



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



**Εθνική Αρχή  
Ανώτατης Εκπαίδευσης**  
Hellenic Authority  
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# **Accreditation Report** **for the New Undergraduate Study Programme of:**

**Philology, History & Anthropology**

**Department: Humanities, School of Classics and Humanities**

**Institution: Democritus University of Thrace**

**Date: April 13, 2025**



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



## **NOTES**

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Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme of Philology, History and Anthropology of the Democritus University of Thrace for the purposes of granting accreditation

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b>	<b>5</b>
I. The External Evaluation & Accreditation Panel	5
II. Review Procedure and Documentation	6
III. New Undergraduate Study Programme Profile	7
<b>Part B: Compliance with the Principles</b>	<b>8</b>
Principle 1.1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT	8
Principle 2.1 QUALITY ASSURANCE POLICY	11
Principle 2.2 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE PROGRAMMES	12
Principle 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS	14
Principle 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES	16
Principle 2.5 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	18
Principle 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES	20
Principle 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES	22
Principle 2.8 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE PROGRAMMES	24
Principle 2.9 PERIODIC INTERNAL REVIEW OF THE NEW STUDY PROGRAMMES	25
Principle 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES	27
<b>Part C: Conclusions</b>	<b>28</b>
I. Features of Good Practice	28
II. Areas of Weakness	28
III. Recommendations for Follow-up Actions	28
IV. Summary & Overall Assessment	28

## **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 of Philology, History and Anthropology of the Democritus University of Thrace comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. George Tsoulas (Chair)  
University of York, UK
2. Assoc. Prof. Ana Chikovani  
Ivane Javakhishvili Tbilisi State University, Georgia
3. Prof. Natassa Economidou Stavrou,  
University of Nicosia, Cyprus
4. Prof. Dr. Evangelia Kordoni, Humboldt-Universität zu Berlin, Germany
5. Mr Alexandros Gialouris Alesios,  
student representative  
National and Kapodistrian University of Athens, Greece

## II. Review Procedure and Documentation

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

The review took place in the week of 24 - 30 of March 2025. The panel was given access to the documentation prepared for the accreditation process.

On the Monday (24/03/2025) the panel met with Rector: Prof. Fotios Maris and Vice Rector/President of MODIP: Prof. Marirena Grigoriou and subsequently with the following:

Head of the Department: Prof. Ioannis Deligiannis

MODIP President: Prof. Marirena Grigoriou

OMEA Members

- Associate Prof. Efthymios Lampridis
- Prof. Maria Tziatzi
- Prof. Georgios Salakidis
- Prof. Konstantinos Zafeiris
- Associate Prof. Maria Mitsiaki
- Prof. Georgios Tsomis

MODIP Staff: Mrs. Styliani Gkavaki

This concluded the meetings with respect to this programme.

### **III. New Undergraduate Study Programme Profile**

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

The Undergraduate Programme in Philology, History, and Anthropology at the Democritus University of Thrace's Department of Humanities offers a comprehensive education in the study of human culture, society, and historical development. The program is structured with a view to impart both knowledge as well as to cultivate students' critical thinking, research, and analytical skills, preparing them for diverse careers in fields such as education, media, cultural institutions, and research.

#### **Academic Remit**

*The programme aims to provide students with a strong foundation in the theoretical and applied principles of Philology, History, and Anthropology.*

#### **Learning Aims and Objectives**

*Upon completion of the programme, students should be able to:*

- *Critically analyze and discuss core concepts and theories within Philology, History, and Anthropology.*
- *Apply theoretical knowledge in practical and research-oriented settings.*
- *Design and implement evidence-based programs that describe, analyze, and interpret human experiences and sociocultural phenomena.*
- *Evaluate program outcomes, adapt strategies, and redesign programs based on findings.*
- *Reflect on their professional roles and contributions within various contexts.*
- *Demonstrate professional responsibility, ethical conduct, and respect for diversity.*
- *Critically assess and utilize new scientific data and information.*
- *Stay informed about advancements in their fields and integrate new practices.*
- *Communicate effectively in professional environments.*

#### **Duration of Studies & Qualification Awarded**

*The Undergraduate Programme in Philology, History, and Anthropology requires four (4) years of study. Upon successful completion of the programme, students are awarded a Ptychio (first cycle degree). The program is aligned with the European Credit Transfer and Accumulation System (ECTS).*

### **Teaching and Assessment**

*The program employs various teaching methods, including lectures, seminars, and practical exercises, to facilitate student learning. Assessment methods include written examinations, assignments, and project work. Student feedback on teaching effectiveness is gathered through questionnaires.*

### **Academic Staff**

*The program is taught by qualified academics with expertise in Philology, History, and Anthropology, who are actively involved in both teaching and research.*

### **Resources and Facilities**

*Students have access to resources and facilities provided by the Department of Humanities and DUTH, including libraries, research centers, and digital resources.*

### **Programme Regulations and Quality Assurance**

*The program adheres to the regulations of Democritus University of Thrace and the Department of Humanities. The university has quality assurance mechanisms in place for ongoing program evaluation and improvement.*

