take steps to encourage student participation in the department's decision-making bodies. In addition, stakeholders, external experts or graduates are not involved in this process. The Department could explore ways to strengthen their collaboration and involvement.

In its current state, the undergraduate programme runs for 8 semesters (4 academic years) and students are required to attend 6 courses every semester, namely 48 courses in total, plus another course in a modern language. According to the European Credit Transfer and Accumulation System, each course is credited with 5 ECTS. So, to obtain the degree, students must take a total of 240 ECTS.

There are both compulsory and elective courses, and in the seventh semester (fourth year) students have to choose between the specialisation in Classics or in Medieval and Modern Greek. According to the statements made during the online visit, it is a priority of the Department to re-establish the specialisation in Linguistics, but to do so it is necessary to increase the number of teaching staff members, which has been seriously reduced in recent years.

The structure of the Study Programme is clearly articulated and provides a solid general philological background in all phases of Greek, from Ancient to Modern. This perfectly suits the main objective of the Department, i.e., to train philologists for a career in secondary education, public and private.

In this respect, since the academic year 2017-2018, a number of compulsory courses on pedagogy and teaching methodology are also offered in the last two years of the programme, including a two-week practicum in high schools.

Regarding the linking of teaching and research, the Study Programme does not include seminars or courses in small groups that would more effectively introduce students to research, although teaching staff states that some work in laboratories allows students a closer contact with research activities. In relation to this, it would be desirable for the future to include in the curriculum a number of smaller seminars. The Department recognises this weakness, but the high number of students and the lack of teaching staff makes it very difficult to improve in this area.

In addition to this, the programme does not offer its students the option of a BA Thesis (πτυχιακή εργασία). It would be also advisable in the future to integrate it in the curriculum and to credit it with ECTS, if the number of students and the availability of teaching staff allowed.

Finally, to provide work experience, the Department offers its student the possibility to undertake internships in external public and private institutions. The UoI has a specific Office of Practical Training in charge of this. According to the information provided during the visit, the programme is very successful, and the places offered are always filled.

Panel Judgement

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

Panel Recommendations

- The Ministry of Education should consider decreasing the number of incoming students and increasing the number of teaching staff members.
- The Department should take measures to expand student participation in the department's decision-making bodies.
- The Department should encourage greater involvement of stakeholders in its academic procedures and activities.
- It would be desirable for the future to introduce in the curriculum a number of small-group seminars.
- It would be also advisable in the future to integrate the BA Thesis in the curriculum and to credit it with ECTS.

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

In addition :

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

Study Programme Compliance

Students are the primary focus of faculty's attention to the extent allowed by the high student/faculty ratio and are consistently encouraged to become active participants in the learning process. Even the design of the curriculum, which is common until the specialization in the fourth year, is intended to serve the needs of the future graduates, most of whom will teach in secondary education and therefore need to be competent in both Ancient Greek and Modern Greek Philology. Further, the DPh's endeavour to rebuild the Linguistics Division so as to offer a Linguistics specialisation is in part motivated by the expressed wish of students.

The faculty make a systematic effort to take into account the diverse preparation of their students. They thus modify course offerings to adapt them to the fluctuating level of entering students, especially in Latin but also in Ancient Greek. They further organize tutoring in groups, typically conducted by post-graduate and doctoral students; these remedial sections are intended to reinforce and sharpen the skills of undergraduates in Latin and Greek.

As part of the common courses, the DPh has implemented in the 3rd and 4th year a mandatory curriculum – theoretical and practical – to give students the pedagogical competence that they will require as secondary school teachers. While the number of compulsory courses in this area could be reconsidered, there is no doubt that this curriculum is shaped with the needs of students in mind. As it includes ‘micro-teaching’ and a two-week practicum in schools, it not only provides valuable experiences; it also enables students to engage more deeply with the subject matter and to reflect on their own learning.

