



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

English Studies: Literature and Culture

Department: English Language and Literature

Institution: National and Kapodistrian University of Athens

Date: 14/06/2024



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



NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **English Studies: Literature and Culture** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of English Studies: Literature and Culture of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. CHIKOVANI ANA (Chair)

(Title, Name, Surname)

Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili
Tbilisi State University

(Institution of origin)

2. MARKOU ELENI

(Title, Name, Surname)

University College London / UCL

(Institution of origin)

3. TSOULAS GEORGE

(Title, Name, Surname)

University of York

(Institution of origin)

4. Κιούρα Ελένη

(Title, Name, Surname)

Aristotle University of Thessaloniki

(Institution of origin)

5.

(Title, Name, Surname)

(Institution of origin)

II. Review Procedure and Documentation

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

The Accreditation Review of the Postgraduate Study Programs (PSPs) "English Studies: Literature and Culture" and "Translation: Greek, English, Russian" of the National and Kapodistrian University of Athens took place remotely between Monday, May 3 and Wednesday, May 5, 2024. A few days before the online visit, the External Evaluation and Accreditation Panel (EEAP) had at its disposal on the HAHE platform the documentation concerning the PSPs under review. On Friday April 31, the EEAP also received information about the accreditation process (orientation meeting) via email from HAHE. The EEAP studied the documentation provided by HAHE as well as the websites of the Departments of English Language and Literature, the Department of Philology and the Department of Russian Language and Literature and Slavic Studies along with the websites of the two PSPs. On the first day, meetings were held for the two PSPs under review, while meetings on the second day were dedicated exclusively to the evaluation of PSP "Translation: Greek, English, Russian" and those on the third day to the PSP "English Studies: Literature and Culture". On Monday, May 3rd before the start of the on-line meetings, the EEAP held a private meeting to discuss the documentation and organise the tasks. The meetings during the virtual visit were scheduled as follows:

Monday, May 3, 2024

17:00 - 18:00 - Meeting with the Directors of the two PSPs, the Head of the Department, MODIP, Steering Committees/ OMEA members:

- Prof. Kiki Nikiforidou, Head of the Department of English Language and Literature
- Assoc. Prof. Nikolaos Lavidas, Director of the Postgraduate Program "Translation: Greek, English, Russian"

Members of the Steering Committee of the Postgraduate Program

- Prof. Dionysios Goutsos
- Assoc. Prof. Olga Alexandropoulou
- Ass. Prof. Anna Hatzidaki
- Director Associate of PSP "English Studies: Literature and Culture" Prof Mina Karavanta,
- Professor Efterpi Mitsi,

MODIP staff/members:

- Mr. Konstantinos Bourletidis Head of the Quality Assurance Unit (MODIP),
- Mr. Theodoros Chajitheodorou, MODIP member
- Mr. Ioannis Evangelou, secretarial Support

PSP directors presented a short overview of the 2 PSPs with the accent on history, academic profile, current status, strengths and possible areas of concern. The degree of compliance of the programmes to the Standards for Quality Accreditation was discussed.

18:00-18:30 – The EEAP had previewed the videos prepared for the on-line tour and at this meeting discussed teaching and learning resources, equipment and other facilities with administrative staff members & teaching staff members of the two PSPs.

18:30 – 19:00: the EEAP had a private zoom meeting to exchange views and prepare for the second day of the review process.

Wednesday, 05/06/2024

15:00-15:45 Meeting with the teaching staff of the PSP “English Studies: Literature and Culture”

- Assistant Prof. Stamatina Dimakopoulou,
- Professor Anna Despotopoulou,
- Assistant Prof. Christina Dokou,
- Associate Prof. Vassiliki Markidou,

15:45-16:30 Meeting with 14 students of the PSP “English Studies: Literature and Culture”. Students were asked about their degree of satisfaction with the PSP and with the services and facilities provided by the University and about their participation in the evaluation processes.

17:00-17:45 Meeting with 8 graduates of the PSP “English Studies: Literature and Culture”. Experience of the graduates in the PSP and their subsequent professional development were discussed.

