Accreditation Report
for the Postgraduate Study Programme of:

German Philology: Theory and Applications (formerly Literature and Linguistics)

Department: German Language and Literature

Institution: National and Kapodistrian University of Athens

Date: 12 November 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **German Philology: Theory and Applications (formerly Literature and Linguistics)** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

TABLE OF CONTENTS

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 **German Philology: Theory and Applications** (formerly Literature and Linguistics) of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **MORALES ORTIZ ALICIA (Chair)**
   Departamento de Filología Clásica, Facultad de Letras, Universidad de Murcia

2. **CHIKOVANI ANA**
   Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University

3. **PAPATHEU CATERINA**
   University of Catania (Italy)

4. **MPOUNTZA GEORGIA MARIA**
   Ionian University

II.   Review Procedure and Documentation

The Accreditation Review of the Postgraduate Study Programs (PSPs) German Philology: Theory and Applications and Latin American and Iberian Studies of the National and Kapodistrian University of Athens took place remotely between Monday 30 October and Wednesday 1 November 2023.

A few days before the on-line visit, the External Evaluation and Accreditation Panel (EEAP) had at its disposal on the HAHEE platform the documentation concerning the PSPs under review. On Friday 27 October, the AP also received information about the accreditation process (orientation meeting) via email from HAHEE. The EEAP studied the documentation provided by HAHEE as well as the websites of the Department of Spanish Language and Literature (https://en.spanll.uoa.gr/) and of the PSP (http://www.hispanicstudies.spanll.uoa.gr/) along with the websites of the Department of German Language and Literature (http://en.gs.uoa.gr/) and of the PSP (http://postgrad.gs.uoa.gr/to-pms-germaniki-filologia-8ewria-efarmoges.html and https://master.gs.uoa.gr/).

On the first day, meetings were held for the two PSPs under review, while meetings on the second day were dedicated exclusively to the evaluation of PSP German Philology: Theory and Applications and those on the third day to the PSP Latin American and Iberian Studies.

On Monday 30th before the start of the on-line meetings, the EEAP held a private meeting to discuss the documentation and organise the tasks. The meetings during the virtual visit were scheduled as follows:

Monday, 30/10/2023:

17.00-18.00: Meeting with the Directors of the two PSP, Professor Dafni Wiedenmayer and Professor Dimitrios Drosos; the Heads of the two Departments, Professor Katerina Karakassi and Professor Anthi Papageorgiou; MODIP staff members, Mr. Konstantinos Bourletidis and Mr. Theodoros Chajitheodorou; Steering Committees members, Professor Anastasia Antonopoulou, Professor Viktoria Kritikou and Associate Professor Maria Tsokou; OMEA member, Ms. Stavroula Vasilopulou.

In this first meeting the Directors of both PSP made a brief presentation and were discussed general questions concerning the structure and objectives of the PSPs, Quality Assurance System, profile of the students, etc.

18.00-18.30: Meeting with representatives of both PSPs: Professor Angeliki Tsokoglou, Professor Katerina Mitralexi, Professor Marios Chrissou and Professor Anastasia Antonopoulou

(German Philology); Professor Dimitrios Drosos, Professor Viktoria Kritikou, Associate Professor Maria Tsokou and Ms. Stavroula Vasilopoulou (Spanish Philology).

The EEAP had previewed the videos prepared for the on-line tour and at this meeting discussed teaching and learning resources, equipment and other facilities (especially services offered by the Library of the School of Philosophy) and funding.

18.30-19.00: the EEAP had a private zoom meeting to exchange views and prepare for the second day of the review.

Tuesday, 31/10/2023

15.00-15.45: Meeting with the teaching staff of PSP German Philology: Theory and Applications: Prof. Angeliki Tsokoglou, Prof. Katerina Mitralexi, Prof. Marios Chrissou, Asoc. Prof. Theologia Traka, Asoc. Prof. Aglaia Blioumi and Asoc. Prof. Stefan Lindinger. Issues related to teaching staff research activity, links between teaching and research, structure, objectives and learning outcomes of the PSP, master's Thesis, mobility, organisation of activities for postgraduate students, relationship with other institutions or labour market situation, among others, were discussed.