It is obvious that faculty adopt a variety of pedagogical methods and employ different modes to deliver content, from traditional lectures, which typically include guided discussion, to seminars, to visual and digital resources. Even before the conditions imposed by Covid-19, faculty used electronic platforms to supplement course material and to enhance the interaction between students and instructors, and this made the switch to online learning in Spring 2020 especially smooth and swift. Moreover, the selection of the book that is available for free becomes an opportunity for student initiative, as faculty encourage students to compare the books in order to select the one that matches more closely their interests and needs.

The specific ways to assess student work are known to students in advance as they are published on the DPh’s website. In addition to the traditional method of conventional exams, faculty offer a number of alternative options as appropriate; e.g., oral exams, presentations, and papers that may complement or replace exams.

Concerning the mostly optional research papers in particular, individual students receive guidance in every stage of the process, from choosing a topic and refining its scope, to developing bibliography, to producing drafts. The students we interviewed acknowledged emphatically their professors’ effort to proactively cultivate research interests, to the point of encouraging publication in some instances and of creating opportunities for collaborative research, especially in the field of Linguistics. By definition, the Linguistics Laboratory is better suited to such collaboration. It is expected to become an even more active hub of teaching and learning, once the Linguistics specialization is re-instituted. In addition, the organization of lectures by outside speakers, held online in the age of COVID-19, is primarily intended to enrich the perspectives of students, by motivating them to conceive and develop research interests.

Students are given the opportunity to evaluate all their courses. Questionnaires are administered for individual courses and are taken into account, both by individual instructors and by the Department collectively, so that not only particular courses but also the curriculum as a whole can be reviewed and modified. Outgoing graduates are also asked to fill out a questionnaire on the entire programme of study. Although the rate of completion is deemed satisfactory, faculty have been brainstorming on ways to elicit a higher rate of responses.

Interviews with current students and graduates confirmed that DPh students feel comfortable to approach faculty regarding both academic questions and other issues. Faculty respond swiftly and efficiently and offer guidance or point students to appropriate resources. The recent decision of the DPh to appoint Study Advisers for every year and to assign every student to an adviser moves in the direction of strengthening that even further and it operates in conjunction with the Committee on Student Issues.

Given the atmosphere of mutual respect between students and faculty, it is not surprising that student appeals are resolved in face-to-face interactions. It is unclear, however, what formal procedures are in place to address grievances if the need arises.

Overall, all available evidence outlines a learning environment informed by a student-centred approach. It further points to the seriousness and sense of urgency with which the professors of the DPh go above and beyond expectations to place students at the centre of the high-quality teaching they offer. They often go so far as to forgo the right to request a leave in order to cover the needs of the curriculum as fully as possible. It is self-evident that lowering the number of incoming students and/or appointing more faculty would automatically reinforce the student-centred culture of the DPh.

Panel Judgement

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

Panel Recommendations

- The newly instituted Study Advisers are bound to strengthen even further the student-centred perspective. Despite the prohibitive number of students, it might perhaps be worth considering whether the Study Advisers could adopt a proactive rather than a reactive approach. It would be preferable to have this responsibility distributed widely among the faculty.
- It might be helpful to formulate a questionnaire that would be administered to graduates a few years (possibly four or five) after graduation. It may be complicated to contact former students, of course, but even with a lower completion rate, this questionnaire could yield valuable results, as the additional time since graduation and the accumulated experience will possibly offer a deeper perspective on the whole curriculum.
- In connection to the preceding recommendation, it would be productive to encourage students to establish an alumni association, which would make it easier to contact former students, besides creating a network of support.