17:45-18:30 Meeting with employers, social partners of the PSP “English Studies: Literature and Culture”:

- Mrs. Anne Reynes-Delobel, Associate Professor of American Literature, University of Aix-Marseille
- Mrs. Stephen Stephen Forcer, Professor, Head of School of Modern Languages and Cultures, University of Glasgow
- Prof. Emer. Joan Anim-Addo, SFHEA Centre for Caribbean & Diaspora Studies (CCDS), Goldsmiths, University of London
- Mrs. Mabel Moraña, William H. Gass Professor of Arts and Sciences, Department of Romance Languages and Literatures, Director, Latin American Studies Program, Washington University in St. Louis
- Mrs. Ioanna Ragkousi, Independent Scholar and Educator (Hill Memorial School)
- Mrs. Maria Glyka, Visual Artist, accredited lecturer of the University of Derby in the Vakalo Art and Design College
- Prof. José Manuel Losada Department of Romance Languages, Complutense University, Madrid

A conversation was held about their experience with the graduates, their collaboration with the PSP and the situation of the labour market.

18:30-19:00 the EEAP had a private zoom meeting to exchange views and prepare the oral report.

19:00-19:30 Closure meeting with the Director of the PSP “English Studies: Literature and Culture”, the Head of the Department, Steering Committee, MODIP, OMEA members:

- Director Ass. Prof. Mina Karavanta
- Professor Efterpi Mitsi
- Associate Prof. Konstantinos Blatanis

MODIP staff/members:

- Mr. Konstantinos Bourletidis, Head of the Quality Assurance Unit (MODIP),
- Mr. Theodoros Chajitheodorou, Mr Anestis Karastergiou, MODIP members
- Mr. Anestis Karastergiou, MODIP member

The EEAP Informally presented the key findings. In general, the documentation provided was complete, but the EEAP requested some statistical data concerning the number of students applying/ enrolled in the PSPs, graduation rates. This information was provided to the EEAP. Furthermore, the panel would like to underline that all meetings were conducted in a friendly and constructive atmosphere and that all participants were willing to provide any information requested and to answer any questions.

III. Postgraduate Study Programme Profile

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

The PSP "English Studies: Literature and Culture" offered by the Department of English Language and Literature, in the School of Philosophy of the National and Kapodistrian University of Athens, was founded in 2018. It was modified in 2023 and since then has been operating in its current format. The PSP focuses on the study of Anglophone literature, critical theory, and cultural studies. It aims to provide knowledge in comparative and critical analysis of Anglophone literature as well as the study of contemporary culture through interdisciplinary perspective, with an emphasis on recent developments in critical, literary, and cultural theory.

The PSP offers a year and a half MA degree in "English Studies: Literature and Culture" in the following areas of specialisation, one of which is activated every two years: 1. The Greek Element in Anglophone Literature, 2. Nineteenth & Twentieth-Century Anglophone Literature and Culture, 3. Anglophone Theatre from the Renaissance to the Present.

There is no provision for student fees in the PSP and its funding rests on the financing provided by the University.

Students are admitted to the PSP after submitting their own dossier, written exams and an interview before the committee responsible for the exams. Maximum of 15 students may be admitted to the program each year. For the completion of their studies students must collect 90 ECTS. They must successfully attend six seminar courses, each of which corresponds to 10 ECTS. These are spread into two semesters and are followed by the writing of the MA thesis in the last semester. The MA thesis corresponds to 30 ECTS. The PSP provides a research-oriented environment which aims its students to develop skills and competences in transcultural critical studies that are relevant to the examined literary periods and fields of anglophone literature.

The PSP, together with the Department of English Language and Literature and the School of Philosophy, provides a quality environment for teaching and conducting research, which has improved significantly in recent years (Lab, the Library of the School of Philosophy, seminar rooms, etc.). Moreover, the Kapodistrian University of Athens offers its students a wide range of services and facilities (Career Office, Center of Foreign Languages, University Club,

Counselling Center for Students, Sports facilities etc.).

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP "English Studies: Literature and Culture" follows the Policy for Quality Assurance with regard to teaching and research as introduced and established by the NKUA. The EEAP had access to the Quality Assurance Policy document of the Department of Philology of NKUA for the development and improvement of PSP (see appendix A2) as well as Quality Goal Setting for the PSP "English Studies: Literature and Culture" (see appendix A3). The academic Unit has established a Quality Assurance Policy, appropriate for the PSP. Specific measurable, achievable, relevant and timely quality goals regarding the PSP are planned through regulations.

