



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Linguistics

Department: Philology

Institution: National and Kapodistrian University of
Athens

Date: 28 October 2023



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Linguistics** 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 **Linguistics** 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. EFTHYMIADIS STEFANOS (Chair)

Studies in Hellenic Culture, Faculty of Humanities and Social Sciences, Open University of Cyprus

2. CHIKOVANI ANA

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

3. CHRISTIAS PANAGIOTIS

Department of French and European Studies, University of Cyprus

4. PSARROS NIKOLAOS

Universität Leipzig

5. BOUNTZA GEORGIA

MARIA Ionian University

II. Review Procedure and Documentation

EEAP was appointed by HAHE to evaluate two PSP offered by the Department of Philology, National and Kapodistrian University of Athens (EKPA). The accreditation support material of the PSP 'Linguistics' was made available to AP on Friday 13 October 2023. Although the material fulfils its purpose, its availability only in Greek might have caused problems if the composition of the EEAP was different.

Meetings of the EEAP with the colleagues representing the authorities of the EKPA and the two PSPs were held online in late afternoon and evening hours (Athens time) and were scheduled as follows:

Monday, 16 October 2023

18:00-19:00: AP members meeting (Zoom meeting)

19.00-20.00: Meeting with the Directors of the two PSP, the Head of the Department, MODIP, Steering Committees/OMEA members, EEAP, Directors of Postgraduate Programme & Head of the Department, MODIP members, Steering Committees/OMEA members, MODIP staff (Webex meeting)

- Professor Sophia Papaioannou, Vice Rector for Academic and Student Affairs / President of MODIP
- Head of the Department: Professor Theodora Antonopoulou
- Director of the PSP "Linguistics": Professor Dionysis Goutsos
- Director of the PSP "Korais": Professor Evripides Garantoudis
- MODIP members: Mr Konstantinos Bourletidis, Secretary of MODIP / Mr Theodoros Chajitheodorou,
- Steering Committee "Linguistics": Professor Amalia Moser and Professor Spyridoula Varlokosta
- Steering Committee "Korais": Professor Stephanos Kaklamanis / Associate Professor Lito Ioakimidou / Associate Professor Pegky Karpouzou / Associate Professor Tina Lentari
- OMEA members: Ms Athina Kontostavlaki / Ms Maria Nikolopoulou

20.00-20.45: an online tour in classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSP followed by a discussion with EEAP, administrative staff members & teaching staff members of both PSP. These members were the following:

Ms Panagiota Bointa, Secretary (Administrative staff member Linguistics and Korais)

Professor Amalia Moser / Professor Spyridoula Varlokosta / Professor Vasilis Spyropoulos (all teaching staff members of the PSP Linguistics)

Evangelos Intzidis (Special Teaching Staff in the PSP 'Linguistics')

Professor Dimitris Angelatos / Associate Professor Thanassis Agathos / Associate Professor Giannis Xourias (all teaching staff members of the PSP Korais)

Tuesday, 17 October 2023

16:30-17:10: Meeting with the teaching staff of the PSP Linguistics (Webex meeting)

- Professor Spyridoula Bella
- Professor Vasilis Spyropoulos
- Assistant Professor Angelos Lengeris
- Special Teaching Staff Evangelos Intzidis

17:15-18:00: Meeting with students of the PSP (2 students from 1st year / 2 students from 2nd year / 2 students from 3rd year (at the stage of dissertation completion)

18:30-19:15: Meeting with graduate students of the PSP (Webex meeting)

19.15-20.00: Meeting with employers/social partners (Webex meeting)

20:00-20:30: Debrief meeting, EEAP members (Zoom meeting)

20:30-21:00: Closure meeting with the Director of the PSP Linguistics, the Head of the Department, MODIP, and PSP Linguistics Steering Committee/ OMEA members, EEAP, Director of the PSP Linguistics, Head of the Department, MODIP members, PSP Linguistics Steering Committee/OMEA members, MODIP staff

- Professor Sophia Papaioannou, Vice Rector for Academic and Student Affairs / President of MODIP
- Head of the Department: Professor Theodora Antonopoulou
- Director of the PSP Linguistics: Professor Dionysis Goutsos
- MODIP members: Mr Konstantinos Bourletidis, Secretary of MODIP / Mr Theodoros Chajitheodorou, MODIP member
- Steering Committee Linguistics: Professor Amalia Moser / Professor Spyridoula Varlokosta / Associate Professor Angelos Lengeris
- OMEA member: Ms Athina Kontostavlaki

EEAP acknowledges the goodwill of all participants in the accreditation process and the promptness with which the PSP responded to every request.