- It might be fruitful to institute an annual day-long symposium, possibly late in the spring semester, where the best undergraduate papers produced in the course of the year will be presented to a wider audience of faculty and students. This would highlight excellent work, put student achievement at the forefront of the education process, and provide peer models for other students.
- The DPh could organize more excursions to local and regional museums and archaeological sites that are connected to the content of courses. Students, possibly in small groups, could be guided by faculty to make presentations in situ.
- It would be useful to explain on the website what specific processes and formal procedures are in place to handle student grievances and appeals.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme Compliance

The programme is designed following the requirements and within the parameters of both the National and European frameworks for higher education. Course credit rating is expressed through the ECTS system facilitating, in this manner, exchange and collaboration within relevant European programmes and initiatives. It seems to us that the department is ready to be part of any such new programme as long as the programme is defined within current parameters.

The department's rules and regulations regarding student progression, admission, and recognition are fully explicitly stated in the documentation that we have seen.

Incoming students are supported through a variety of information activities that are organised either at the University level or by the department. Students are assigned to consulting professors who help them navigate the initial hurdles of academic life.

All students are supplied with a diploma supplement stating their teaching related qualifications boosting thereby their employability across the education sector.

We also note the value attached by the department to the practical training that is an integral part of the degree programme. The Department has developed a network (perhaps mostly informal) of external partners (state and private schools) where the students are given the opportunity to gain real-world experience of teaching. Some of them do go on to be employed by the institution where they did their practical training.

The department also provides adequate information on mobility using exchange programmes (Erasmus etc). It is slightly disappointing, but perhaps not surprising given the current economic (and health) context, that not a great deal of students take advantage of these opportunities.

Panel Judgement

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

Panel Recommendations

As we noted also under Principle 3, and although we recognise the difficulties resulting from the high student/faculty ratio, we wonder whether the Study Advisers (consulting professors) could adopt a proactive rather than a reactive approach. It would be preferable to have this responsibility distributed widely among the faculty.

Principle 5: Teaching Staff

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

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

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

Study Programme Compliance

The Department's teaching staff currently consists of 17 DEP members (8 in Classics, 6 in Medieval and Modern Greek, 3 in Linguistic) and 6 EDIP members. It is worth noting that the staff has been severely reduced in recent years (23 members in 2020 compared to 38 in 2014, according to data provided during the meetings). Therefore, there is a clear need for an increase in the number of the teaching staff members.

The recruitment and promotion of the teaching staff take place according to the criteria and the procedures set by the Greek legislation and the University of Ioannina, and the Department seems to follow them in a clear and transparent way. The areas of knowledge in which new positions are called for are decided by the Department Council on the basis of the needs of the Study Programme. At the present time, the Department has decided to focus on linguistic profiles, in order to re-establish the specialisation of Linguistics in the future. In relation to recruitment and promotion procedures, there is a unanimous complaint among the members of the Department about the slowness and bureaucratic burden of the process, which can take years.

The Department offers opportunities and promotes the professional development of the teaching staff and encourages mobility within the framework of Erasmus exchanges and other collaborations with external institutions. It also offers the possibility of leaves, especially, as it was said during the online meetings, to the teaching staff members of lower rank who are in the process of promotion.

It also promotes innovation in teaching methods and the use of new technologies. In this regard, the department is proud of the rapid and smooth adaptation of all its members to online teaching due to the COVID-19 pandemic.

Every semester each course is evaluated by the students through satisfaction questionnaires (the MODIP of the University has recently implemented the electronic system and it is not yet fully operational). The analysis of the data shows that a great percentage of students are very satisfied with the ways of teaching and with the relationships with the Department's members. This was also confirmed in the meetings with students and graduates during the visit.

The Department promotes the increase of the volume and quality of the research output and most members of the teaching staff are research-active, despite their heavy teaching and administrative workload. They would certainly like to see a smaller number of students in their courses, more support in administrative matters, and an increase in research funding (e.g., to facilitate regular access to databases and electronic resources, or for the purchase of books and updated bibliography in the University Library).

Given the lack of seminars and specialisation courses in the undergraduate Study Programme it is not always easy to link teaching and research, mainly in the first years. However, the Department does its best to provide the staff the opportunity to teach courses directly related to their research expertise.

