Accreditation Report
for the New Undergraduate Study Programme in Operation of:

Language and Intercultural Studies

Institution: University of Thessaly
Date: 15 July 2023

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Language and Intercultural Studies** of the **University of Thessaly** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Language and Intercultural Studies** of the **University of Thessaly** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Margaritis Fourakis (Chair)**
   University of Maryland, Maryland, USA

2. **Professor Timothy Duff**
   University of Reading, UK

3. **Ms. Panayota Foteinopoulou**
   Student, University of Patras, Greece

4 **Dr. Eleni Markou**
   University College London, UK

5 **Dr. Caterina Papatheu**
   University of Catania, Italy

II.   Review Procedure and Documentation

The External Evaluation and Accreditation Panel (henceforth EEAP) was provided with the following documents about two weeks before the online meetings with the Department of Language and Intercultural Studies (henceforth LIS):

The LIS Accreditation proposal, supporting documents for each Principle, the latest MODIP report on LIS (March 2022), the Study Guide, the Student Questionnaire on teaching evaluation, several documents regarding faculty member background and research productivity, and several HAHE documents regarding the procedure. In addition, LIS supplied the EEAP with the PowerPoint presentation used by the chair and the staff.

The EEAP started its online visit in the morning of July 10, meeting in private to assign tasks and organise in general. The first meeting with representatives of the University and the Department followed the private meeting. Professor Ioannis Anagnostopoulos, Vice-Rector of Academic and Administrative Affairs and Dr. Eirini Sifaki, Head of the Department, joined the EEAP. Professor Anagnostopoulos welcomed the members of the panel and Dr. Sifaki used a PowerPoint presentation to introduce the department in general terms. Following this meeting, the EEAP was joined by members of the MODIP and Department's OMEA, including Professor Nikolaos Tsiropoulos and Professor Nikolaos Papadopoulos of MODIP, and Dr. Spyridon Kiosses, head of OMEA, as well as other members of the OMEA: Dr. Elena Anastasaki, Dr. Roula Kitsiou, and Ms Katerina Sfyraki, student representative on the OMEA. Also present were Ms Eleni Tsironi, the MODIP Coordinator, and members of the MODIP administrative staff: Ms Panagiota Zoumpopoulou and Mr Tassos Zacharis. At this meeting the EEAP was given a detailed presentation of LIS's strategic goals, academic profile, quality assurance policies, Study Programme structure, teaching staff etc. Members of the EEAP asked questions regarding these topics which were satisfactorily answered. The PowerPoint presentation included references to the relevant documents for each Principle, a very interesting and helpful (for the EEAP) addition.

On Tuesday, July 11, the EEAP first met with members of the teaching staff. After introductions, the EEAP and the members of staff discussed topics related to teaching methodologies, connections between teaching and research, financial issues, mobility, workload, career development, research opportunities and possible areas of improvement. Following this meeting, the EEAP met with current 3rd and 4th year students and discussed with them their overall satisfaction with the programme, the relations with faculty members and administrative staff, and issues of curriculum, requirements, etc. All but one of the 11 students present had selected LIS as their first choice. They all expressed great satisfaction with their educational experiences.

After this meeting, the EEAP met with members of the support staff. This meeting included presentations on the infrastructure, the technical support, and details of teaching and support facilities. The next meeting of this day was with external stakeholders, prospective employers and social partners: all eight persons had previously hosted LIS students for their practicum / internship and all stated that the students had been very well prepared. They all also pointed out that the country needed persons trained in and able to deal with intercultural issues. The final meeting of the day was with members of MODIP and OMEA and several clarification

questions were asked and answered. The meeting was then joined by Prof. Ioannis Anagnostopoulos, Vice-Rector of Academic and Administrative Affairs and Dr. Eirini Sifaki, Head of the Department. The AP expressed its overall satisfaction with the visit and conferences and its overall extremely positive impression that LIS made on the panel.