### **Evaluation**

*The program undergoes internal evaluation to ensure quality and effectiveness. Key aspects of the evaluation process include:*

- **Policy and Objectives:** *The program has a defined quality policy and objectives for improving its educational functions.*
- **Curriculum and ECTS:** *The curriculum is regularly updated and aligned with the ECTS framework. All courses have defined learning outcomes and syllabi.*
- **Teaching and Learning:** *The program uses student feedback, gathered through questionnaires, to evaluate teaching quality and the overall learning experience.*
- **Complaint Management:** *The university has a defined process for managing student complaints and appeals.*



- **Faculty Performance:** *The performance of the teaching staff is evaluated in terms of their scientific, research, and teaching contributions.*

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1.1 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 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 their specific needs in infrastructure, services, human resources, procedures, financial resources and management systems.*

*During the evaluation of the Higher Education Institutions (HEIs) and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:*

#### **a. The academic profile and the mission of the academic unit**

*The profile and the 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 Institutional strategy 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 its 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 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. Sustainability of the new department**

*Mention must be made to the infrastructure, human resources, funding perspective, services and 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*
- *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 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-centred 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. Research**

- *It is necessary to indicate research priorities in the scientific field, opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*

#### **h. Quality assurance**

- *The quality assurance policy and quality assurance target-setting should be stated, as they have arisen from the gained experience of internal and external evaluation(s) of the Institution to date.*

#### **Relevant documentation**

- *Explanatory 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*

#### **New Undergraduate Study Programme Compliance**

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

## **I. Findings**

### **1. Academic Profile and Mission of the Academic Unit:**

The Department of Humanities Studies at the Democritus University of Thrace (DUTH) aims to provide a student-centered education, develop inclusive learning communities, and prepare future educators and researchers in the humanities. The department's profile is rooted in the disciplines of Philology, History, and Anthropology, as reflected in its primary program of study.

### **2. Institutional Strategy for its Academic Development:**

DUTH demonstrates a commitment to strategic planning, as evidenced by the "Strategic Plan 2024-2027." This plan provides the overarching framework for the development of its academic units, including the Department of Humanities Studies.

The establishment of the department and its programmes clearly aligns with the university's broader strategic goals.

### **3. Feasibility of the Department and the Study Programme:**

The feasibility of the "Philology, History, and Anthropology" program is supported by a dedicated study that considers the regional context, the university's academic profile, and the program's alignment with national and international standards. The program is designed to meet the educational needs of the region and contribute to its development.

### **4. Sustainability of the New Department:**

The sustainability of the department and its program is addressed through ongoing quality assurance processes, including internal and external evaluation. DUTH is committed to providing the necessary resources and support services for the program's success. The program is designed to be flexible and adaptable to changing needs and developments in the field.

### **5. Structure of Studies:**

The Programme of Study requires a minimum of 240 ECTS credits for graduation in "Philology, History and Anthropology."

These credits are distributed as follows:

- 120 ECTS credits correspond to 24 compulsory courses in the 1st cycle of studies.
- 80 ECTS credits correspond to 20 compulsory courses in the 2nd cycle of studies, depending on the chosen specialization (Philology, History, or Anthropology).
- 40 ECTS credits are for 8 elective courses in the 2nd cycle of studies.

Within the 40 ECTS credits for elective courses:

- 20 ECTS credits can be earned through four (4) foreign language courses (certification at B2 level).
- 5 ECTS credits can be earned from completing a practical training.
- 10 ECTS credits can be earned from the preparation of a thesis.

### **7. Learning Process:**

- The learning process emphasizes a student-centered approach in teaching and assessment, moving beyond traditional methods.
- The program incorporates methodologies that foster critical thinking, research skills, and effective communication.

#### **8. Learning Outcomes:**

- The program defines clear learning outcomes, encompassing the knowledge, skills, and competencies that students are expected to acquire (these are detailed elsewhere also in this report).
- These learning outcomes are aligned with the program's objectives and the needs of the academic and professional fields.

#### **9. Number of Admitted Students:**

The department aims to recruit ca. 210 students per year.

#### **10. Research:**

- The department, through its faculty, is involved in research activities, contributing to the advancement of knowledge in the humanities.
- The program aims to cultivate students' research skills, preparing them for potential careers in academia or research-oriented professions.

#### **11. Quality Assurance:**

- II. DUTH has established quality assurance processes, including internal and external evaluation, to ensure the ongoing quality and improvement of its academic programs.
- III. The MODIP report indicates that quality assurance mechanisms are in place and aligned with the standards of the Hellenic Authority for Higher Education (HAHE).