The courses of the PSP "English Studies: Literature and Culture" correspond to the second level of higher education and ensure the achievement of the competencies defined by the program. The topics and issues distributed in the courses are focused on training students in the fields of comparative and critical analysis of Anglophone literature as well as the study of contemporary culture with a strong emphasis on recent developments in critical, literary, and cultural theory. The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

II. Analysis

PSP requirements of admission and entrance examinations are demanding and merit based. Student selection criteria for admission are transparent and are clearly described in the regulations. There are no tuition fees. For the viability and sustainability of the PSP financial resources are provided by the University.

The qualifications of the teaching staff are excellent. The dedication and passion of the teaching staff is impressive. The students outlined the teaching staff's accessibility and collaboration, constant individual consultations, and the appropriate teaching and learning environment. The PSP involves students in the evaluation of the teaching staff and in assessing the latter's performance on a semester basis. Remarkable and outstanding is the high appreciation and participation of social partners from a wide range of partner universities all over the world in the process of implementation, formation and review of PSP.

The EEAP confirmed during the interviews that students very rarely participate in the international mobility program Erasmus+ , but participate in the mobility programs of CIVIS. The majority of students have participated in workshops / conferences and training offered by the University or its partners. Highly impressive is the career path of former students of PSP, where the majority of graduates pursue PhD studies in Greece or in major European and US universities.

The employers and social partners confirmed high demand for the graduate's qualifications in the labour market. As revealed from the interviews the

employers and social partners participate actively in the program improvement through mutual projects, conferences, talks, etc.

Elective courses are not usually available for the students, the PSP program consists of only compulsory courses and diploma thesis. However, The PSP offers three thematic areas of specialisation, one of which is activated every two years. Notably, in the last semester Students were offered an opportunity to choose the course offered by CVIS program as an elective course. In order to explore new areas of interest and development across the area of specialisation, students should further have an opportunity of elective courses in the PSP.

III. Conclusions

The PSP fully complies with the needs and the aims of a modern specialised postgraduate study program in English Studies: Literature and Culture. The internationalisation of the PSP is well developed, but further increase of international mobility of the students would be an asset. The Academic Unit has established an appropriate Quality Assurance Policy that includes a commitment to continuous improvement.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

n/a

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, 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 (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

For the current accreditation exercise, the panel reviewed a substantial array of documentation and further informed its decisions through meetings with staff, students, graduates and other stakeholders.

The PSP "English Studies: Literature and Culture" of the National and Kapodistrian University of Athens is designed in accordance with the specific requirements and design principles of the Institution taking into account the strategic priorities of both the Department of English language and Philology and the Institution as a whole.

The programme aims to provide high quality postgraduate education in the field of Anglophone literature, criticism and civilization.

The learning outcomes as detailed in the accreditation documentation and as the EEAP has been able to further discover through discussions during the accreditation meetings, are wide ranging and cover the field by providing training in both the content of the programme and research methodology in general. The programme achieves this training also through the judicious use of external partners/guest lecturers and the close and demonstrable interweaving of teaching and research shown by the number of students participating in international conferences, publishing, but also in organising events.

The students are actively involved in shaping the PSP through both formal channels such as evaluation questionnaires and the channels for dealing with complaints but also, and perhaps more importantly through informal one-to-one discussions with the staff and those responsible for the general design of the programmes.

The general Quality Assurance processes of the University are also robust and transparent ensuring close adherence to the relevant standards.

II. Analysis

From the findings above, the documentation, as well as the discussions with staff, students and stakeholders it is clear that the programme represents a coherent academic offering taught by a tightly knit community of scholars to a small but

highly motivated and enthusiastic student population. The structure of the program is clearly articulated and there are clear regulations for periodic revisions of the curriculum, which involves consultations from stakeholders and external experts.

The degree of achievement of the aims, measured by the EEAP both in terms of rates of graduation but also, and perhaps more importantly, by the expression of satisfaction on the part of current students and graduates, is amongst the highest that the EEAP is familiar with. However, during the interviews, students and alumni articulated that extending the programme by one semester would benefit the PSP students by giving them more preparation time.