III. Postgraduate Study Programme Profile

The PSP "Linguistics" was founded in 2019 as one of the MA PSPs in the Department of Philology of the National and Kapodistrian University of Athens (EKPA). This PSP offers a curriculum in different areas of Linguistics with the aim to develop the skills of its students for a career in education, the public and private sector as well as the academia. It unfolds in four semesters (two academic years) and corresponds to the collection of 120 ECTS. For the graduation from the PSP the successful completion of nine graduate courses is required (90 ECTS) during the first three semesters followed by the writing of an MA Thesis (30 ECTS) during the fourth semester. Courses are taught by all members of the Division of Linguistics. Students paying no fees, the expenses of the PSP are totally covered by the University. The function of the PSP is supported by two Labs and a class with an interactive board.

Students are admitted to the PSP after a written examination and an interview. Every year the PSP attracts a large number of applicants. A limited number of students are eventually enrolled. The PSP is administered by a steering committee consisting of five members.

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

I. Findings

The EEAP had access to the Quality Assurance Policy document of the Department of Philology of NKUA for the development and improvement of PSP "Linguistics" (see appendix A2) as well as Quality Goal Setting for the PSP

“Linguistics” (see appendix A3).

After consultation and agreement of the Department's and PSP's steering committee, specific measurable and directly observable annual quantitative and qualitative objectives are set, which are assessed by specific indicators.

II. Analysis

The courses of the PSP 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 providing knowledge in the various fields in Linguistics. The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

Based on the studied documents and the results of the interviews, it should be noted that the University has a unified policy and requirements in matters of quality assurance, which ensures the stability of a unified internal quality assurance system. Teaching staff are allocated to appropriate subjects based on their experience and qualifications. The qualification of the teaching staff is excellent. Their research capacity and outcomes are remarkable and manifest important contributions in diverse, relevant areas of Linguistics.

Based on interviews with employers and alumni there is a high demand for the graduates' qualifications in the labour market.

Based on the documents provided, as well as interviews with the academic staff, students and alumni, the special linguistic laboratories and the libraries serve the needs of students for academic support.

Delayed graduation - cancelling the face-to-face activities during COVID-19 had an impact on University programs, particularly to maintain graduation timing has become more challenging for a number of students. The PSP works hard to manage this issue with establishing remedial teaching in selected courses. The PSP Linguistics also contributed to the improvement of the process by providing accessibility of resources digitally. Every subject of the PSP is available on the electronic platform (e-class) ensuring that students have access to the study materials.

The small number of students ensures an individual approach to the learning process and allows teaching staff to focus more on the needs of individual students. The optimal ratio of students to teaching staff contributes to a better learning environment in language labs.

As the program is newly re-established, practice of implementing the feedback analysis after the conduct of an annual review of the quality assurance system of the PSP is yet in process and has not been completed.

III. Conclusions

The institution has effective systems to review its own standards and assess its own performance. The quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.

The principles of quality assurance are embedded throughout the institution to ensure a quality ethos. NKUA undertakes regular and systematic monitoring of the PSP's operations and reviews different aspects of its performance against specified and appropriate performance indicators.

The PSP has demanding access requirements and only few of the students applying are accepted after the examination process. Student selection criteria for admission are transparent and are clearly described in the regulations.

In the interviews held with the teaching staff, the students, the alumni and the stakeholders of the PSP "Linguistics", the EEAP had the opportunity to assess their enthusiasm for pursuing the PSP's objectives and expanding its activities by participating in research, conferences, Erasmus+ mobility, public lectures etc.