### **II. Analysis**

From the above findings, based on the documentation provided as well as the discussions and presentations on the day of the online visit, it is clear that there is extensive preparation and planning for the programme. There are challenges lurking in the interdisciplinary nature of the programme but it was clear to the EEAP that the department is willing and well prepared to take on these challenges. It is furthermore clear as we have mentioned also elsewhere that the support that the institution is providing will be key to the success of the department and the programme

### **III. Conclusions**

In conclusion the EEAP finds that the programme is fully compliant with the principle

#### **Panel Judgement**

*Please tick one of the following:*

<b>Principle 1.1: Strategic Planning, feasibility and sustainability of the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

1. More clarity is required in both the separation and the coherence of the three areas of the programme.
2. Include examples of student trajectories in the student guide.
3. Explain, again with examples, the connections with the labour market, what are the potential employment prospects of the students within each section?
4. Articulate better the innovative nature of the programme. It should be a distinctive offering rather than a mixed bag of convenience.

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

## Principle 2.1 QUALITY ASSURANCE POLICY

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.*

### Relevant documentation

- Quality Assurance Policy
- Quality Targeting (utilising the S.M.A.R.T. methodology)

### New Undergraduate Study Programme Compliance

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

#### I. Findings

The Department of Humanities of the School of Classical and Humanities Studies at Democritus University of Thrace was established in 2024. The department was formed through the abolition and merger of three existing departments within the school: Department of History and Ethnology, Department of Greek Philology and Department of Language, Philology, and Culture of Black Sea Countries. The New USP on Philology, History and Anthropology aspires to be interdisciplinary while also acknowledging the distinct approaches of the disciplines it encompasses.

The University's Quality Policy aligns with the recommendations and policies of HAHE and is continuously monitored and adapted in accordance with the European Standards for Higher Education.

For the implementation of the quality policy, the Institution has decided on the organization of the Internal Quality Assurance System (Government Gazette No. 2341/19-04-2024, B' Series), through which all actions and measures included in the quality policy will be carried out.

At the Institutional and Departmental levels, the quality policies focus on key areas, including: Education, Research, connection with society, Internationalization, University Environment and quality assurance. Planned learning outcomes are aligned with European and National Higher Education Qualification Frameworks, as well as the evolving demands of the job market. The University is dedicated to ensuring optimal studying and working conditions for its students and staff through planned and ongoing infrastructure projects, including the renovation and construction of new buildings and student service areas.

Additionally, the University collaborates with other university units in Komotini and other cities where it operates. This cooperation enhances administrative services, student welfare, and library services, ensuring a well-supported academic environment thus committing to continuous improvement.

The University is committed to fostering national and international partnerships while actively promoting student and staff mobility to enhance academic collaboration and global engagement.

The Quality Assurance Policy of the Democritus University of Thrace has been revised to align with the institution's strategy. It has been sent via protocol to the involved parties and is published both on the institution's website ([https://duth.gr/Portals/0/--\\_2024\\_final.pdf](https://duth.gr/Portals/0/--_2024_final.pdf)) and on the website of the Quality Assurance Unit ([https://modip.duth.gr/wp-content/uploads/2024/03/Πολιτική-Ποιότητας-ΔΠΘ\\_2024\\_final.pdf](https://modip.duth.gr/wp-content/uploads/2024/03/Πολιτική-Ποιότητας-ΔΠΘ_2024_final.pdf)).

The University ensures quality through the implementation of annual quality targets and internal quality reviews, carried out in collaboration between the Internal Evaluation Team (OMEA) and the University's Quality Assurance Unit (MODIP).

## **II. Analysis**

The Quality Assurance Policy of the newly established department includes special and adequate reference to the delivery of new undergraduate programmes that includes a commitment to continuous improvement. Upgrading the operation of the Institution and further improving its services to all members of the academic community within the framework of sustainable development is an ongoing process. It should be noted that several infrastructure improvement projects are currently underway and are expected to be completed within two years. Among these, the relocation of the newly established Department to the New Building of the Department of Humanities is anticipated by 2027.



To achieve the quality assurance objectives, the Department follows the University's Internal Quality Assurance System, academic integrity and adherence to scientific ethics, effective collective governance, ongoing enhancement of services and infrastructure.

Within the framework above, the new undergraduate programme on Philology, History and Anthropology of the Democritus University of Thrace aligns with both institutional and departmental guidelines on quality assurance and goal setting. The faculty involved are attentive to students' needs, which played a key role in the decision to introduce this new program. Its development has been a collaborative effort within the department and the wider university community.

### III. Conclusions

The panel has determined that the Programme fully adheres to the requirements of the Principle.

#### Panel Judgement

*Please tick one of the following:*

Principle 2.1: Quality assurance policy	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

1. Implement annual quality improvement goals within timelines, following a step-by-step action plan for each QA policy objective.

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

### Principle 2.2 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 by the students. 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 of the new UGP (courses for the acquisition of digital skills are included)*
- *Student Guide*
- *Course syllabi*
- *Teaching staff (name list including subject area, employment relationship, assignment of teaching in the UGP and other study programmes)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

- **Defined Written Process:** The documentation indicates that the institution, (DUTH), has followed a structured process for designing the new undergraduate program, "Philology, History, and Anthropology." This process involves defining the program's academic profile, identity, and orientation.
- **Objectives, Learning Outcomes, and Qualifications:** The program design includes clearly stated objectives, expected learning outcomes, and intended professional qualifications. These are aligned with the European and National Qualifications Frameworks for Higher Education.