15.45-16.30: Meeting with 5 (five) students of the PSP. Students were asked about their degree of satisfaction with the PSP and with the services and facilities provided by the University and about their participation in the evaluation processes.

17.00-17.45: Meeting with 7 (seven) graduates. Their experience in the PSP and their subsequent professional development were discussed.

17.45-18.30: Meeting with 5 (five) employers and social partners from different private and public sectors (publishers, educational institutions, Goethe Institut, Association of Alumni). A conversation was held about their experience with the graduates, their collaboration with the PSP and the situation of the labour market.

18.30-19.00: the EEAP had a private zoom meeting to exchange views and prepare the oral report.

19.00-19.30: Closure meeting with the Director of the PSP, Prof. Dafni Wiedenmayer, the Head of the Department, Prof. Katerina Karakassi, Prof. Christina Alexandri, member of the Steering committee, Mr. Konstantinos Bourletidis, Head of the MODIP and Mr. Theodoros Chajitheodorou, MODIP member. Some points needing clarification were discussed and the EEAP carried out a brief presentation of some results and findings of the virtual visit.

In general the documentation provided was complete, but the EEAP should note the lack of

information on the profile of students and some statistical data concerning the number of students applying/ enrolled in the PSPs, success rates, grades, etc. Some of this information was provided by members of the teaching staff during the meetings. Furthermore, the panel would like to underline that all meetings were conducted in a friendly and constructive atmosphere and that all participants were willing to provide any information requested and to answer any questions.

III.   Postgraduate Study Programme Profile

Although the Department of German Language and Literature of the National and Kapodistrian University of Athens has offered postgraduate studies in the field of German literature and linguistics since 2006, the PSP German Philology: Theory and Applications in its current form was founded in 2018. The aim of the PSP is to provide students with academic training and to foster research in two areas of specialization: Greek-German relations in literature, culture and arts and Interfaces between linguistics and didactics. Completion of the PSP leads to a "Postgraduate Diploma" in one of these two fields.

The PSP is organised in two years and comprises 120 credits. During the first three semesters students must take 3 courses of 10 credits each per semester, in a total of 9 courses (90 ECTS). All courses are compulsory. In the fourth and last semester students attend the Kolloquium (4 ECTS), where they discuss various topics and prepare for their Thesis and complete their Master Thesis (26 ECTS).

It is a philological and research-oriented PSP and, consequently, many of its graduates continue their studies in a PhD programme. The PSP objectives and learning outcomes are also tailored to meet the needs of the teachers of German as a Foreign Language, and, in addition, the PSP pursues the goal of training students in the fields of literature, arts, culture and linguistics.

Regarding their future professional development, the PSP graduates will mainly be employed at all levels of education in the public and private sector, but also in companies concerned with Greek-German interests, in publishing houses and translation agencies, in research centres, libraries etc.

The PSP takes annually a maximum of 20 students, 10 in each area of specialization, who are accepted after a selection process that includes as a requirement excellent knowledge of German (C2) and Greek (minimum B2).

Finally, the PSP, together with the Department of German Language and Literature and the School of Philosophy, provides a quality environment for teaching and conducting research, which has improved significantly in recent years. (Labs, classrooms fully equipped, the excellent Library of the School of Philosophy, etc.).

Moreover, the University of Athens (the largest state institution of higher learning in Greece with a student body of about 68.500 undergraduate and postgraduate students) offers its students a wide range of services and facilities (Career Office, Centre of Foreign Languages, University Club, Counselling Centre for Students, Sports facilities etc.).

Part B: Compliance with the Principles

Principle 1: Quality Assurance Policy And Quality Goal Setting For The Postgraduate Study Programmes Of The Institution And The Academic Unit

Institutions should apply a quality assurance policy as part of their strategic management. This policy should expand and be aimed (with the collaboration of external stakeholders) at the postgraduate study programmes of the institution and the academic unit. This policy should be published and implemented by all stakeholders.