Panel Judgement

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

Panel Recommendations

- Regularly process and implement feedback findings and suggested improvements concerning the PSP from external stakeholders (e.g., alumni, employers, stakeholders) by operating an "alumni-external partners" committee.
- More internationalization/more Erasmus and other mobility opportunities would be an

additional asset for the program.

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

I. Findings

The PSP “Linguistics” in its current form was founded after the decision 1164/14- 2-2019 of the University Senate of the NKUA published in the Government Gazette 699 B’, according to the laws 4009/2011 (Government Gazette A' 195), 4485/2017 (Government Gazette A' 114), and 4547/201818 (Government Gazette A' 102).

It is conceived as an autonomous four-semester study program of 120 ECTS points with the aim at providing a high-level master's degree education in the scientific field of Linguistics and at training scientists who will strengthen the international presence of the University with promotion of research and its dissemination through participation in international conferences and through publications in international scientific journals. Students are expected to familiarize themselves with modern research methods by participating in guided study groups, in research seminars and in conferences. The goal of the PSP is to train scholars with the required skills for a successful career in education and in the wider private, public, and academic sectors.

The first semester consists of two mandatory elective and one free elective course, the second of two mandatory elective and one free elective course, and the third semester consists of three free elective courses. The fourth semester is reserved for the composition of the masterthesis.

Each course awards 10 ECTS points that include a presence teaching of 3 hours per week – in total 39 hours per semester and course. The rest of the workload of 250 hours per course and semester is comprised by autonomous learning and the composition of essays. The master thesis is compulsory and is awarded with 30 ECTS points. For the composition of the theses all research resources of the Department are at the disposition of the students.

The teaching takes place in presence at the premises of the Philosophical Faculty of the Zografou Campus of the NKUA. The students can use the premises of the library of the Philosophical Faculty for their studies and their research. Outside class, students can contact the teaching staff individually and discuss their work.

The study program has no provisions for a practical exercise or an internship during the studies. Participation in student mobility is encouraged, and there is a satisfying use of the possibilities offered by the ERASMUS+ and the CIVIS exchange programs.

II. Analysis

The structure of the courses is adequate for the topic. The workload of three courses per semester is adequate for a specialized postgraduate study program. The quality of the teaching staff is excellent. However, since the PSP does not have any additional financial resources, there is no possibility of appointing staff external to the Department, except of invited scholars from abroad within the framework of international exchange programs.

Despite the excellent quality of the teaching and the good motivation of the students, the EEAP has detected three problematic issues that must be addressed in the future to improve the quality of the PSP as a whole and to increase the clarity of

the teaching procedures. These issues are:

- The distribution between mandatory and elective courses appears unsystematic and haphazard. From the structure of the study program, one cannot tell if the program aims at specializing in particular fields of linguistics (and in which fields), or at providing a more general view on this science.
- It is not clear from the description of the courses how the three-hour teaching sessions are divided between teaching input and student contributions. This is especially important since most of the teaching has been described as “seminar-like”. Additionally, it is not always clear according to which criteria the workload is distributed between class presence and off-class studies.
- In the study program and in the course descriptions there is a course with the title “Issues in textual analysis I”. Since there is no following course with the title “Issues in textual analysis II” offered and described the numeral “I” should be omitted from the title.

III. Conclusions

Having carefully examined the structure of the PSP “Linguistics”, the EEAP concludes that the PSP complies substantially in its current form with the needs and aims of a modern specialized postgraduate study programs in Linguistics. However, there is still room for decisive improvements. These improvements regard the structure of the study program and the organization of the teaching in presence.

Panel Judgement

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

Panel Recommendations

- Reformulate the study program in such a manner that the students can clearly recognize which courses can be combined in such a way that a specialization in a particular field of linguistics can be achieved.
- Omit the names of the teaching staff from the outline of the study program published in the Study guide.