III. New Undergraduate Study Programme in operation Profile

The Department of Language and Intercultural Studies was established by law in January 2019 and admitted its first students in October 2019. Initially the department was staffed by academic personnel on temporary contracts, but, as of the fall of 2022 the regularly appointed academic staff of LIS had increased to 8 members. Currently, there are three associate professors, five assistant professors, and 15 auxiliary teaching members, under various types of contract.

The LIS in its first four years of operation has admitted about 100 students a year and the first group is set to graduate in the summer of 2023. The curriculum requires the completion of about 40 courses (with 240 ECTS equivalence). All courses taken in the first two years are compulsory and cover a wide variety of topics. In the last two years students are required to select from two different orientations: either Literary Studies or Applied Language and Intercultural Communication. All students are required to complete a practicum / internship and given the option of completing a thesis. In addition, all students are required to take five semesters of either one or two foreign languages offered by the department.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be place upon:

a. The academic profile and the mission of the academic unit
The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development
The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).
- **Learning process:** Documentation must be provided as to how the student-Centre ed approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).
- **Learning outcomes:** Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.

f. The number of admitted students

- The proposed number of admitted students over a five-year period should be specified.
- Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.

g. Postgraduate studies and research

- It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.
- In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

a. Academic profile and mission

The Department of LIS at the University of Thessaly is the only department in Greece which focuses on the interrelationship between language and culture. It was established by law in January of 2019. It aims to provide students with training and knowledge that will enable them to address issues that were traditionally compartmentalised through a curriculum which uses an interdisciplinary approach. A careful examination of the content and structure of the current curriculum reveals that this is accomplished through a set of foundational courses (first two years of study), required knowledge of either one or two foreign languages from a choice of four (Arabic, Chinese, Japanese, Spanish), and specialisation in the last two years with a choice between either Literary Studies or Applied Language and Intercultural Communication. It satisfies UNESCO classification requirements under ISCE 02 (Arts and Humanities), ISCE 023 (Languages), ISCE 0288 (Interdisciplinary programmes), ISCE 0232 (Literature and Linguistics), and ISCE 0231 (Language Acquisition).

b. Strategy for development

In the four years since its inception LIS has added 8 regular members of teaching staff, all with PhDs, at the levels of assistant and associate professor, and will have one more assistant professor by the fall of 2023. It has developed a curriculum that will produce graduates with knowledge and skills desired by a range of prospective employers. This was made abundantly clear to the EEAP by all external stakeholders interviewed during the visit. Greece is fast becoming more culturally diverse and the need for graduates of a department such as LIS will only increase.

c. Feasibility

The Department is unique in Greece in providing students an education in a field rapidly expanding worldwide. It has already created collaborations with several departments at the University of Thessaly. The department plans to allow its students to obtain the professional Certificate of Competence in teaching. It does not yet have a Masters programme, but has developed a doctoral programme. LIS aims at expanding its course offerings to subjects such as translation/interpretation, intercultural psychology, etc. (see the four-year business plan, B5).

d. Sustainability

LIS is currently housed in a building owned by the University and there are plans to move to a new building sometime in the next two years. There are ten offices for professional staff, a properly equipped meeting room, offices for the administrative staff, space for the Linguistics

Laboratory, two rooms with computers for use by students, and several classrooms that can hold between 25 (COVID-19 distanced) and 40 students (in normal conditions).

There are currently three associate professors, five assistant professors, and one more assistant professor will be added by the fall of 2023. In addition there is one PhD level teaching position (EEP), one teaching position (EDIP), and several collaborating teaching staff. The LIS is supported by three members of administrative staff. Several temporary teaching staff are employed every year under Law 407 or the ESPA programme.

Research efforts by LIS staff have been supported by European organisations (13 programmes). Support has also been provided by National (6) and University (6) programmes. LIS is actively pursuing all available sources of funding.