The opportunities for work and research offered in connection with the program are both wide ranging in their nature and significant in their quantity.

III. Conclusions

In conclusion, the Programme is very well designed, judiciously utilises the opportunities deftly avoids pitfalls and meets challenges with creativity and dedication. It is clear that the programme provides an extremely valuable educational experience to its students.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Consider extending the programme by one semester

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The course lasts for three semesters – the first two consist of taught elements and the third is dedicated to a dissertation. Entry to the course is by satisfying certain criteria, as well as undertaking written and oral examinations.

The course content is taught in a variety of ways, and this approach focuses on a dynamic learning environment. The inclusion of varying skills to meet the Learning Objectives of the program is key to this. Assessment strategies include exams, assignments and the dissertation. This varied approach showcases the program's dedication to ensuring that all students will have a fair chance – some perform better with certain assessment types.

Separately from this, the institution uses various methods to ensure a positive learning environment for students. These include student evaluation systems. For evaluation, standardised questionnaires assess the Program Management System (PMS). Student support includes a defined procedure for handling complaints and clearly outlined roles and responsibilities for academic advisors, who assist with course selection, time management, research, and academic difficulties. There is a comprehensive complaints guide (in Greek) available on the website. Student feedback is taken into account both in adjusting deadlines and also in introducing flexibility when more emphasis needs to be placed on certain topics and less in others. The decision on dissertation topics is also thoroughly discussed and students receive constant feedback, suggestions and guidance from their lecturers.

Through these evaluation and support systems, the institution gathers feedback to improve the program and teaching, while also providing guidance and addressing student concerns. This comprehensive approach aims to create a positive learning experience that promotes academic success.

II. Analysis

The program's emphasis on an interdisciplinary approach is clear through the use of diverse texts from various perspectives which encourage not only critical thinking, but also independent learning. This is key to ensuring that the work remains student-centred whilst encouraging the development of skills useful for professional development as well.

The curriculum is designed to interweave critical and theoretical approaches, and this aids the students in developing their analytical skills. The faculty are involved in not only the pedagogical side of things, but also in the pastoral care of students. There is a focus on academic mentorship, and this suggests a commitment to personalised learning and a willingness to empower students to be independent thinkers. This focus on both assessment and student well-being suggests a commitment to helping students succeed through a student-centred approach. During meetings with the students they pointed out that the 3-hour

sessions are a bit longer than what is recommended by pedagogical standards. Finally, the font used for the guide is not suitable for students with dyslexia or other processing difficulties.

III. Conclusions

The program fosters a learner-focused academic environment, empowers students, promotes active participation, and supports their journey towards academic and professional success.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Ensure that the study guide adheres to the accessibility guidelines (for disabled readers).
- Consider breaking up the 3-hour long teaching sessions to two or three shorter sessions.

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

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

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

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

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

A comprehensive set of regulations are established in relation to admission, progression, assessment and certification of the PSP. The requirements for enrolling in the PSP “English Studies: Literature and Culture” are merit based and competitive.

Students of this PSP are supported in taking full advantage of all available services through consultations with professors and advisors, who provide guidance on academic and personal matters. NKUA also allows students to request suspensions of studies for significant reasons, such as health issues, upon submission of appropriate documentation to the department's assembly. Student progression is closely monitored through regular discussions between instructors and the Program Committee, where any issues or challenges are identified and

addressed promptly. As EEAP witnessed from student interviews, this monitoring ensures that students receive timely support to overcome any academic difficulties. Moreover, student mobility is actively encouraged since the PSP includes participation in international conferences and symposia or publications in journals.

The European Credit Transfer and Accumulation System (ECTS) is applied across the curriculum, ensuring that credits are standardised and transferable within the European Higher Education Area. This facilitates student mobility and the recognition of academic achievements across institutions. There is also a Student Guide available for the PSP, which provides detailed information on program requirements, resources, and support services. The implementation of the PSP thesis is governed by a defined set of quality requirements. These must adhere to the university's guidelines and be deposited in the digital repository "Pergamos." A Student Handbook is also available, and the thesis submission process is regulated.