- **Program Structure:** The program's structure, including subject areas and organization, is detailed in the documentation. A key element is the inclusion of courses for the acquisition of digital skills. The "Συνοπτικό Πρόγραμμα Σπουδών ανά Εξάμηνο Σπουδών" (2.2.2) outlines the courses offered in each semester. The "Περιγράμματα Μαθημάτων" (2.2.4) provides detailed course descriptions.
- **Key Design Elements:** The program design incorporates several important elements:
  - Alignment with the Institution's Strategy: The program aligns with DUTH's strategic goals.
  - Labor Market Data: The design likely considers labor market data and the employment prospects of graduates.
  - Student Progression: The program is structured to ensure smooth student progression.
  - ECTS: Student workload is defined using the European Credit Transfer and Accumulation System (ECTS).
  - Work Experience: The program offers the option of providing work experience to students, as indicated in "1.1.4 Επιχειρησιακό Σχέδιο Τετραετίας ΤΑΣ και ΠΠΣ ΦΙΑ" (Practical training is offered as an elective course in the 4th year, and as a mandatory course for students seeking the Certificate of Pedagogical and Teaching Competence).
  - Linking Teaching and Research: The program aims to link teaching and research.
  - International Experience: The design draws upon international best practices in similar programs.
  - Regulatory Framework: The design adheres to the relevant regulatory framework.
  - Approval Procedure: The institution has a defined procedure for program approval.

### Approval of the Program

- **Quality Assurance Unit (QAU) Verification:** The procedure for approving or revising programs includes verification of compliance with quality standards by the University's Quality Assurance Unit (ΜΟΔΠΠ). The "1.1.1\_new Αιτιολογημένη εισηγητική έκθεση ΜΟΔΠΠ\_ΦΙΑ.pdf" and "2.2.6 Πρακτικό ΜΟΔΠΠ για ΕΑ ΝΠΠΣ ΦΙΑ.pdf" confirm ΜΟΔΠΠ's involvement in the approval process.

### Monitoring the Quality of the Program

- The documents affirm that DUTH has mechanisms in place for quality assurance, which include both internal and external evaluation. This indicates a commitment to monitoring and continuously improving the quality of the program.

## II. Analysis

Based on the review of the provided documents, the program demonstrates several notable strengths within the narrow scope of the present principle. Its design is comprehensive, incorporating key elements such as clearly defined objectives, well-articulated learning outcomes, and a structure that aligns with both national and European qualifications frameworks. The institution has also established robust quality assurance mechanisms, including both internal and external evaluation processes, which ensure the ongoing monitoring and continuous improvement of the program. Importantly, the university provides

strong support for the program, a factor that is undoubtedly crucial for its overall success. Furthermore, the program recognizes the importance of digital literacy by including courses specifically focused on developing students' digital skills, addressing a critical need in today's rapidly evolving world. Finally, the program emphasizes a student-centered approach to both learning and teaching, fostering a more engaging and effective educational environment.

However, the interdisciplinary nature of the program, while offering the potential for a richer and more diverse educational experience, also presents certain challenges. Specifically, there are potential difficulties related to maintaining coherence across different disciplines, ensuring effective coordination between them, and avoiding unnecessary overlap in content. These challenges necessitate careful management and will require ongoing attention to ensure the program's continued success.

### III. Conclusions

The EEAP has found that the programme is compliant with the principle.

#### Panel Judgement

*Please tick one of the following:*

<b>Principle 2.2: Design, approval and monitoring of the quality of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

##### 1. Enhance Interdisciplinary Coherence:

- Develop a clear strategy for fostering interdisciplinary collaboration among faculty members.
- Implement mechanisms to ensure that courses from different disciplines are effectively integrated and build upon each other.
- Consider developing interdisciplinary projects or assignments that require students to synthesize knowledge from multiple fields.

##### 2. Promote Research Engagement:

- Create more opportunities for students to participate in research projects, under the guidance of faculty members.
- Incorporate research-based learning activities into the curriculum to develop students' research skills.

- c. Provide students with access to research resources and facilities

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

## Principle 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

Institutions 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-centred 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*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

The academic documentation submitted for the new undergraduate study programme Philology, History and Anthropology indicates a clear commitment to a student-centred philosophy both in its design and delivery. In section 2.3 of the accreditation proposal, the programme outlines its intent to promote flexibility. The programme employs a range of teaching strategies, including lectures, seminars, workshops, and field research, which are designed to accommodate various learning preferences and to engage students actively in the learning process. It further incorporates mechanisms for continuous evaluation and feedback,

including student surveys and internal programme reviews. Assessment methods are said to be announced in advance, applied consistently, and accompanied by feedback. Support structures such as academic advising and thesis counselling are in place.

By the third year, they are expected to choose a specialisation among three concentrations: Philology, History, or Anthropology. However, an important point arises in relation to the actual implementation of concentration selection. Although students are presented with the freedom to choose their concentration, the programme design anticipates a fixed and equal distribution of 70 students per concentration out of a total of 210.