LIS provides each incoming student with an academic advisor, a member of the regular teaching staff, who stays with the student all four years and guides them through their academic career at the department. The University has instituted a programme (ΠΡΟΣΒΑΣΗ) that aims at providing services to persons with special needs. The University also provides psychological counselling, a very small amount of housing for incoming students (it will increase with the construction of a new dormitory), food services, and a main library. There is also a well-defined process for handling complaints by students.

e. Structure of the curriculum

The Programme of Studies is structured and organised around the principle of foundational courses (first two years) and targeted courses, depending on the choice made by the student to specialise in either Literary Studies or Applied Language and Intercultural Communication. A total of around 40 courses is required, amounting to 240 ECTS units. A practicum / internship is required of all students, while there is also an option for a thesis. The organisation of the studies, the learning processes, objectives, learning outcomes, and evaluation procedures are described in detail in the documentation provided.

f. Number of admitted students

In each of the four years of operation, since its founding, LIS has asked for and admitted *c.* 100 students. The results, after four years, in a high staff to student ratio, of *c*. 40 to 1, when counting only the 10 regularly appointed staff, and *c*. 15 to 1 when counting also counting contract staff. The former figure is the more revealing. As a result of this high ratio, regular staff each have a very large number of students for whom they act as Academic Advisor.

g. Postgraduate Studies and Research

LIS has established several research collaborations with Departments at the University of Thessaly, and other universities in Greece. Publications of staff seem impressive. LIS does not yet have a Masters programme, but it has established a doctoral programme with a current enrolment of four students.

II.   Analysis

The new LIS programme at the University of Thessaly has established a solid curriculum with courses covering both foundational issues and advanced topics. The curriculum is equivalent to 240 ECTS. In the four years since its inception the department has done an admirable job of expansion, establishing connections with outside stakeholders, and placing its students in appropriate positions to do their practicum / internship work. Opportunities for professional development of the regularly appointed staff through educational and sabbatical leaves exist in theory, though their relatively small numbers make this difficult practically.

III.   Conclusions

The department is fully compliant on all subsections of Principle 1.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

That the number of teaching staff on permanent contracts be increased.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation
- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I.   Findings

LIS has formed an internal evaluation team (OMEA) which works in collaboration with the institutional Quality Assurance Unit (MODIP) and collects data that are discussed at department meetings. The OMEA also includes a student representative. The data collected and analysed pertain to the research outputs of staff, student evaluations of teaching and course content, etc. The EEAP was impressed by the flowchart detailing how student complaints are handled. The student questionnaire has a fairly low response rate. LIS also asks the external stakeholders who host their students' practicum / internship experience to submit evaluations of the students' performance and preparation. The data collected by the OMEA and MODIP is presented to the general assembly of the Department, which is responsible for course development and monitoring of students' performance.

II.   Analysis

LIS has established an internal evaluation system and collaborates with the Institutional MODIP to monitor all aspects of the programme. The inclusion of a student representative in the OMEA team with full rights and responsibilities is a very welcome point.

III.   Conclusions

LIS is fully compliant with Principle 2.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new 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.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity 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 European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The new LIS programme was established by law in January 2019 and admitted its first students in the fall of 2019. The Programme of Studies includes 40 courses spread out over four years. The first two years are devoted to foundational courses required of all students, while in the last two years the students select one of two specialisations as mentioned above. All students are required to take five courses in either one or two foreign languages and to complete an externally placed practicum / internship. The curriculum requires 240 ECTS.

The number of regularly appointed staff members has been increasing steadily and will continue to do so by fall 2023.

The student guide is extensive and covers all aspects of student life. Several sections of interest to prospective Erasmus students from abroad are not translated to English, e.g. the section on the handling of complaints.

There are established channels of communication between the external stakeholders and LIS. The stakeholders emphasised to the Panel the importance of the training LIS provides and the need in the rapidly diversifying Greek society of persons trained by LIS.

II. Analysis

Overall, LIS has done a very good job establishing itself. The Programme of Studies is up to date and designed to provide excellent preparation for the job market.