The Code of Research Ethics is in place, ensuring that all research conducted within the program adheres to high ethical standards. The Diploma Supplement is issued in both Greek and English, providing graduates with a clear and recognized certification of their academic achievements.

II. Analysis

NKUA's support system for postgraduate students is comprehensive and multifaceted. Regular consultations with professors and advisors ensure that students receive the guidance they need to take full advantage of available services. The option to request suspensions of studies for significant reasons reflects the institution's flexibility and commitment to student well-being. Monitoring student progression through regular discussions between instructors and the Program Committee allows for early identification and resolution of academic issues. This proactive approach helps maintain high academic standards and supports students in achieving their educational goals. Encouraging student mobility through participation in international academic events enriches the learning experience by exposing students to diverse perspectives and networking opportunities while, as stated by the students in the meetings with EEAP, they are helped to get funding.

Moreover, the application of ECTS across the curriculum standardises the educational experience and facilitates credit transfer, supporting student mobility within Europe. The availability of a Student Guide for the PSP provides essential information, helping students navigate their academic journey. The defined quality requirements for the PSP thesis, including the need to deposit theses in the digital repository, ensure that academic standards are maintained. The Student Handbook provides adequate guidance for the clear regulation of the thesis process. The presence of the Code of Research Ethics underscores the

institution's commitment to maintaining high ethical standards in research. The issuance of the Diploma Supplement in both Greek and English demonstrates the institution's commitment to transparency and facilitating global recognition of its graduates' qualifications.

However, the absence of Practicum in this PSP restrains its students from realising their acquired knowledge in a realistic environment, such as participation in artistic or/and cultural events and institutions, editorial work, etc.

III. Conclusions

NKUA provides support for postgraduate students, ensuring they can fully benefit from available services. The systematic monitoring of student progression, encouragement of mobility, and application of ECTS contribute to a coherent and internationally compatible academic framework. The availability of a Student Guide and adherence to quality requirements for the PSP thesis provide clear guidance and support for students. The presence of a Code of Research Ethics and the automatic issuance of the Diploma Supplement in multiple languages reflect the institution's commitment to high ethical standards and global recognition of academic achievements. Overall, NKUA's efforts ensure that postgraduate students are well-equipped to succeed academically and professionally.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Consider the possibility of introducing an optional practical training for students.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP is wholly staffed by full time academic staff from the Department of English Language and Literature. At the time of the accreditation exercise there were 12 members of staff.

Selection of staff that teaches on the PSP is done through a fair and transparent process on the basis of the specific course that each of the members of staff has proposed for the year. The coordinating committee of the PSP submits a proposal to the Department which is then discussed at a general Departmental meeting.

All staff are highly qualified, they hold PhDs from prestigious Universities and have spent time as Visiting Professors/Scholars at several institutions outside Greece.

The Department and the Institution support staff by providing research leave and the possibility to attend conferences and seminars abroad as well as administrative support for the production of research funding proposals, several of which have been successful.

The average teaching workload is 25 hours per week (including preparation, contact, marking and advising students).

The performance of the staff both in teaching and research is at a very high level.

II. Analysis

The staffing levels for the PSP are adequate for the number of students admitted in the programme. Having said that it seems that an average of 25 hours per week devoted to teaching out of a 38 hour week seems somewhat excessive. In order to remain as productive as the staff actually is and do advising of students in the detail that it is done they have to work significantly beyond the normal hours.

Having discussed with staff, with students and with various academics from across the world during the accreditation exercise it became abundantly clear that staff in the PSP are at the top of their game and internationally recognised.

III. Conclusions

In conclusion, staff in the PSP are extremely well qualified for the programme and the results show it.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Consider ways to reduce workload related solely to teaching in order to ensure enough time for other activities

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

NKUA provides comprehensive facilities to the PSP. These include access to classrooms, computer laboratories, IT infrastructure, and digital libraries. Specifically, the PSP utilises two main teaching rooms equipped with modern audiovisual and computational equipment, as well as a computer lab. Additionally, students have access to the library of the Faculty of Philosophy, which offers various services such as access to electronic databases, OPAC catalogue, institutional repository Pergamos, unified search, book lending, and

electronic journal publishing. Support services for PSP students include a range of facilities such as the University Gymnasium and Swimming Pool, which offer various sports programs and are accessible to the students. There are also digital services available, such as email provision, Wi-Fi connectivity, VPN access, open academic courses, and the ability to attend live lectures online. Moreover, study on the PSP is tuition free for students.