## **II. Analysis**

The programme demonstrates a genuine effort to support student-centred learning. It encourages students to take an active role in their education by selecting from a broad range of courses and progressively shaping their academic direction. The student evaluation process, the transparency of assessment criteria, and the existence of academic support systems further reinforce a framework that is aligned with the principle of student-centredness.

However, the imposed structure on concentration allocation undermines some of these otherwise well-aligned elements. The presentation of concentration choice as open and flexible is not entirely consistent with the structural limitations imposed by the equal split model. Even if this is clearly mentioned in the application documents, it could still lead to misaligned expectations among students, especially for those who have chosen the specific programme, among other similar ones, with a specific concentration in mind. The lack of certainty surrounding access to one's desired academic direction may challenge the integrity of the student-centred claim. Furthermore, this rigidity may result in students being placed in concentrations that do not align with their academic or professional goals, which could ultimately impact their engagement and satisfaction with the programme.

## **III. Conclusions**

The undergraduate study programme in Philology, History, and Anthropology demonstrates a high level of alignment with the core elements of student-centred learning, teaching, and assessment. Its curricular design, teaching methods, and assessment frameworks reflect best practices and a well-grounded pedagogical philosophy. The incorporation of continuous feedback mechanisms and supportive structures for both coursework and thesis preparation is commendable. However, the issue of restricted access to concentrations due to pre-set quotas introduces a significant limitation to the programme's claim of student autonomy. To uphold the integrity of its student-centred model, the programme must reconcile this tension between what is considered in theory the "ideal", and what could be requested by students in practice.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 2.3: Student-centred approach in learning, teaching and assessment of students</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

1. It is recommended that the faculty enhance the transparency of the concentration selection process. Specifically, the quota-based allocation model and any relevant selection criteria should be clearly stated on the programme's official website and other promotional materials, allowing prospective students to make informed decisions prior to enrolment.
2. Additionally, the faculty should consider adopting a more flexible allocation policy that allows for a deviation of up to 25 to 30 percent from the equal distribution model, depending on student interest and academic criteria. This adjustment would help the programme better reflect the principles of student-centred learning while maintaining a level of academic balance across the three concentrations.

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



## **Principle 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES**

**Institutions 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 (Senate decision)*
- *Regulation of studies, internship, mobility and student assignments*
- *Diploma Supplement*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

Firstly, there are four methods through which individuals can gain admission to the USP. 1) By Panhellenic Examination which serves as the General Entrance Examination for all universities. 2) By Graduate Placement Examinations for individuals who have already completed a USP. 3) 5% of additional people with serious illnesses may be admitted under special circumstances. 4) By decision of the University Board a predetermined number of foreigners may be admitted. The registration happens through the Ministry of Education where the candidate gives his contact information after confirming his identity through his id card number and social security. Following the examination or assessment results, the candidate must confirm their registration with the University through its system and complete his personal and contact information.

The students have the following rights; 1) They have access to social and other benefits that all University students enjoy. 2) They express their opinion freely about academic matters. 3) They assess their teachers and their ways of teaching. 4) They get information about their USP. 5) They cooperate with their teachers. 6) They enjoy the services that the University provides 7) They use the Infrastructures of the University. 8) They can ask to be given documents that prove that they are students. 9) They can take part in decisions through their student representatives. 10) They can take part in internship programs. 11) They can take part in student exchange programs. 12) They can postpone their studies. The students have the following obligations; 1) Respect their teachers and other students. 2) Be constantly informed about their programme. 3) take part in classes and examinations. 4) Follow the code of conduct. 5) Not damage the infrastructure. 6) Provide their academic ID when asked to. 7) Take part in Institution activities. 8) Promote their Institution.

In order for individuals to become interns in either the public or private sector, they must participate in Practical Training lessons offered during the last two semesters of the program. The criteria and regulations for Practical Training are currently unclear, as these decisions will be made in the first year of the program's implementation. Additionally, the Institution offers scholarships to students based on their academic performance or financial need. These scholarships are designed to provide support and assistance to deserving students in pursuing their education. Scholarships to students of the USP can also be given by other Institution or Foundations or Boards. However, since the program has not yet commenced, it remains unclear what types of scholarships will be available and the criteria for eligibility.

The process of writing a thesis is straightforward and optional for students. Instead of taking two additional courses, students have the opportunity to write a thesis in a field that teachers advised during their final semester. In the last semester students may choose to write a thesis in one of the fields that their teachers advised. After contacting the teacher that proposed the theme of the thesis, the students contact the secretariat

to inform them of their decision. It is mandatory for students to complete their thesis by the end of the semester and ensure that it has a similarity score of less than 20% on TurnItIn. If the thesis is deemed successful by the board, it will be printed and added to the library collection.

In order to obtain a degree from this University Study Program (USP), students must accumulate 240 ECTS credits by completing 52 courses over the course of 8 semesters. Of these 52 courses, 44 are compulsory, including those within their chosen specialization, and 8 are elective.