Panel Judgement

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

Panel Recommendations

- Increase the number of teaching staff members, in particular in the division of Linguistics.
- Reduce the number of students in the courses.
- Provide more financial support for research resources and activities.
- The inclusion of seminars in the Study Programme would strengthen the link between teaching and research.

Principle 6: Learning Resources and Student Support

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

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

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

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

Study Programme Compliance

A virtual tour may not be the most enlightening way to inspect and assess facilities, but from what we have observed and heard, the classrooms, laboratories, and other facilities are adequate and are used efficiently and equitably. The consensus seems to be that the Dakaris Auditorium could benefit from a renovation. It must be added, however, that the facilities would not suffice should all the enrolled students, not to mention the ‘stagnating’ one, choose to attend regularly.

The electronic infrastructure provided by the UoI is adequate; it offers access to electronic services such as webmail, learning systems (e-course, MS teams), and textbook-related platforms (Kallipos and Eudoxos). The DPh clearly maximizes the use of such resources. As a result of the faculty’s established familiarity with that infrastructure, the switch of the DPh to online teaching in Spring 2020 was efficient and exemplary. In addition, the website of the DPh is informative, user-friendly, and complete.

The Laboratories deserve special mention as it is the responsibility of the DPh to organize, equip, and run them. The members of the DPh make the most of them, although the limited funding reduces the ability to supply them with what is necessary for specialized research. Similarly, the central Library of the UoI has been suffering from lack of funding that affects both acquisition of physical books and electronic subscriptions. It is obvious that this hampers research, thus cutting off the main source that invigorates teaching, and lowers morale. However inventive and resourceful faculty and staff may be, there is a limit to what they can accomplish with a library that lags behind.

The students in the DPh can and do take advantage of the resources provided by the Uoi, including Counselling (ΣΚΕΠΙ), Career Services (ΔΑΣΤΑ), and the Office of Practical Training.

Panel Judgement

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

Panel Recommendations

- It is indisputable that additional funding would be necessary. Lowering the annual number of incoming students would also create conditions that would allow facilities such as the Laboratories to have a greater impact on the process of teaching and learning. We would like to see all Laboratories become hubs of research and intellectual exchange that would be as active as the Laboratory of Linguistics.
- We cannot overemphasize the importance, both real and symbolic, of sufficient funding for the Library: physical books and subscriptions to electronic databases and platforms are crucial.

Principle 7: Information Management

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

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

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

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

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

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

Study Programme Compliance

The department has put in place extensive and robust means for the collection of information related to the composition progress and perhaps slightly less formally careers after graduation. The department is aware of the student profile that it is attracting although, having said that, given the system of allocation of students to different departments there is really very little one can do with that information in terms of year-on-year planning and tailoring of programmes.

The department further collects information on progression, success and “state” of the student body, including so-called stagnating students. The presence of these students often skews the data and makes planning difficult, but the department does a good job of separating these confounds from the data reported.

Questionnaires (paper-based ones but currently electronic) are used to collect student feedback both at the level of individual courses and at the level of the entire curriculum. The data collected are analysed and the statistical trends are represented in the familiar ways (graphs, curves, etc).

The results of the analysis of student survey data inform the formulation of policy and lead to improvements. Through the internal committee of evaluation but also (and often more importantly) by encouraging dialogue and continuous exchange of ideas between students and staff as well as peer support for teaching (e.g., sharing best practices), the department ensures

that weaknesses in processes are picked up in a timely fashion and acted upon. The department is conscious of the shortcomings in IT equipment and library resources (both physical and electronic such as subscriptions to e-journals and so on). There is room for improvement here, but this is the sort of improvement that depends directly on funding allocations over which the department has little if any control. As a result, we were impressed with the achievements of the department given the scarcity of certain resources and would urge the University to make further support especially in terms of Library resources available to the department.