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP "German Philology: Theory and Applications" follows the Policy for Quality Assurance with regard to teaching and research as introduced and established by the NKUA. The EEAP had access to the Quality Assurance Policy document of the Department of Philology of NKUA for the development and improvement of PSP (see appendix A2) as well as Quality Goal Setting for the PSP "German Philology:

Theory and Applications" (see appendix A3), which has two study paths with the specializations in 1) Greek-German relations in literature, culture and arts and 2) Interfaces between linguistics and didactics (see appendix A1).

The academic Unit has established a Quality Assurance Policy, appropriate for the PSP. Specific measurable, achievable, relevant and timely quality goals regarding the PSP are planned through regulations.

The courses of the PSP "German Philology: Theory and Applications" in both of its specialization programs correspond to the second level of higher education and ensure the achievement of the competencies defined by the program. The topics and issues distributed in the courses are focused on training students in the fields of literature, arts, culture, linguistics, teaching German as a foreign language, Greek-German cultural and literary relationships. The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

II.   **Analysis**

The EEAP confirmed during the interviews that students regularly participate in international mobility programs such as Erasmus+ and CIVIS. The majority of students participates or have participated in several international research projects carried out with the collaborations or financing by German organizations such as DAAD (Deutscher Akademischer Austauschdienst/German Academic Exchange Service), Goethe Institute, etc. as well as other EU projects.

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

As far as teaching process is carried out in German language, PSP has a high number of German Students on rolling-on basis via Erasmus+ and CIVIS projects. This gives a great opportunity of internationalization promoting the NKUA through not only outgoing but also incoming students. Furthermore, the development of solid networks and international joint work on various research within the field is especially remarkable.

The qualifications of the teaching staff are excellent. The dedication and passion of the teaching staff is impressive. The students outlined the teaching staff's accessibility and collaboration, constant individual consultations, and the appropriate teaching and learning environment. The PSP has extensive experience in involving students in the evaluation of the teaching staff and in assessing the latter's performance on a semester basis.

The EEAP confirmed during the interviews that students and teaching staff has

participated in various workshops and trainings offered by the University. As revealed from the documentation and confirmed during interviews with students and recent alumni, the online Secretariat (E-Secretariat) services implemented recently allows students to receive administrative secretarial support more efficiently.

The feedback from current students is excellent; they could see a link between their own work and materials taught in class. The students are able to find relevant jobs even in the period of studies. The PSP is well-tailored for working professionals with full time and part-time options.

The employers confirmed high demand for the graduate's qualifications in the labour market emphasizing that they are employing the PSP alumni already and plan to do in future as well.

The Quality Assurance Policy is sufficiently communicated to all parties involved, though more involvement of alumni and employers in the program evaluation process would be an asset. As revealed from the interviews the employers participate in an informal way in the program improvement through mutual projects, conferences, talks, etc., but have not filled questionnaires and provided their opinions for the program improvement in written form.

Elective courses are not available at all for the specialization path 1: "Greek-German relations in literature, culture and arts" which consists of only compulsory courses and diploma thesis. In order to explore new areas of interest and development across the area of specialization, students should have an opportunity of elective courses in the PSP.

III.   **Conclusions**

The PSP fully complies with the needs and the aims of a modern specialized postgraduate study program in German Philology. The internationalization of the PSP is especially robust and valuable and constitutes a case of best practice to be stressed.

The Academic Unit has established an appropriate Quality Assurance Policy that includes a commitment to continuous improvement.

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

- Offer elective courses for all PSP students.
- Ensure involvement and regular feedback from employers, labour market representatives and other relevant organizations in the processes of external evaluation.

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 PRORAMME 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 in German Language and Literature was established in 2006. In the academic year 2014-15, the Department reformed it, taking into account the modern scientific developments in the area of research and the needs of its graduates. Finally, in 2018, the PMS was re-established and now operates under the title "German Philology: Theory - Applications".

The PSP of the Department of German Language and Literature has been designed in accordance with the international standards in its field of study and aims to impart knowledge at a high academic level and to produce original research. Its learning objectives respond to the needs of Greek society for qualified teachers (teachers of German as a foreign language), but also for scientists with knowledge in the field of German literature, art and culture, who can develop their activity in public and private education, but also in staff organisations and companies and other institutions and who can act as mediators of knowledge and culture between Greece and Germany.