II. Analysis

NKUA ensures an appropriate teaching and learning environment by providing well-equipped classrooms and specialised computer laboratories. The modern facilities, including interactive whiteboards and network connections, support a conducive learning atmosphere for PSP students. The availability of digital resources through the library enhances academic research capabilities, offering access to a wide range of electronic sources and support services. Additionally, the comprehensive digital services ensure that students remain connected and have access to essential online resources and administrative functions. Awareness and accessibility of these services are ensured through systematic communication. Students are informed about available services via the program's website and announcements posted at the PSP Secretariat or departmental noticeboards. This proactive approach guarantees that students are well-informed and can easily access the support they need. Additionally, the administrative staff is described as competent and sufficient to maintain smooth operations, ensuring that both the academic and extracurricular needs of students are met. During the interview with the alumni the EEAP noticed that the alumni do not have information about the existence of the alumni network, but welcome further cooperation with the faculty and students of the PSP. Creation of the special alumni network for this PSP would be an asset to the PSP and could further support its advancement.

III. Conclusions

NKUA effectively provides the necessary facilities to the PSP, ensuring a robust teaching and learning environment through well-equipped classrooms, specialised laboratories, and extensive library resources. The support services available are adequate and cater to a wide range of student needs, from physical wellbeing to academic and career support. Students are well-informed about these services, which are functional and easily accessible. The administrative staff is sufficient to maintain smooth operations, ensuring that both the academic and extracurricular needs of students are met. The ongoing evaluation and improvement of facilities and services underscore the commitment to maintaining high standards and addressing any deficiencies promptly. This comprehensive infrastructure and support system significantly contribute to the overall effectiveness and quality of the PSP.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Create an alumni network

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

NKUA has established comprehensive procedures for collecting data on various aspects of its operations, including the student body, teaching methods, student progression, employability, and career paths of graduates. These procedures are systematically implemented through an integrated Information Management System, UniTron, which manages and monitors student data, teaching staff, course organisation, and service provision. Regular student satisfaction surveys are conducted to gather feedback on the program's effectiveness and areas for improvement. The collected data is analysed and used to produce internal evaluation reports, which are then published on the program's website.

Furthermore, NKUA also gathers data related to the availability and accessibility of resources, such as equipment, social services, and IT facilities.

II. Analysis

The information systems employed by NKUA, such as UniTron, ensure a structured approach to data collection and management. This system includes several subsystems for student data management, internet-based studentservices, faculty services, textbook management, statistical data management, and student welfare services, including catering, accommodation, and healthcare. These tools facilitate regular and systematic monitoring and recording of all aspects of the program's activities, allowing for consistent quality assurance. The data collection processes adhere to established quality assurance standards set by relevant authorities and are overseen by the Program Coordination Committee and the Quality Assurance Unit (MODIP).

Student satisfaction surveys are systematically conducted including both closed and open-ended questions as stated by the students during their meeting with the EEAP panel, and the findings are analysed and communicated to drive improvements. The results are reviewed by the Program Coordination Committee, which uses the feedback to enhance the program's quality and address any identified issues. NKUA evaluates the availability and accessibility of resources, ensuring that students have the necessary support for their studies. Data related to these resources are presented in graphs within internal evaluation reports, demonstrating trends and allowing for direct interpretation and comparisons. These reports are accessible to all stakeholders, fostering transparency and enabling feedback.

III. Conclusions

NKUA has implemented procedures for data collection and analysis, ensuring comprehensive coverage of essential aspects such as student demographics, teaching methodologies, academic progression, and graduate employability. The utilisation of advanced information systems like UniTron supports efficient data management and enhances the overall quality of the academic program. Regular student satisfaction surveys are systematically conducted, and the findings are effectively analysed and communicated to drive improvements. The availability of detailed and well-presented data in the form of internal evaluation reports ensures that trends can be easily interpreted and compared, thereby supporting the continuous enhancement of the program's quality and operations. This comprehensive infrastructure and support system significantly contribute to the overall effectiveness and quality of the PSP.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

n/a

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

There is a dedicated segment in the Department's website regarding the PSP "English Studies: Literature and Culture". For the promotion of the PSP, a special bilingual website was created. The information is offered in Greek and English languages, with proportionally more information in Greek Language.