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

I. Findings

The PSP is a high-quality program that covers various aspects of linguistics and its interdisciplinary applications. The program also organizes seminars and guest lectures by experts in the field. Courses are carried out on site. The assessment procedures are not limited to the final assignment, but also include weekly assignments and presentations. Students are requested to complete an evaluation

questionnaire at the end of each semester. The instructors provide guidance and feedback to the students throughout the semester, as well as suggestions for the topic and support for their thesis writing. The relationship between instructors and students is respectful and fruitful, fostering a collaborative learning environment.

II. Analysis

The PSP has several strengths that make it attractive and beneficial for the students. The instructors are qualified and experienced in their respective areas of expertise, and they adapt the course content to the students' backgrounds and interests. Students have some flexibility in choosing the courses they want to take, and they can pursue their own path of study within the program. However, the number of actually offered elective courses per semester is limited, which may restrict the students' choices.

The students interviewed declared their satisfaction with the content, delivery, and assessment of the courses. The method of assessing students is not based only on a final assignment, which is considered fair. Also, the feedback and guidance given by the instructors are very useful for the students' learning process, as they provide constructive criticism and suggestions for improvement. The relationship between instructors and students is based on mutual respect and cooperation, which creates a positive and productive learning atmosphere.

Students also participate in the evaluation of the programme through questionnaires, which are distributed to them before the end of the semester and give them a voice and opportunity to express their opinions and suggestions.

III. Conclusions

The postgraduate students enrolled in the PSP were generally satisfied with their overall experience in the program. The program met their academic needs and interests, and they would recommend the PSP to other students.

Panel Judgement

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

Panel Recommendations

None.

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

I. Findings

One of the requirements for enrolling in the PSP is to pass the admission examinations, which consist of a written examination and an oral interview. The examinations are competitive, and only a small number of students are admitted each year. As a result, the number of admissions cannot be fixed, and it may vary depending on the quality of the applicants. All required supporting documents are known to the students beforehand.

The students who are admitted to the PSP have to complete 120 ECTS points to obtain their diploma. This includes attending and passing all the courses of the PSP (90 ECTS) and preparing a master thesis (30 ECTS). The PSP also offers the opportunity for students to participate in the Erasmus+ mobility program, which allows them to study abroad for a period of time. Students have access to all the relevant information about these programs on the website and in the Student Guide, and they are encouraged by the teaching staff to take advantage of them. However, the rate of participation in these programs is low, which may indicate some barriers or challenges that prevent the students from benefiting from them.

II. Analysis

One of the main objectives of the PSP is to promote the internationalization of students, especially through the Erasmus+ mobility program. By participating in this program, students can broaden their academic horizons, make their

knowledge more widely known, and establish contacts with the international academic community. The students interviewed reported that they received good support from their professors in this respect. However, the program faces some limitations, such as the low number of agreements with other universities and the lack of internship opportunities outside the Erasmus+ framework. Students receive regular guidance from their tutors in finding literature for their thesis project. Despite the demanding admission examinations, the PSP is a popular choice among candidate students who are interested in linguistics and its interdisciplinary applications.

III. Conclusions

The PSP provides a Study Program that outlines the objectives, structure, and assessment methods of the program. The Study Program is available on the website and in the Student Guide, and it is also explained to the students during the orientation session.

Panel Judgement

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

Panel Recommendations

Encourage students to participate in mobility programs and help them understand the

benefits and challenges from such experiences.

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

I. Findings

The faculty members participating in this programme have been appointed and subsequently promoted according to the standard framework for Greece (laws 4009/2011, 4386/2016, 4405/2016, 4452/2017, 4485/2017, 4521/2018). The committees that decide matters of tenure and promotion include faculty members from other Universities, who assess the staff members' teaching and research credentials. As for recruitment and hiring, the programme follows clearly established and transparent regulations. All members of the staff of the programme belong to the Department. Being qualified to teach at the University of Athens, they are a fortiori qualified to participate in this program. At any rate, it is worth adding that the faculty members involved in this degree programme are active in research and publishing.

II. Analysis

The Department staff is professional and appropriate to their teaching responsibilities. Both the enrolled students and the graduates that EEAP met expressed respect for their professors' expertise as well as appreciation for their

promptness to help with questions of learning and other matters. From everything the committee was told, the faculty takes pains to reply promptly to emails and is available at office hours to the students.