The PSP leads to the award of an MA degree in one of the following specialisations: "German Literature: German-Greek Relations in Literature, Culture and the Arts" and "Interfaces of Linguistics and Education" on successful completion of the studies.

All information regarding the PSP (course description, schedules, teaching staff, courses offered, call, admission requirements, etc.) are published on the website. Each academic year the study guide is also published.

II.   **Analysis**

The PSP consists of 120 credits delivered over four semesters, it has no tuition fees and accepts a maximum of 20 students each year (10 per discipline), following a selection process. Although the EEAP has not had access to all the data from recent years, it appears that demand remains stable and that positions offered are filled each year (for example, there were 28 applications in total the current academic year).

During the first three semesters students must take 3 courses of 10 credits each per semester, in a total of 9 courses (90 ECTs). In the fourth and last semester students attend the Kolloquium (4 credits), where they discuss various topics and prepare for their Thesis and complete their Master Thesis (26 credits).

All courses are compulsory in the track "German Literature: German-Greek Relations in Literature, Culture and the Arts". In the specialisation "Interfaces of Linguistics and Education", students have to choose 3 courses each semester from a list of 4 courses, but in reality, only 3 are offered each academic year, so in reality students have no choice. The structure of the programme is not very flexible, due to the small number of students in each course, which makes it impossible to offer more electives courses. However, according to the staff interviewed, students can tailor

the courses to their interests through the choice of topic and direction of the papers and presentations they have to do and of their MA thesis.

In addition, the department organises a wide range of activities and lectures by professionals or visiting professors, which provide an excellent complement to the students' training.

There is a procedure, under the responsibility of the department and the PSP coordinating committee, for the regular revision of the curriculum. Since its inception, PSP has been in a constant state of development, improving its curriculum, enriching it with new academic subjects and adapting it to modern scientific and professional requirements. Each year, the Departmental Assembly decides on the distribution of teaching and the teaching staff responsible and publishes the information in advance.

Students' opinions and their satisfaction with the PSP are measured using questionnaires completed at the end of each course they attend. The PMS Coordinating Committee, like all the members of the Department, seem to take seriously the needs and wishes of students.

There is no formal process for involving alumni and external stakeholders in decisions about curriculum review and possible reform. However, the Department shows a serious interest and commitment to continuously improve the PSP and to know the views of all the parties involved. Recently (2022) it conducted a telephone survey of graduates to find out about their professional development. It is also very active in collaborating with external institutions.

The study guide is complete and appropriate but is currently only available in Greek version.

III.   **Conclusions**

The PSP has a research orientation, as evidenced by the fact that a large number of its graduates go on to pursue doctoral studies. In addition, it is very much aware of the needs of the labour market. Its structure, content and learning outcomes are clearly defined and in line with international standards specific to the field of study.

The structure of the PSP is rational and clearly articulated. It is worth noting that it is the only postgraduate programme in the Greek university system that approaches this discipline from an interdisciplinary point of view and focuses on Greek-German relations.

Regarding the lack of electives courses, the EEAP does not believe that this affects the quality of the students' training, but it obviously limits their ability to choose according to their academic or professional interests. The department could consider ways to introduce changes that would alleviate this, for example, by

introducing more specialisation seminars or master classes by visiting professors or external professionals on a regular basis.

Panel Judgement

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

Panel Recommendations

- Consider ways to introduce changes in the PSP and offer more elective courses.
- Find a more formal and systematic way of taking into account the views of social partners, external experts, students and graduates in the curriculum review process.
- Create an English (and if possible, German) version of the Study Guide and courses description.

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 demanding and of high-quality program. As students reported, the PSP covers a range of disciplines in German linguistics, teaching, and literature, and allows them to specialize in their areas of interest and pursue their goals. The instructors provide guidance and support to the students in fulfilling their M.A. thesis and conducting various research projects. Students are requested to complete

anonymous evaluation questionnaires at the end of each semester to provide feedback on the program's quality and effectiveness.