III. Conclusions

LIS is fully compliant with this principle.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new 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.

> *In the implementation of student-Centre ed learning and teaching, the academic unit:*
>
> ✓ *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 application of 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*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I.   Findings

The duration of studies is four years. Each academic year comprises two semesters: one winter semester and one spring semester. The modules are organised and allocated on the basis of a total of 8 semesters. The completion of studies through the acquisition of the Department's degree requires at least 240 ECTS to have been accumulated by students.

The Department gives students the opportunity to follow different learning paths according to their needs and interests. In particular, up to the third semester the courses of all students are common. (The number of common courses is 24.) In the fourth semester, the Department gives to students an option between two specialisations in distinct, though related, scientific areas: Applied Languages and Intercultural Communication (ALIC) and Literary Studies (LS). ALIC focuses on the use of languages and their social impact, as well as on communication in intercultural contexts. More specifically, students approach languages as bridges facilitating intercultural communication. They study the use and teaching of language – as first, second, or foreign language – from a set of four natural languages that the Department offers (Arabic, Japanese, Spanish, Chinese). LS focuses on the study of literature and the arts from an intercultural, interdisciplinary, and comparative perspective. In this framework, the literary

field is approached as a dynamic space of encounter among civilisations and traditions – a space of interaction, negotiation and exchange, whereby new identities are formed and developed.

The Programme of Studies also includes a compulsory practicum / internship and an optional thesis. The practicum is implemented during the eighth semester and corresponds to 30 ECTS; the thesis can be written from the seventh semester of studies onwards, provided that the student has successfully completed courses with a total weight of 120 ECTS. It is a research-based presentation of a topic of study and corresponds to 10 ECTS.

There is a great variety of pedagogical methods. On the one hand, different pedagogical approaches are applied, like critical approaches to theory, exchange of arguments and active respect for the diversity and individuality of students. On the other hand, a range of learning practices are promoted, through lectures, activities, group discussion, homework assignment, reading groups as well as full integration of e-learning methods and learning practices. The electronic e-class platform is used to keep students informed and to assist collaboration of students and teaching staff. Students are entitled to use the facilities of the broader University of Thessaly, such as the library.

Particularly important in promoting the educational process and assisting students in relation to potential academic problems is the institution of the academic advisor. Also, in the context of the student-centred educational process, a complaints management committee has been established.

There is also the possibility for students to participate through their representatives in the official assemblies of the Department, thus contributing to the development of the curriculum. Also, students are asked in a special questionnaire about any changes they wish to make to the Programme of Studies.

Special care has been taken by the University of Thessaly for vulnerable social groups, such as persons with disabilities. There is the Accessibility Centre for Students with Disabilities (ΠΡΟΣΒΑΣΗ). The University has also established a Gender Equality and Anti-Discrimination Committee.

The Department of Languages and Cultural Studies follows a system of course evaluation by students through an electronic digital questionnaire developed by the OMEA of the Department. Students can anonymously evaluate the lecturer and the course by completing the questionnaires on the relevant website. Questionnaires include questions about the course (objectives, organisation of the course, quality of textbooks, level of difficulty), teaching (organisation and mode of delivery, response to questions, punctuality and responsiveness), the student themselves (attendance and response to academic obligations) and the academic services.

II.   Analysis

The UGP is well student-centred and offers many optional modules that cater to a multitude of individual student interests. The UGP is structured in such a way as to ensure the smooth progression of students through the various stages of study.

The large variety of pedagogical methods fosters critical thinking and problem-solving skills. It also encourages cooperative practices and increases the responsibility and autonomy of students – features important in the labour market. In addition, it contributes to the promotion of mutual respect amongst students and between teaching staff and students.

The institution of the academic advisor contributes to the smooth conduct of academic life and the successful progression and graduation of students.