Above all the professionalism of the philosophy faculty translates into a benefit for the students in the quality and depth of the research that students undertake. Students have access to journals and electronic databases and are regularly assigned research that takes them to current internationally recognized publications.

III. Conclusions

EEAP finds that the academic staff that teaches in the PSP has all the necessary requirements and academic credentials to respond to a high level of specialization, through teaching or directing MA theses and/or other scientific research made by the students.

Panel Judgement

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

Panel Recommendations

None

PRINICPLE 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

I. Findings

Teaching takes place in presence on the premises of the Philosophical Faculty of the NKUA at the Zografou campus. The building stems from the 1970s of the 20th century and harbours all departments of the Faculty including laboratories, with the exception of the library that is accommodated in a separate modern building that fulfils all requirements for a modern library.

For the needs of the students, the PSP “Linguistics” provides the necessary infrastructure, including a Phonics laboratory, a Computational Linguistics, and Psycholinguistics laboratory. Furthermore a seminar room with a specially designed interactive board is also available.

However, members of the teaching staff complained about the poor maintenance of some lecture halls. On the other hand, the students appeared to be content with

the conditions in the seminar and lecture rooms.

The Department organizes various events, such as international conferences, workshops, lectures by important Greek or foreign scholars, artists, and creators. Students are encouraged to follow the scientific activities and developments in the Greek and international academic scene and to participate in conferences and events of scholarly interest.

In particular, the Department of Linguistics organizes once a week research seminar for undergraduate and postgraduate students, which are hosted at the Phonetics & Computational Linguistics Laboratory. The program of these seminars is announced on the Department's website.

All PSP students can use the computers in the Department Laboratories and the Library, as well as the LAN connections in specific areas, for their research and in general to meet the requirements of the PSP. Furthermore, students have access to the e-class platform where PSP teachers provide them with learning material.

The PSP does not maintain a formal alumni service.

II. Analysis

Apart from isolated complaints about the poor maintenance situation of some lecture rooms, the overall impression of EEAP is that the infrastructure of the PSP “Linguistics” is adequate and sufficient for the successful studies of the subject. The Department provides the students with many opportunities of participation in research groups and conferences, as well as with the opportunity to publish in relevant international journals.

III. Conclusions

The PSP “Linguistics” fully complies with the requirements of Principle 6.

Panel Judgement

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

Panel Recommendations

Establish an alumni space as a mechanism helpful for the promotion of the study of Linguistics

in Greece.

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

I. Findings

The management (collection, analysis, monitoring) of quantitative and qualitative data on students, teaching staff, infrastructure, the structure of the PSP "Linguistics", the organisation, the quality of teaching and the provision of services for other aspects of the PSP's operation is carried out by the PSP's Secretariat.

The information system of the NKUA's MODIP and the Integrated National Quality Information System (NQIS) of HAHE are used for data recording, which includes the collection of data from the students (students' census forms and course census forms) as well as the electronic questionnaires for course evaluation from the students. All forms are based on a template of the MODIP.

Key tools include:

- The educational platform eclass of the University.
- The teaching evaluation system "SURVEY UOA".

- The internal general evaluation system of the MA.
- The internal questionnaire for the contribution of the MA to its graduates.
- In addition, the MA has conducted a survey through a student satisfaction questionnaire with significant results.

II. Analysis

The results of the processing of the responses are given in the internal evaluation report of the MA. The main objectives of the analysis of the results are, on the one hand, the satisfaction of students' expectations from the MA and, on the other hand, the provision of appropriate facilities in the form of supporting literature and access to electronic information resources. Another objective is the regular review of the MA through the steering committee of the MA. The criteria taken into account are the contemporary nature of the Programme, the needs of the institution, those of the faculty members and the satisfaction of students' expectations.

The analysis and processing of the collected information is carried out with the aim of systematic, qualitative control and streamlining of all aspects of the MA, with emphasis on the identification of weaknesses, the correction of any problems, as well as the continuous improvement of the processes. The conclusions drawn feed into the evaluation processes and are forwarded for further action to the steering committee of the programme. This methodology is used, inter alia, for the periodic adjustment and upgrading of the structure and composition of the PSP, with the aim of improving the learning process.