Students' performance and progress are assessed through various methods and criteria. Students have to give oral presentations during the semester, which account for 20% of their grade. They also have to submit a final written assignment for each course, which accounts for 70% of their grade. The students' active participation in the course discussions and activities is also considered in the assessment procedures, as it contributes 10% of their grade. Moreover, students are informed of the assessment methods in advance and receive feedback on their work from the instructors.

II.   Analysis

The students interviewed declared their satisfaction with the content, delivery, and assessment of the courses. In terms of assessment procedures, students are informed of the requirements for their assessment in advance and this helps them to perform as well as they can. Also, the blend of the final written assignment, oral presentations and overall participation is seen as a fair practice. In addition, each of the instructors also acts as an academic advisor, who handles student complaints and resolves any queries and problems. Students appreciate the fact that their opinions/complaints are taken into account by their instructors.

The PSP fosters a high level of interaction between instructors and students, creating a collegial working environment. 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 instructors of the program are mindful of the availability and preferences of students in terms of course timetables.

The PSP also offers a variety of academic activities and events that enrich the students' learning experience. Students can submit and publish their own articles and research through the online journal "LEXIS". They also have the opportunity to participate in Greek and international research programs, such as CIVIS, that promote academic cooperation and mobility. Students attend conferences and workshops where distinguished individuals are invited, such as renowned authors who speak about their works and interact with the students.

III.   Conclusions

The ways of teaching, learning, and evaluating are regarded as appropriate. The activities and events carried out have a decisive contribution to student satisfaction.

Panel Judgement

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

Panel Recommendations

Increase seminars from guest lecturers in the context of the PSP and the courses.

PRINCIPLE 4: S~TUDENT~ A~DMISSION~, P~ROGRESSION~, R~ECOGNITION~ O~F~ P~OSTGRADUATE~ S~TUDIES~, ~AND~ C~ERTIFICATION~.

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

The program lasts for four (4) academic semesters, which is equivalent to two (2) years. However, students can apply for an extension of up to two (2) additional semesters, if they have a valid reason and obtain approval. The number of students admitted for each academic year is 20 students (10 in each of the two specialization tracks of the PSP). The admission of them is quite demanding since they are required to have a certified knowledge of German language at level C2, but also to pass the written and oral examinations (interviews) held in September of each academic year. If some of the admission criteria are not met, such as the submission of the required certifications etc., the PSP does not achieve the required number of students admitted.

The writing of the thesis is a mandatory requirement for the completion of the program and instructors provide guidance. The PSP provides students with the flexibility and autonomy to choose their own topic for their thesis, which is written in German.

All required supporting documents are known to the students beforehand.

Already at the end of the spring semester of the previous academic year, students learn which courses will be offered.

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, but the rate of student participation is low. Furthermore, the PSP has many agreements and collaborations with other universities organizing conferences, seminars and workshops in Greece and abroad. The PSP has also an agreement with the Goethe-Institut for students to participate in Teaching Training Seminars. However, as students reported, there is no special funding provided by the PSP for them to do research, except for programs such as Erasmus and CIVIS, which are often funded by the European Union.

Internships are not mandatory during the PSP. There are certain restrictions in terms of internships outside the Erasmus+ framework and the various workshops that are held; the number of students doing internships is very limited.

II.   **Analysis**
The admission of students is a demanding and selective process that reflects the high calibre of the students admitted. By conducting the admission examinations, courses and assignments in German, the program enables the students to further immerse themselves in the German language and culture and to enhance their proficiency in German.

Students have the opportunity to participate in research projects and workshops mainly through the CIVIS and Erasmus Programs (e.g. BIPs). By participating in such programs, students can broaden their academic horizons, make their work more widely known, and establish contacts with the international academic community. The lack of internal funding and scholarships is a serious issue that needs to be addressed by the Department.

III.   **Conclusions**
The number of students admitted in the PSP is based on both the capacity of the PSP and the academic skills of the applicants. The Study Guide provides all the information on the documents and procedures that students should be aware of. Mobility is encouraged, but the participation of out-going students is low.