Continuous monitoring and assessment of the teaching practices, based on the procedure defined by the Quality Assurance Unit (MODIP), take place through, for example, student surveys for every UGP module in every semester, as already mentioned. The results of such surveys seem positive. But despite increased participation in the e-surveys, it is still fairly low (12,42% of the students during the academic year 2022-2023). The department is actively considering ways to increase student participation in this activity.

III.   Conclusions

The Department of Language and Intercultural Studies is fully compliant with Principle 4, as it fosters individualised student learning, academic and personal development, work experience and multi-faceted teaching methods.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Continue to encourage students to participate in the evaluations of teaching and in the development of the UGP.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*

✓ *student rights and obligations, and monitoring of student progression*

✓ *internship issues, granting of scholarships*

✓ *the procedures and terms for writing the thesis (diploma or degree)*

✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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).

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

Relevant documentation

▪ *Internal regulation for the operation of the new study programme*
▪ *Regulation of studies, internship, mobility and student assignments*
▪ *Printed Diploma Supplement*
Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I.   Findings

The Department has a set of regulations covering all aspects of the students' progression towards their degree. All the necessary information about courses, teaching and administrative staff, student mobility and student life in general is available on the website and in the Handbook of Studies (Οδηγός Σπουδών).

The ECTS system is applied across the UGP. For the acquisition of a degree from the Department, students must gain at least 240 ECTS-units. At the end of their studies, all students receive a Diploma Supplement in Greek and in English together with their diploma.

To facilitate a smooth transition from high school to higher education the Department organises at the beginning of each academic year a Welcome Day where new students are informed about the services offered by the University and about the organisation of the UGP.

Students of the Department of Language and Intercultural Studies have the opportunity to join the ERASMUS+ Programme and study at one of the 4 Universities with which the Department has signed an agreement in another participating country. All the information is accessible on the Department's website.

The practicum / internship (πρακτική άσκηση) is compulsory and can be completed during the eighth semester or thereafter and corresponds to 30 ECTS; it is ungraded. It is an effective method through which students can familiarise themselves with the subjects of their possible future employment and connect their learning with corresponding professional environments. Through their experience in real and varied working conditions for a period of two months, they have the opportunity to actively participate and understand experientially aspects of their professional fields; this will assist in their integration into the workplace immediately after the end of their studies.

The completion of a thesis is optional; it provides the students with experience of independent research, the opportunity to develop their skills in academic writing and to deal with the design and management of an intercultural project, to learn about methods and tools necessary for implementing and evaluating projects, and to claim funding for their project. Students are expected to design a comprehensive proposal for the implementation of an intercultural project for a cultural organisation or body of their choice, on issues of cultural democracy, intercultural dialogue, cultural cohesion and integration, etc. The thesis can be undertaken from the seventh semester of studies onwards, provided that the student has successfully completed courses with a total weight of 120 ECTS. It corresponds to 10 ECTS.

II.   Analysis

The Programme of Studies is designed to facilitate the smooth progression of students. For example, the participation of the students in seminars familiarises them with the concept of independent research, which prepares them to undertake their thesis. The Programme of Studies allows student mobility, though numbers of incoming and outgoing students are rather low.

III.   Conclusions

The department has clear procedures concerning student admission, progression, recognition and certification, which are based on the institution's regulations. This EEP wishes to underline that the Department takes great interest in properly monitoring the progress of its students.

It has also managed to generate a very positive work atmosphere and an excellent relationship with students.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Continue to encourage students to participate in mobility programmes.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I.   Findings

There is a transparent approach to recruitment, based on merit, in accordance with the procedures laid down by the Ministry. The Quality Assurance Policy highlights the set of eligibility criteria in place for the appointment of teaching staff, which include high-level qualifications and a research profile. Furthermore, the Department encourages the professional development of teaching staff. The workload of the teaching staff seems appropriate, allowing for engagement in research activities, and there is evidence of efficient strategies linking teaching with research.