III. Conclusions

The data are collected through common acceptance procedures among the members of the MA, adopting, among other things, the standards, criteria and indicators of Quality Assurance defined by HAHE with the supervision and support of the Foundation's MODIP. The Steering Committee of the PSP "Linguistics" of the Department of Philology collects, analyses and uses the above information in the preparation of the periodic Internal Evaluation Reports. The annual internal evaluation reports, monitoring indicators and relevant tables are published on the PSP's website and are taken into account by the relevant Committees and the Director of the PSP, the General Assembly of the Department, the MODIP of the Institution as a whole, leading to decision making with the aim of improving the operation of the PSP and facilitating the information process and the possibility of feedback from all stakeholders.

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

Panel Recommendations

None.

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

I. Findings

The publication of information on the PSP “Linguistics” of the Department of Philology is ensured through a specific process. All the information concerning the PSP “Linguistics” is directly accessible, timely and formulated with objectivity and clarity on the website of the NKUA’s specialized area on the Department's website.

For the promotion of PSP, a special bilingual page is created, its control and updating procedure is described in the quality policy of the Department of Philology of NKUA for the development and improvement of PSP “Linguistics” (see appendix A2). Although the webpage is bilingually structured, the information on the website at the present time is available only in Greek language.

II. Analysis

Publicity material of the PSP “Linguistics” website gives a comprehensive, up-to-date and accurate description of the Program and its curriculum. This material provides an accurate depiction of the Department’s facilities and the range and nature of resources – Laboratories, Library and services offered.

Students confirm that information on the study courses of the program, including assessment strategies and study expectations, is clear, comprehensive and accessible. The information provided ensures students are well informed about the opportunities offered by the program including international mobility opportunities, conferences, etc.

Study material for all courses is available through the electronic portal e-class. Students also get individual support about study resources from the course instructors.

Information on programme content is outlined in course descriptors for prospective students. Detailed information on learning outcomes and assessment strategies are clearly set out in PSP Linguistics programme handbooks available through the study guide and course outlines. Information about the program and its elective courses is updated at the beginning of each semester.

As it was revealed in the interviews with the students, the only concern is the information about the elective courses offered for the specific semester, which is published in the beginning of the semester, but it is not early enough in order to plan the selection of courses well in advance.

III. Conclusions

The information about different aspects of the PSP is publicly available on the University website in Greek Language. The English version of the website has only titles of the topics, where the text content is not available. PSP must offer a complete version of this website in English language to boost visibility and internationalization.

Panel Judgement

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

Panel Recommendations

The webpage's English version needs to become functional.

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

I. Findings

The quality policy of the PSP "Linguistics" is fully harmonized with the policy guidelines of the NKUA, which renders the PSP capable of providing high quality higher education. Furthermore, the PSP "Linguistics" seeks the development of a creative environment of research, free scientific expression, and work for the academic community.

In particular, the PMS is committed to implementing the quality procedures described in the Quality Manual of the Institute's Internal System for Quality Assurance (ΕΣΔΠ), aiming at their continuous improvement, and is applied at the level of the Study Programs of the Department of Philology with the specialization required on a case-by-case basis in its Postgraduate Programs and in close collaboration with the University's Quality Assurance Unit (ΜΟΔΙΠ). All quality assurance procedures of the PSP "Linguistics" are subject to review and revision that are carried out on an annual basis by the Department's Internal Quality

Assurance Team (OMEA), in collaboration with the University's Quality Assurance Unit.

II. Analysis

For the PSP in its current form the EEAP has been provided with data from only one student evaluation for the academic year 2021-2022. The evaluation has been performed in the form of a paper questionnaire. According to this evaluation all participating students stated that they are satisfied with the PSP. However, the number of the participating students in the evaluation is quite low (14 persons). The low degree of participation evaluations is a widespread phenomenon that is observed also in other European universities.

III. Conclusions

The evaluation procedures implemented by the PSP "Linguistics" are fully compliant to the state of the art. However, the Department should find methods to raise the level of student participation in such procedures.