Every student has the opportunity to participate in the student mobility program known as Erasmus. The Erasmus board carefully assesses each student's academic performance, familiarity with the host country's language, motivation for studying abroad, alignment of study programs, and the presence of recommendation letters in order to determine eligibility for mobility grants.

Lastly, a Diploma Supplement is given to students without a special request.

## **II. Analysis**

The information provided above can be found in the Student Guide, which offers detailed descriptions and will be beneficial for new students. The admission process follows the standard procedures common to all universities in Greece, including the registration process.

The rights and obligations of students are clearly defined and follow a logical framework. It is essential for students to exhibit academic behavior and foster personal growth.

The intern and scholarship programs are currently lacking full clarity as they possess a general framework but lack specific details. Those will be announced at the commencement of the USP.

The process of writing a thesis is straightforward, especially with the assistance of programs like Turnitin, which can detect plagiarism and thereby enhance the integrity of academic research.

Meeting the required ECTS criteria is crucial for achieving a degree from the programme that will have international recognition as a USP. While the number of courses required may seem high, it is not excessive.

Finally, student mobility is providing clear instructions for interested students. As the program officially commences, a multitude of opportunities will become available to students with more details and specific informations about the Institutes.

### III. Conclusions

In conclusion the EEAP finds that the programme is fully compliant with the principle.

#### Panel Judgement

*Please tick one of the following:*

<b>Principle 2.4: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

*None*

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

## **Principle 2.5 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, and an effective 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*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

The Department is a very large academic unit with 75 members of staff including technical staff, 5 administrative staff and the possibility to draw on the expertise of a further 8 members of staff from different departments.

The staff is drawn from the department that have merged and therefore its quality and competence is demonstrably high.

Although the obligations for the teaching staff are not entirely clear at this stage, it is certain that all courses of years 1 & 2 will be covered by existing staff. The projected staff-student ratio is 1:4 which is one of the lowest that we have encountered.

As a result, not only the student experience will be enhanced but also the teaching - research balance will allow staff to devote appropriate time to research. Research activity is intensive and extensive with significant publications and grant income.

There are clear policies of evaluation of the teaching staff and the tools for remedial action, should it be necessary, are in place.

The Department is also advertising 2 new positions and 3 more are to be advertised in the future.

Staff recruitment follows the standard legal frameworks and systems of the relevant government department (APELLA).

The contractual conditions of employment and promotion again follow the current legal framework. The Department will soon move to new, refurbished, accommodation improving thus working conditions significantly.

## **II. Analysis**

The above findings indicate that the programme draws upon the expertise of a significant number of highly trained staff. The EEAP has ascertained the commitment of the institution to the well-being and development of staff and as a result, from a staffing perspective, the programme is well equipped, and the necessary conditions are satisfied.

## **III. Conclusions**

In conclusion, the programme is fully compliant with the principle.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 2.5: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

**None**

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

## Principle 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES

Academic units should have adequate funding 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 and means to support learning and academic activity in general, in order to offer to the students the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications 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

- Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)
- 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

### New Undergraduate Study Programme Compliance

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

#### I. Findings

The department offers a variety of facilities conducive to learning. There are 2 large lecture theatres (1 with 500 seats and 1 with 350 seats), 17 lecture rooms (5 with 100 seats, 1 with 97 seats, 2 with 72 seats, 5 with 60 seats, 1 with 51 seats and 3 with 50 seats), 15 laboratories, 3 library branches with three study halls equipped with computers and printers. All facilities are fully accessible to individuals with disabilities and are equipped with the necessary IT infrastructure, including projectors, microphones, and audio devices. For college students who meet specific economic criteria, there are dormitories available that can each accommodate up to 500 students from all departments of the university.



In terms of services, the department provides a Psychological and Counselling Support Center to assist members of the university with mental health issues. The Student Advocate represents students in legal matters related to the institution, while the Complaints and Grievances Management service addresses and highlights student concerns promptly. Student clubs are officially recognized and can organize extracurricular activities, also, a food service offers three meals a day for free to economically disadvantaged students and at a low cost to others. Furthermore, students have access to various web services such as eclass for class information and e-learning, esecretary for viewing grades, VPN, WiFi, cloud storage, eudoxus for free books, and digital library services to support their academic endeavors.

Moreover, the department has implemented a regulation outlining the responsibilities of Academic Student Advisors. Each year, students are assigned a Student Advisor based on alphabetical order. Students are provided with their Advisor's contact information for easy communication. This Advisor-student pairing remains constant throughout the students' academic journey, unless a student requests a change. The Student advisor is responsible to;

- 1) Support students during their transition from school to university life.
- 2) Inform students about the USP, help them understand the Students Guide, familiarise them with the University's facilities, and inform them about the various services available to all students.
- 3) Provide information on the department's practical training opportunities and Erasmus programs.
- 4) Encourage students to participate in academic activities.
- 5) Assist them in selecting courses that align with their interests
- 6) Provide support to students who may face challenges attending classes regularly and resolve problems that may arise from their absence.
- 7) Help students plan for their future by presenting options for continuing their studies to pursue a master's degree or entering the workforce in a field of their choice.