Furthermore, the Department has defined a research strategy focusing on the specific scientific areas of Applied Languages and Intercultural Communication and Literary Studies, which focuses on the production of high-quality research, the outward-facing activities and the international visibility of the Department.

Despite the difficulties arising from a lack of funds, the staff of the Department appear highly motivated and to integrate teaching and research well; in addition to publications, they are active in seminars, and other types of scientific meetings which disseminate the results of their research work. Staff mobility is encouraged.

The OMEA (Internal Evaluation Committee) of the Department, in collaboration with MODIP (Evaluation Committee Unit), analyses on an annual basis data about student satisfaction and the publications and research production of staff. This information is recorded in an annual self-evaluation report and is discussed in the Departmental meeting, which decides on any improvement actions.

II. Analysis

Although their participation in the evaluation process is limited, student satisfaction with teaching staff is very high, as was confirmed by the meeting held with students and graduates during the EEAP's online site visit. Staff are appropriately qualified.

III. Conclusions

The Department is fully compliant with Principle 6.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Continue efforts to achieve greater student participation in the evaluation process.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their 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 resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department of Language and Intercultural Studies (LIS) at the University of Thessaly has the necessary facilities to ensure an appropriate teaching and learning environment. It also has an adequate range of support services for students.

The learning resources and student support services include classrooms, two lecture theatres, a video conference room, the Library & Information Centre, a cafeteria, computer hubs etc. Students are supported by multiple administrative services and social, psychological and other advisory services, such as those provided by the Accessibility Centre for Students with Disabilities (ΠΡΟΣΒΑΣΗ) and the Committee for Gender Equality. At Department level they are supported by Academic Advisors, and e.g. dissertation supervisors. Other support services include an IT Department, the Erasmus Office, Internship Office and Careers Office. There is also the University's asynchronous distance learning platform, eClass.

There are also research laboratories, workshops and projects (such as the "Project ACTinPRISON" which includes both training and on-site visits to the youth detention centre of Kassavetia), and collaboration with prestigious cultural institutions. There is an emphasis on developing close links between learning and research.

The Department has a presence on social media (Instagram, Facebook and WordPress) by which students and external stake-holders are informed about the Department's activities.

Physical Facilities

The Department is temporarily housed in the Deligiorgi building which covers a total area of 1,800 sq.m. in the centre of Volos, until the construction of the new building facilities in the Vamvakourgia area of Nea Ionia (Volos) is completed. Other University facilities are located elsewhere in the city, including the seafront, Areos Park, and Fytoko in Nea Ionia.

The accreditation panel had a virtual tour of the Department's physical facilities through a video presentation. The University Library contains more than 100,000 volumes and offers access to many databases, along with electronic access to videos, books, academic journals and optical disc data storage formats. Free wi-fi is widely available. In addition, facilities have been adapted for disabled students and visitors, including the provision of elevators.

Other Services

Other services include a Complaints Handling Committee, which takes all the necessary actions to investigate and resolve the case, a Counselling Centre which provides psychological support for students, and a Student Affairs Committee. Students with special needs are well supported through the Accessibility Centre for Students with Disabilities. Individualised Needs and Support Plans (ΕΠΑΥ) are sent to the teaching staff every semester including proposed adjustments to the ways in which students with special needs are assessed. Teaching staff, depending on the availability of human resources, the nature of the course and the needs of students with special needs, have the flexibility to choose the appropriate adaptation. There is a Student Advocate to mediate between students and the Academic and Administrative Services.

There is a clear procedure for complaints about harassment, bullying or discrimination based on gender, race or ethnic origin, religious or other beliefs, disability, age or gender orientation. The procedure is detailed on the department website.

The Career Office offers a range of services for the placement of graduates and doctoral candidates; students have the significant opportunity to join workshops, training sessions, or CV writing seminars. The International Relations and Erasmus Office assist students in undertaking mobility abroad. It is remarkable that the university also has a Physical Education Office. A wide range of recreational, artistic and educational activities is available for students across the University, including concerts, seminars, musical publications, festivals, cultural exchanges. For example, there is the theatre group Third Floor, and the University of Thessaly Musical Ensembles and the Paou music festival.