Panel Judgement

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

Panel Recommendations

Find methods to raise the level of student participation in evaluation procedures.

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

I. Findings

This is the first external review that the PSP has undergone since its starting academic year (2019-2020). Once being accredited, its aim is to comply with and explore the recommendations of AP for the improvement of its study program, teaching and technical services to students. Provisions for specific actions to be taken are already in order.

II. Analysis

It is the EEAP's conviction that all those involved in the function of the PSP are well-disposed vis-à-vis external evaluation and accreditation processes. The role to be played by MODIP in organizing everything that would contribute to the improvement of the PSP is significant. No doubt, both the Department and the University have extensive experience in external evaluation and accreditation processes.

III. Conclusions

EEAP hopes that all their comments would be acknowledged as constructive, and that the accreditation process and its results will prove to be helpful to the PSP.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- PSP courses correspond to the second level of higher education and ensure the achievement of the competencies defined by the program.
- Topics and issues distributed in the courses are focused on providing knowledge in the various fields in Linguistics.
- Pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.
- Teaching staff are allocated to appropriate subjects based on their experience and qualifications.
- The University has a unified policy and requirements in matters of quality assurance, which ensures the stability of a unified internal quality assurance system.
- Student assessment is not based solely on a final assignment.
- Feedback and guidance given by the instructors provide constructive criticism and suggestions for improvement.
- Organization of various events, such as international conferences, workshops, lectures by important Greek or foreign scholars, artists, and creators.
- Students are encouraged to follow the academic activities and developments in the Greek and international academic scene and to participate in conferences and events of scholarly interest.
- The content of the PSP "Linguistics" website gives a comprehensive, up-to-date and accurate description of the Program and its curriculum. This material provides an accurate depiction of the Department's facilities and the range and nature of the resources offered. Study material for all courses is available through the electronic portal e-class.
- Students get individual support about study resources from the course instructors.
- The quality policy of the PSP "Linguistics" is fully harmonized with the policy guidelines of the NKUA.

II. Areas of Weakness

- The distribution between mandatory and elective courses appears unsystematic and haphazard. From the structure of the study program, one cannot tell if the program aims at specializing in particular fields of linguistics (and in which fields), or at providing a more general view on this science.
- It is not clear from the description of the courses how the three-hour teaching sessions are divided between teaching input and student contributions. This is especially important since most of the teaching has been described as "seminar-like". Additionally, it is not always clear according to which criteria the workload is distributed between class presence and off-class

studies.

- In the study program and in the course descriptions there is a course with the title “Issues in textual analysis I”. Since there is no following course with the title “Issues in textual analysis II” offered and described the numeral “I” should be omitted from the title.
- Poor student participation in evaluation procedures.

III. Recommendations for Follow-up Actions

- Regularly process and implement feedback findings and suggested improvements concerning the PSP from external stakeholders (e.g., alumni, employers, stakeholders) by operating an “alumni-external partners” committee.
- More internationalization/more Erasmus and other mobility opportunities would be an additional asset for the program.
- Reformulate the study program in such a manner that the students can clearly recognize which courses can be combined in such a way that a specialization in a particular field of linguistics can be achieved.
- Omit the names of the teaching staff from the outline of the study program published in the Study guide.
- Encourage students to participate in mobility programs and help them understand the benefits and challenges from such experiences.
- Establish an alumni space as a mechanism helpful for the promotion of the study of Linguistics in Greece.
- The webpage’s English version needs to become functional.
- Find methods to raise the level of student participation in evaluation procedures.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 5, 6, 7, 8, 9, and 10.

The Principles where substantial compliance has been achieved are:

2.

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. EFTHYMIADIS STEFANOS (Chair)

Studies in Hellenic Culture, Faculty of Humanities and Social Sciences, Open University of Cyprus

2. CHIKOVANI ANA

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

3. CHRISTIAS PANAGIOTIS

Department of French and European Studies, University of Cyprus

4. PSARROS NIKOLAOS

Universität Leipzig

5. BOUNTZA GEORGIA

MARIA Ionian University