## **II. Analysis**

Considering that the annual intake of new students is projected to be approximately 300, the department's infrastructure is deemed sufficient to accommodate the needs of students. The facilities are well equipped to support the student population.

Regarding the services that are provided by both the Department and the University they are helpful enough to give students the necessary support to start their academic journey. In comparison to other institutions, the level of support provided is on the same level with them.

Lastly, the Academic Student Advisor will play a pivotal role in the USP offering guidance and support to students throughout their academic pursuits. The Advisor will serve as a crucial resource, particularly during the initial years of the programme when

students may require additional assistance in navigating their academic path and aligning it with their interests.

### **III. Conclusions**

In conclusion the EEAP finds that the programme is fully compliant with the principle.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 2.6: Learning resources and student support of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

**None**

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

## Principle 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES

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 information collected depends, to some extent, on the type of accreditation (initial or re-accreditation). 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(s), availability of learning resources and student support, career paths of graduates. During the initial accreditation, the data concerning the profile of the academic unit and the structure of the study programme must be entered.*

### 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

### New Undergraduate Study Programme Compliance

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

#### I. Findings

Based on the documentation provided, the DUTH has procedures for collecting and analysing information related to the organization and operation of its new undergraduate programs. These procedures aim to feed data into the internal quality assurance system. The information collected is tailored to the accreditation stage, with a focus on data relevant to initial accreditation. The data of interest includes:

1. Key performance indicators for the student body profile: This likely encompasses data such as student demographics, entry qualifications, and enrolment statistics. Student progression, success, and drop-out rates: This involves tracking students' academic progress, including course completion rates, grade point averages, and the number of students who withdraw from the program. Student satisfaction with the program(s): This is assessed through

mechanisms such as student surveys and feedback collection, gauging students' opinions on the program's content, teaching quality, and overall experience.

2. Availability of learning resources and student support: This includes data on the adequacy of facilities like libraries, computer labs, and online learning platforms, as well as the effectiveness of student support services such as academic advising and tutoring. Career paths of graduates: This involves tracking where graduates go after completing the program, including employment rates, types of jobs, and further education.

3. Profile of the academic unit: Information concerning the department's faculty, research activities, and resources.

4. The structure of the study program: Details about the curriculum, course content, learning outcomes, and assessment methods.

The university collects and analyses this data and uses it to inform decisions related to program development, implementation, and evaluation, contributing to the continuous improvement of the program's quality and effectiveness. The information is also used in the broader strategic planning of the University, and in the ongoing monitoring and evaluation of the program.

## **II. Analysis**

The above findings constitute what we have been able to ascertain from the documentation provided and meetings. Given that the programme has not started yet it is not possible to say which data has or will be collected. The processes and range of data (projected to be ) collected are appropriate.

## **III. Conclusions**

The panel has found that the programme is compliant with the requirements of the principle.

### **Panel Judgement**

*Please tick one of the following:*

<b>Principle 2.7: Collection, analysis and use of information for the organisation and operation of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

**None**

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



## Principle 2.8 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*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

The Department, according to the material provided to the panel, has developed a well-rounded and diversified communication strategy for sharing information about its academic offerings and educational activities, including the new undergraduate programme in Philology, History and Anthropology. Key communication tools include a bilingual (Greek and English) departmental website already launched, highlighting the specific programme, coordinated announcements via social media, the E-Class asynchronous platform, university-wide portals such as the Career Office and Innovation Unit, as well as printed brochures and online promotional content. The department also engages with local media through press releases and interviews. The departmental website presents in both Greek and English detailed academic information such as course syllabi, learning objectives, study guides, academic regulations, profiles of teaching staff, contact information for administrative support, and available student services. It also includes content on practical training opportunities, participation in Erasmus+ programmes, and mentions of research activity within the department. To maintain the relevance and reliability of this information, a departmental

committee has been tasked with regularly updating the website to ensure clarity, transparency, and timeliness.

## II. Analysis

The Department's information strategy effectively meets the standards set by this principle. Its efforts to provide organized, accurate, and regularly updated content across multiple platforms reflect a strong commitment to openness and academic accountability. The bilingual presentation of the website significantly improves access for international users and academic collaborators.

That said, the English-language version of the site appears a little less comprehensive compared to its Greek counterpart. In addition, while research is referenced briefly on the homepage, the website could benefit from a more in-depth presentation of faculty research activities and projects.

## III. Conclusions

The Philology, History and Anthropology programme meets the expectations of Principle 6 regarding transparency and dissemination of public information for undergraduate programmes. The Department demonstrates an organized and inclusive communication plan, showing a clear intent to provide accessible and trustworthy information to all stakeholders. As the programme evolves, it is anticipated that further detailed content—particularly in English—will be developed to ensure full visibility and accessibility for Greek and non-Greek-speaking audiences and international academic partners.