II.   Analysis

The available services appear to be effective and are well advertised to students through the University's website. The Study Guide offers precise information about curricula, learning resources, student support, and infrastructure and services.

Positive contributions are made by the Student Advocate, the Gender Equality and Anti-Discrimination Committee, and Alumni Office.

III.   Conclusions

The Department is fully compliant with Principle 7.

The Department has adequate learning resources and student support and students are effectively informed about the services available to them. The teaching, administrative and technical services are strengthened by committed staff, and there appears to be a constructive and collaborative professional relationship between staff, students, alumni and external stakeholders. Consideration is also given to overcoming any potential problems between staff and students, and for students with special needs.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units 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.

> *Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.*

Relevant documentation

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

Study Programme Compliance

I.   Findings

The Department collects information in accordance with the procedures recommended by the University's Quality Assurance Unit (MODIP), drawing on the University's information system E-Registrar (Ηλεκτρονική Γραμματεία), its online learning environment (eClass) and the centralised system for monitoring student satisfaction with their courses.

Data on each student's enrolment, progression, course choices and marks are kept centrally through the University's information system. Also collected centrally is information on key performance indicators relating to the profile of the student body, numbers of students enrolling, grades on entry, numbers of in-coming and out-going Erasmus students, details of the practicum / internship (πρακτική άσκηση), and of student performance, progression and completion rates. Access to this information is granted to designated members of administrative staff and is included in the annual report submitted to the National Information System for Quality Assurance in Higher Education (NISQA/ΟΠΕΣΠ), the latest edition of which was made available to the Accreditation Panel.

The Quality Assurance Unit also collects information including data relating to each course, departmental reports and the results of the questionnaires filled in by students each semester relating to each course they take. The results of these questionnaires are sent electronically to each member of teaching staff for the courses which they taught.

The information thus collected is used to inform the future strategic planning of the Department and the development of the Study Programme. The Department's Internal Evaluation Team (OMEA) is responsible for evaluating the data, and presents its findings and recommendations for change to a special meeting of the General Assembly held once a year exclusively for this task. Key performance data relating to the Study Programme is also exploited in the department's strategic planning, which includes measurable objectives.

Information relating to the Study Programme, timetabling and other activities of the Department is made available to students on the Department's website.

II. Analysis

The Department, in collaboration with the University's Quality Assurance Unit, has in place a robust system of data collection and management. All key performance indicators are monitored, and a complete report made to the National Information System for Quality Assurance in Higher Education. The Department has a clear system for the analysis of such data and for responding to trends that it reveals.

III. Conclusions

The Department is fully compliant as regards the collection, analysis and use of information for the organisation and operation of its new Undergraduate Study Programme.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Department website contains separate sections on the department, the study programme, the research carried out by staff members and their contact details, other information for students, and news. These are easy to find and clearly laid out and contain information both for current and prospective students as well as for stakeholders and the public.

The organisation of the Department is clearly outlined, and the departmental committees are described in detail as are the scientific subjects offered by the Department. It is also easy to find the CV of each member of the staff, their research interests as well as information on who leads each of the various research groups. Additionally, there is a description of the core courses, of the two separate specialist fields of study offered, and all optional courses.

Both a Greek and an English version of the Department website is available. The English version of the "for students" section focuses on Erasmus+ students and does not contain important information such as concerning the Academic Advisor (Ακαδημαϊκός Σύμβουλος) and other details contained in the Greek section (Φοιτητικά). There is no English version of the News of the Department, and the Regulations and Guides have not yet been translated into English. There is an easy-to-use search function both in English and Greek that facilitates finding more information that the students and other interested parties may need. The website appears well updated and the information it offers is current.

The department is also present on social media (Facebook and Instagram).