Panel Judgement

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

Panel Recommendations

- The Department should set up a more robust process for collecting employment and destination data from its graduates. It is well understood that this is not an easy task but perhaps by collecting personal email addresses it can contact its alumni.
- The department relies on the (very well-functioning) informal ways of making sure that improvement suggestions are taken up. In connection with its activities with respect to student-centred learning it functions in an organic way. It would be a good idea perhaps to retain some sort of formal record of changes to courses, or other improvements that the department brings to the overall student experience. For example:
 - i. It would also be potentially useful to the perception of the department by the students if staff did take a moment to tell students what changes to their course were made as a response to student feedback.
 - ii. A simple email from the Head of Department with a “You Said.....We Did....” format would also be helpful not only to students but also to staff who see that their efforts are noted and appreciated. This of course requires somewhat more general student surveys.
- The Department should also start conducting staff satisfaction surveys. When these are well designed, they can prove useful in arguments with higher instances of the University as well as improving the daily life of the department and its staff in often small but very significant ways.
- The department should press harder on the University authorities to provide better resources. This is difficult but necessary.

Principle 8: Public Information

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

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

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

Study Programme Compliance

The Department uploads on its website all key information regarding its teaching and academic activities, undergraduate and graduate study programme, teaching staff's CVs, all course outlines, Erasmus mobility, links where the students can find useful information about services offered by the University, etc. It has a specific section delineating the Department's Policy for Quality Assurance.

The website is well-structured, up to date and user-friendly. It also has a reduced version in English, which includes, among other items, an English translation of the Study Programme.

In addition to the website, the Department has other internal mechanisms for information and communication with students, such as the e-learning and e-course platforms.

Panel Judgement

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

Panel Recommendations

It would be desirable to provide an English translation of course descriptions online (περιγράμματα μαθημάτων) in the future. This will be particularly helpful to new exchange students who come to the Department for a year.

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

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

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

The above comprise the evaluation of:

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

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

Study Programme Compliance

The DPh adheres consistently and vigorously to the guidelines that mandate the regular self-assessment of its study programme and its overall operation. Its internal assessment team (OMEA) is constituted annually with representatives from all three divisions, shares its report with the quality assurance unit (MODIP) of the UoI, and discusses it with the general assembly of the DPh, which considers steps aimed at improving its teaching, research and administrative operations. The collaboration between the OMEA and the MODIP seems to be harmonious and fruitful.

Steps that have been implemented recently as a result of the internal self-assessment concern primarily the undergraduate curriculum, which is reviewed and revised annually in terms of the content and types of courses offered. Besides a consideration of the course evaluations, the criteria that lead to revisions reflect a dynamic relationship between, on the one hand, current trends in scholarship and, on the other, the acknowledgement of the practical needs confronting the students. It was in response to the latter that, for instance, the DPh introduced courses that lead to the Certificate of Pedagogical Competence.

Panel Judgement

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

Panel Recommendations

- The DPh's most recent internal self-assessment (EEA) took place in 2018 and covered the academic years 2015-16 and 2016-17; the resulting formal report ran up to a daunting total of 70 pages. While the DPh follows faithfully the guidelines for quality assurance, the workload that the process entails is immense. Without underestimating the value of the process and the resulting benefits, one cannot help thinking that at least part of the time and energy it absorbs could be expended more productively on teaching and scholarship. We recognize of course that this goes beyond the purview of the DPh, but we thought it worth bringing up.
- As mentioned under Principles 3 and 7, it could be helpful to solicit feedback from recent alumni for the purposes of the internal evaluation. By the same token, external stakeholders (e.g., employers of alumni) could be consulted, to provide an outside perspective that the DPh could use to assess the impact and outcomes of the curricular reforms it implemented.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

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

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

Study Programme Compliance

The programme underwent its previous external review in 2014. Overall, it seems that the department strove to implement the recommendations of that report and has done so to the extent that addressing those recommendations was truly within the department's power. There were significant recommendations that would only be addressed either by the University or even the Ministry of Education on which, it goes without saying, we have no information.