### Panel Judgement

*Please tick one of the following:*

<b>Principle 2.8: Public information concerning the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

1. The panel suggests enrichment of the website with faculty members' research profiles, outputs and project activity.



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

## **Principle 2.9 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)*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

According to the documentation provided, the procedures for the regular monitoring and evaluation of the program include the following:

Post-Certification Actions: After the program is certified, the department will assess the actions taken, the progress made in implementing the Action Plan, and compile a "Results Monitoring" table. This table will include:

The achieved results

The degree of achievement of the results

The actions taken to comply with external evaluation and certification recommendations

Monitoring Report: Two years after the program's certification, a Monitoring Report will be prepared and submitted. This report is part of the institution's ongoing efforts to improve quality and allows for a general assessment of the impact of external evaluation and certification results at all levels, including certified study programs.

Content of the Monitoring Report: The Monitoring Report will provide a comprehensive overview, including:

A concise description of the quality assurance policy

The strategy, methods, and procedures for quality assurance of the program

The way(s) in which the quality assurance policy is implemented

The results of the program's evaluation

Findings and recommendations for the program's improvement

These procedures emphasize a commitment to continuous improvement and adherence to the university's quality assurance policy.

## **II. Analysis**

This is a new programme and as such there is no other report to consider. The findings above constitute reason to be confident that those responsible for the programme as well as the Department overall and the institution have procedures and processes in place to ensure both regular evaluation and the monitoring of any remedial actions deemed necessary.

## **III. Conclusions**

The panel has found that the programme is compliant with the requirements of the principle.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 2.9: Periodic internal review of the new study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

**None**

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

## Principle 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES

New undergraduate 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 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**

- *Utilisation of the recommendations of the external evaluation of the Institution for the establishment and successive improvement of the operation of the new UGP (incl. reference to the action plan)*

### **New Undergraduate Study Programme Compliance**

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

#### **I. Findings**

This external evaluation is the first conducted for the New Undergraduate Study Programme and was primarily based on the materials provided by HAHE, as well as interviews conducted by the Panel with members of the University Rector, teaching staff, OMEA, and MODIP.

New Undergraduate Study Programme on Philology, History and Anthropology of the Democritus University of Thrace follows all the procedures set by the Hellenic Authority for Higher Education (HAHE) for the regular external accreditation of academic programs.

#### **II. Analysis**

The University administration and the interviewed teaching staff demonstrated a positive and receptive attitude toward the Panel's comments and feedback, which is a strong indicator that the accreditation process will successfully achieve its mission and support the advancement of the New Undergraduate Study Programme. Additionally, MODIP will play a crucial role in coordinating efforts that contribute to the continuous improvement of the programme.

### III. Conclusions

The new USP is fully compliant with the requirements of this Principle.

#### Panel Judgement

*Please tick one of the following:*

Principle 2.10: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

**None**

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

## PART C: CONCLUSIONS

### 1. Features of Good Practice

The programme is innovative in its conception and backed by a large number of staff. This in particular constitutes a significant foundation for the development of the programme in the future. The Department and Institution should take advantage of this and provide the resources that will allow for further development into other areas.

### 2. Areas of Weakness

The main strength of the programme is also its main weakness. The programme needs to make sure that the coherence of the three areas is visible to the students and to those external to the programme. As we have repeatedly pointed out this, as a unique programme in the Greek landscape, must find its distinctive profile and carve out a specific target audience.

### 3. Recommendations for Follow-up Actions

1. Include examples of student trajectories in the student guide

2. Explain, again with examples, the connections with the labour market, what are the potential employment prospects of the students within each section?
3. Articulate better the innovative nature of the programme. It should be a distinctive offering rather than a mixed bag of convenience
4. **Enhance Interdisciplinary Coherence:** Develop a clear strategy for fostering interdisciplinary collaboration among faculty members.
5. Implement mechanisms to ensure that courses from different disciplines are effectively integrated and build upon each other.
6. Consider developing interdisciplinary projects or assignments that require students to synthesize knowledge from multiple fields.
7. **Promote Research Engagement:**
8. Create more opportunities for students to participate in research projects, under the guidance of faculty members.
9. Incorporate research-based learning activities into the curriculum to develop students' research skills.
10. Provide students with access to research resources and facilities
11. It is recommended that the faculty enhance the transparency of the concentration selection process. Specifically, the quota-based allocation model and any relevant selection criteria should be clearly stated on the programme's official website and other promotional materials, allowing prospective students to make informed decisions prior to enrolment.
12. Additionally, the faculty should consider adopting a more flexible allocation policy that allows for a deviation of up to 25 to 30 percent from the equal distribution model, depending on student interest and academic criteria. This adjustment would help the programme better reflect the principles of student-centred learning while maintaining a level of academic balance across the three concentrations.
13. The panel suggests enrichment of the website with faculty members' research profiles, outputs and project activity.

## I. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1.1, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

The Principles where substantial compliance has been achieved are:

2.3

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

*Please tick one of the following:*

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **The members of the External Evaluation & Accreditation Panel**

**Name and Surname**

**Signature**

1. Prof. George Tsoulas (Chair)
2. Assoc. Prof. Ana Chikovani
3. Prof. Natassa Economidou Stavrou
4. Prof. Dr. Evangelia Kordoni
5. Mr Alexandros Gialouris Alesios