The website of the Accessibility Centre for Students with Disabilities (ΠΡΟΣΒΑΣΗ) provides information about support for students with special needs.

II. Analysis

The Department's website offers current information that can be understood by prospective and current students, stakeholders, and the public. The Greek section is complete and regularly updated, but the English section needs to be completed.

III. Conclusions

The department has fulfilled its obligations toward the provision of public information and therefore is considered fully compliant.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Translate the Regulations and Study Guide into English and offer more information in English in the for students' section of the website.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 the new 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: 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.

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

Study Programme Compliance

I. Findings

The Department follows the quality assurance system of the University of Thessaly. Its Internal Evaluation Team (OMEA), which is appointed annually and includes one student representative, works in conjunction with the University's Quality Assurance Unit. It is responsible for the continuous internal evaluation of the Department and its Study Programme and the production of the annual Internal Evaluation Report. The first such Internal Evaluation Report was produced for 2021-22, the first year in which the Department was staffed with regular members of teaching staff (as opposed to short-term contract staff).

From that date, the Internal Evaluation Team has been ensuring that key data relating to each course is collected, and that student views are elicited by means of questionnaires, filled in every semester and relating to each course. It meets regularly with the Study Programme Committee to identify ways in which the Study Programme or the experience of students might be improved. It also analyses this data, holds informal meetings with members of the teaching staff with a view to the continuous improvement of the courses in the Study Programme, and presents the findings once a year to the Department's General Assembly. Small alterations to practice are implemented immediately. Larger possible changes to the programme are at

present being held over until a full cycle of the Study Programme has been completed, at which point a number of revisions are planned to take place.

On the basis of the data collected and the discussions held, the Internal Evaluation Team also produces an annual Internal Evaluation Report, which is submitted to the University' Quality Assurance Unit. It is also the responsibility of the Internal Evaluation Team to work with the QAU and the HAHE in preparing for Accreditation of its new Study Programme and subsequent External Evaluations.

II.   Analysis

Although, given the newness of the Department and the very recent appointment of regular teaching staff, there has not been much time for it to bed in, the Department has a clear system for the continual monitoring, review and revision of the Study Programme, which draws on and follows the quality assurance system of the wider University. Relevant data is collected, and student views elicited; the content of the programme is kept under review, as is student workload, progression and completion. Once one full cycle of the programme has been completed, and the first students have graduated, the Department plans to implement a number of changes as a result of this process of internal review.

III.   Conclusions

The Department has a fully functioning system of internal review and a culture of continual improvement, and is fully compliant in this respect.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. 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 panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, 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 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.

Relevant documentation

▪ *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I.   Findings

To date, there has been no external evaluation of the department, but 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.

The last IQAS report precedes the establishment of the department so its findings are not relevant for this report.

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.

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

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

NOT APPLICABLE

PART C: CONCLUSIONS

I.   Features of Good Practice

- The curriculum is well structured.
- Staffing levels have increased through the first four years of operation.
- The excellent support offered to students.
- The excellent rapport with external stakeholders.

II.   Areas of Weakness

- Relatively low rate of participation of students in the evaluations of teaching.
- Relatively low rate of participation in mobility programmes.
- Heavy reliance on teaching staff on short-term contracts.

III.   Recommendations for Follow-up Actions

- That the number of teaching staff on permanent contracts be increased.
- Continue to encourage students to participate in the evaluations of teaching and in the development of the UGP.
- Continue to encourage students to participate in mobility programmes.
- Translate the Regulations and Study Guide into English and offer more information in English in the students' section of the website.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11.**

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**

1. **Professor Margaritis Fourakis (Chair)**
   University of Maryland, Maryland, USA

2. **Professor Timothy Duff**
   University of Reading, UK

3. **Ms. Panayota Foteinopoulou**
   Student, University of Patras, Greece

4 **Dr. Eleni Markou**
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5 **Dr. Caterina Papatheu**
   University of Catania, Italy