Specifically, the recommendations on the Linguistics aspect of the curriculum have been if not fully implemented yet taken significantly forward. The department has also implemented the recommendation on the use of postgraduate students as teaching assistants. It has also equipped labs with as much software as was financially possible (or what technical expertise allowed). We were specifically told about the installation of the CLAN editor and the R statistical package on the lab's server.

Overall, it seems that the Department took to heart the evaluation and the recommendations and took them forward.

The staff engaged with remarkable energy and extraordinary goodwill with the review and have indicated that they will engage with any follow up from the present review with the same energy as they have with the previous ones.

Panel Judgement

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

Panel Recommendations

The Department should make sure that there is a clear record of the follow up actions stemming from this or any other evaluation. This will help in the next evaluation/accreditation exercise.

PART C: CONCLUSIONS

I. Features of Good Practice

- The Department has embraced E-learning and the use of electronic resources independently of the current situation which led to its complete readiness to face the COVID-19 crisis.
- The Department offers significant pedagogical background to its students so that they are prepared for the most common career path following graduation.
- The Department uses some of its most experienced staff in the early stages of the degree programme ensuring that the students in the first year are properly supported.
- The Department acted as a substitute to the secondary school system in teaching Latin to incoming students with no background.
- The use of post-graduate students and post-doctoral researchers in teaching offers a better bridge between teaching and research.
- The department offers a strong yet balanced education in both Ancient and Medieval/Modern Greek philology, making sure that its graduates have the most rounded education.
- Members of staff encourage students to take part in research and even publication from an early stage.

II. Areas of Weakness

- The student/teaching staff ratio is far from adequate. The Department receives many students each year but lacks sufficient academic staff. In this regard, it should be noted that the teaching staff of the Department has been greatly reduced in recent years. As a result, it has so far been unable to re-establish the specialisation of Linguistics.
- Moreover, the lack of seminars or more specialized courses creates difficulties for a more prominent linking of teaching and research. Also, the introduction of an optional BA thesis, which is currently not included in the curriculum, could strengthen the students' research skills.
- In general, there is low participation of students in the decision-making bodies of the Department. Similarly, stakeholders and other social partners do not seem to be very actively involved in the procedures of study programme revision or other activities.
- There is no monitoring of graduates' career path. Nor is there an alumni network that would facilitate the Department's contact with former students and provide data on their professional activities.

- In general, although the Department has a strong network of Erasmus agreements with foreign Universities and encourages international mobility, the participation in such programmes is not very high.
- There is not much public information about what specific processes and formal procedures are in place to handle student grievances and appeals.
- Additional funding is urgently needed in order to provide adequate research resources.

III. Recommendations for Follow-up Actions

- The department should formalise and disseminate information on its partnerships with local (and not so local) schools and businesses.
- The department should re-consider whether so many courses focusing on pedagogy and teaching methodologies are mandatory for all students. Given that the department publishes a long list of possible career paths for its graduates (aside from teaching in secondary education) it would be reasonable to expect that students who wish to pursue these paths (or who simply do not wish to become teachers) are equally offered an interesting, challenging and varied programme.
- The department should improve its data collection on alumni.
- The department should make sure that improvements are communicated more widely and in ways that reach all those concerned.
- The department should seek to improve student representation in its governing bodies. We recognise that this is a challenge, but the role of student representative must be given more prominence in order to attract the interest of the students. Perhaps liaising with student organisations would be a fruitful avenue.
- The department should continue its efforts to re-establish the linguistics specialization.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 3, 4, 8, 9, 10

The Principles where substantial compliance has been achieved are:

1, 5, 6, 7

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Professor Pavlos Sfyroeras (Chair)**
Middlebury College, Vermont, United States of America
- 2. Professor Alicia Morales Ortiz**
Universidad de Murcia, Spain
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