Panel Judgement

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

Panel Recommendations

- Establish internal funding initiatives and scholarships for the students in order to participate in research conferences and other research activities.
- Increase student participation in mobility programs and assist them in comprehending the benefits and challenges from such experiences.

- Consider incorporating internships as part of PSP's curriculum.

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**

Currently there are at the Department of German Language and Literature twenty (20) EDEP Members, two (2) EEP members and three (3) EDIP members. Nineteen (19) members of the faculty of different categories participate in the PSP.

In the election and recruitment of faculty members (either to new positions or to positions resulting from requests for promotion of existing faculty members), procedures and the merit criteria established by current legislation are applied.

The Department offers its teaching staff professional development opportunities, encourages their mobility through European programmes (Erasmus +, CIVIS) and the cooperation with the German DAAD and the Goethe Institut.

The competences and qualifications of the teaching staff excellently meet the requirements of the academic world in terms of publications, participation in

conferences and research projects. In addition, all staff appears to be very active in organising academic and research activities in collaboration with institutions both in Greece and abroad, mainly in Germany.

II. **Analysis**

All courses in the PSP are delivered by the permanent staff of the department, although other activities involving lecturers from other organizations are carried out in the frame of the programme.

In terms of workload, the faculty members interviewed in the meetings agreed that it was appropriate and balanced. The PSP faculty is particularly committed to linking teaching and research by participating in a wide range of international academic and research projects. Their strong interest in promoting high quality research among their students is demonstrated, for example, by the annual conferences organised by the programme, where students can present their work and research.

Finally, from 2020, all teaching staff is evaluated by students each year. From the academic year 2022/2023, the evaluation process is carried out through electronic questionnaires on the institution's platform. As can be seen from the data provided to the EEAP, students' satisfaction with the faculty members involved in the PSP is high. Regarding the opinion of graduates and alumni, there is no established a regular procedure to obtain their feedback, although in 2022 an employability survey was carried out.

III. **Conclusions**

The PSP fully complies with Principle 5. Teaching staff have the required level of academic qualification, appropriate teaching, research and/or professional experience and their areas of specialisation and expertise are in line with the requirements of the PSP. There are recruitment procedures and an internal promotion system that follow the criteria established by Greek law.

The EEAP would like to point out the impressive and serious activity the Department carries out within the framework of the PSP and its active involvement in mobility programmes and international collaboration with other institutions.

Panel Judgement

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

Panel Recommendations

Establish regular procedures to obtain feedback from alumni and graduates.

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 LEARING 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**
        In relation to the Provision of Facilities for the Teaching and Learning Environment, the Department of German Language and Literature of the National and Kapodistrian University of Athens (NKUA) provides an M.A. program in "German Philology: Theory and Applications", founded in 2006 and structured into two specializations, whose attendance is mandatory: "Greek-German relations in literature, culture and arts" and "Interfaces between linguistics and didactics", both of which place emphasis on the area of German literature, arts, culture and linguistics.

        They are addressed to graduated students with excellent, passive and active, knowledge of Greek and German language and a further language (C2) who possess a university degree in German, German studies or related fields. If students don't own the necessary expertise, they can take auxiliary undergraduate courses.

Students are provided with informative material regarding the provided services by the administrative support staff, uploaded on the website in English, German and in Greek language, even though the English and German versions have reduced amount of information or the electronic page – in a language different from Greek - is inaccessible/doesn't exist.

Nonetheless, the Department proves to hold suitable resources and means to meet the teaching and learning needs of the PSP program not only through a well-equipped Unified Central Library (founded in October 2005), but also through the Department's electronic journal Lexis. Athener Zeitschrift für Germanistik (ISSN 2654-2129), and online support services provided too by the University, that is an Online Library (http://www.lib.uoa.gr/), an Electronic Secretariat, an E-Class (https://eclass.uoa.gr/), and an Information Centre.