II. Analysis

The key information regarding the academic unit and the PSP is available online through the webpage of the PSP of the Department of English Language and Literature. Clear, accurate, up-to-date and readily accessible information is published about the selection criteria, intended learning outcomes, qualification awarded, teaching, learning and assessment procedures, etc. However the information provided on the website could be enriched Further. The PSP regularly organises conferences and talks for the students. Students, stakeholders, and the community in general are informed about these activities through the emails.

III. Conclusions

In terms of content, the PSP's new bilingual website seems to be up to date, clear and easily accessible.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

n/a

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

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

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

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP "English Studies: Literature and Culture" prioritises academic excellence through a well-established QA framework. Since its start, the program has adhered to the guidelines set forth by the University's QA System, titled "Internal Evaluation". This comprehensive evaluation process is conducted on a regular basis and encompasses a thorough assessment of various aspects of the program. These aspects include teaching activities, academic procedures, and the program's curriculum. This is done to ensure its alignment with current research and best practices in the field of translation. On the website, this can be seen in the

internal evaluation carried out by students and staff for the period 2021-23.

II. Analysis

Student surveys capture their experiences with the program's content, workload, and structure. QA review from the internal panel indicates a positive response to student feedback; changes were implemented and shown to have been done so in response to comments.

III. Conclusions

The right steps are being taken by the program's academic and administrative staff to ensure that it is a well-rounded and satisfactory program. However, some elements of internal review are not as visible as others. This is not detrimental to the understanding of the functionality of the program but would be a positive addition towards transparency and to showcase a willingness to engage in all QA processes.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

- Make other interested parties'/stakeholders' opinions clearer and more visible. Currently only student and staff feedback is present, none from alumni and other stakeholders.

- Consider adding previous internal evaluations on the website

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

To date, there has been no external evaluation of the department, but, as mentioned in previous sections, there has been a recent internal evaluation. Following the internal evaluation report, steps have been taken by the department to create an action plan in order to meet the targets set.

II. Analysis

As this is the first external evaluation no analysis can be carried out at this stage. Staff are fully aware of the importance of the external evaluation process and clearly stated that they are keen to receive it and take it on board. Also, students and stakeholders seemed keen to be involved and facilitate the evaluation process. Everyone engaged fully with the process.

III. Conclusions

It remains to be seen how the department will respond to this external evaluation, as this is the very first one.

Panel Judgement

Please tick one of the following:

Principle 10: Regular external evaluation of postgraduate study programmes

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

n/a

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

The EEAP has found that the PSP is extremely well organised and run. Both students and staff are part of a community that works for the benefit of all. Particular features of good practice include:

- The excellent network of international scholars and their close involvement with the programme
- The events that are organised by staff and students
- The training provided in gaining research funding
- The very deep connection between teaching and research
- The majority of graduates continue their studies on the PhD level
- There are no tuition fees for the programme
- The teaching staff is highly experienced in its respective areas of expertise

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

No areas of significant weakness have been identified. The EEAP would, however, like to note:

- Staff workload appears to be significantly high. In order to ensure the future sustainability of the programme this should be addressed.
- The absence of a Practicum limits the students' potential to demonstrate the

application of the acquired knowledge in a realistic environment.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Ensure that the study guide adheres to the accessibility guidelines (for disabled readers).
- Consider extending the programme by one semester
- Consider breaking up the 3-hour long teaching sessions to two or three shorter sessions.
- Consider the possibility of introducing an optional practical training for students.
- Make other interested parties'/stakeholders' opinions clearer and more visible
- Consider ways to reduce workload related solely to teaching in order to ensure enough time for other activities.
- Consider adding previous internal evaluations on the website.
- Create an alumni network.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,2,3,4,5,6,7,8,9,10

The Principles where substantial compliance has been achieved are:

none

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
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