The EEAP has appreciated that the Department enhances instances of improvement and research and provides students with the opportunity of planning a doctoral thesis, whose research topic may be submitted by the graduates' personal interests. In particular the significant existence of Department's electronic journal Lexis. Athener Zeitschrift für Germanistik proves the commitment of the PSP to interdisciplinary, comparative and theoretical scientific dialogue, promoting learning resources, acquired by post graduated/PhD students, beyond that of the teaching staff.

Through the Electronic Secretariat, thanks to the "UNITRON" app, provided by NKUA to all Departments, postgraduate students are able to spot and print their grades, to be informed about all the courses of the PSP (such as teaching units, teaching hours, writings, etc.), to declare their courses, to require the issuance of any existing certificate from the Secretariat (analytical rating, recruitment, tax office, etc.).
As regards the E-Class is an integrated e-course management system and subsidizes the asynchronous distance learning service at the NKUA. Access to the service is provided by a user-friendly web browser. During the EEAP's interviews this kind of e-course has been very valued for its efficacy for supporting worker- students. Besides, the students' option of being able to digitally organize and obtain easily educational material, simplifies the attendance of the course, can provide supplementary knowledge and boosts quality learning resources making students' feedback effective and engaging in cutting-edge ways in line with the contemporary needs. Moreover, the Department's administrative staff provides accessible access to the Library, the online Library and the Students' Reading- Rooms, assisting both students and the general public. Students and the teaching staff have much apprised the EEAP of the easy accessibility to the Library, the digital Library, interlibrary loans, databases, and the electronic and support services provided by Libraries Computer Centre, all of which make much simpler and less disseminative the access to scientific /educational information material.

Furthermore, the UNIWAY app, available both for Android and Apple mobiles, provided by NKUA to each university Department and accessed through the

student's institutional account, supplies further useful student-centred information: Students may get access to information regarding detailed grades, course declarations, curriculum, lecturers and contact information, office hours, etc.)., and to data concerning course evaluation questionnaires. They also may log in to access social networking for chatting, sending files, image, video, for starting friend groups, sharing geographic location information, following personal interests).

As regards the access to the university facilities, mostly located in University Campus, it is simply offered by urban transport network both with a broad range of bus lines, and by accessing the interactive maps, uploaded to the website (https://maps.uoa.gr/).

Range of Support Services

Generally speaking, each service /facility provided by the NKUA to the Department of German Language and Literature and to postgraduate students intends to promote any features of student requirements, including financial aid, career guidance, and counselling. The Department offers a comprehensive and broad suite of support services, which are provided by the NKUA's Service – Units for each Department. These include twenty units, fostering the different needs of both undergraduate and postgraduate students. These services include i) the Accessibility Unit, aimed to students with special needs (MoProFmeA)/; ii) the International Students Support Unit, which offers assistance to overseas students;
iii) the Counselling Centre for Students, which supports also an orientation career guide other than social-psychological issues; iv) the Centre of Continuing Education and Lifelong Learning (CCE/KEDIVIM), which offers, among other things, a wide-ranging variety of lectures /seminars; v) a broad choice of conference facilities, where educational activities may be planned in partnership with bodies, such as Ministries, Universities, Embassies, Cultural Centres and Organizations, Museums, etc.; vi) the Computing Centre, to meet computing needs; vii) the Forecast Weather Services; viii) the Energy Policy and Development Centre (KEPA), promoting awareness to issues related to Energy and Climate Change; ix)the Foreign Language Teaching Centre ("Didaskaleio"), which - in particular regard to the Department of German Language and Literature -caters a Lab for written and spoken German Language – Civilization (Level A2-B2), whose lessons take place either in the city centre, or at the University Campus in Zografou and can be attended both by home students and students of other Greek Universities, as well as by anyone interested; x) the Gender and Equality Office, which is sited in the city centre; xi) the Historical Archive, in a building owned by the University of Athens which is located in the city centre and comprises more than 2.000.000 items, which constitutes a significant help for PSP students to acquire deeper knowledge of German- Greek relations in Greek history ; xii) the Byzantine church, Kapnikarea, owned by the University of Athens and situated too in the city centre; xiii) the "Kostis Palamas" Building where the Department can host conferences/ seminars/readings and other events, xiv) the Library and Information Centre (LIC), which comprises the eight Libraries of the University's Schools plus the Libraries Computer Centre and offers a significant response to research demands of the PSP programs and more generally of the

Departments of the school of Philosophy and others; xv) the Modern Greek Language Teaching Centre, the largest of its kind in the world, situated in the university campus, which covers further help for foreign students; xvi) the Maraslean Teaching Centre, which provides teachers' training and offers further space to host the department's activities; xvii) the Quality Assurance Unit, which organizes the Evaluation procedures and Quality Assurance, in compliance with the Greek statutory framework; xviii)the "Student Ombudsman", which provide an important tool to promote dialogue between students and the teaching staff, monitors compliance with the Regulations, and solves complaints or reports on administrative or educational issues; xix) the University Club addressed to boost the living conditions, and social and cultural education of NKUA's graduated and postgraduate students; xx) the Career Office of N.K.U.A which stands as an effective connection between the PSP students and the labour market.

Additionally, the Department offers on the website informative material (http://www.gs.uoa.gr/yphresies-gia-foithtes.html) about further support resources for graduate and specifically for postgraduate students, such as those regarding the department's history, goals and quality policy (https://master.gs.uoa.gr/istoriko_stochoi_kai_politiki_poiotitas/), yet unavailable in any other language than Greek, a description about the administrative staff / facilities of Master's Degree Program: "German Philology: Theory and Applications" and about the human resources and labs (https://master.gs.uoa.gr/el/anthropino_dynamiko_kai_ergastiria/) which are all yet under construction in English and German. Such as is the case of other online support informative data.

Awareness and Accessibility of Services

Feedback from teaching staff and students shows that the services are mostly user-friendly, but the accessibility of services is not complete or existing on the website. Nonetheless during the EEAP'S meetings the administrative /teaching staff proved to be committed to deal with wide-ranging guidance but and on solving technical issues through email or telephone.

Administrative Staff for Support Services.

The Administrative Staff for Support Services is responsible for executing decisions within the Department, ensuring smooth management of academic entities, and for furthering consistency and efficacy within the university community.

The ERASMUS+ Office and European programs

The ERASMUS+ Office manages Learning Mobility within the Program, embracing European Mobility (KA131), Traineeship Mobility (KA 131) and International Mobility (KA171) opportunities. It is also noteworthy the University joins the European Civic University (CIVIS) offering the Department a strong point of European integration, involving for a semester joint learning pathways and advance of complementary

research pathways. The destinations are München, Hamburg, Konstanz, Trier and Dortmund. In regard to the CIVIS programme in 2022 the department has host two significant seminars with distinguished scholars from overseas universities, whose topics were i) Refugees, Migrants, and Exiles in German and comparative literature"; ii) "Cross-linguistic and intercultural mediation – German as Lingua Franca", all of which can be considered significant educational experience for PSP students.

Educational Platforms and Videoconferencing

In addition to support services, the Department provides educational platforms (http:// www.gutnet.gr) provided by the NKUA which offers a wide range of distance learning modules designed in response to increased education requirements in the labour market, to complement the curriculum, and simplify real-time interaction and collaboration among students and the teaching staff/invited guests through synchronous e-teaching, asynchronous e-learning and video conferencing rooms. During the EEAPS's meetings students have much appreciated the use of these services.

II.   **Analysis**

The EEAP has surveyed these findings and appreciated the focus on electronic resources in many support services, which align with and simplify contemporary educational needs, academic advancement, and success. The wide range of support services, scholarships, European mobility, and cultural promotion, emphasizes the Department's MA programs commitment to all-inclusive student development and orientation to the labour market and research.

Some students revealed some difficulties in accessibility to the most recent bibliography and electronic databases of current internationally recognized publications necessary for the research component of their studies.

III.   **Conclusions**

The Department and the PSP prove a resilient duty to enhance the Learning Resources and Support being the most adequate possible for their PSP students through various services and resources, in the effort to meet the evolving needs of modern learners and to align with up-to-date demands for rapid data retrieval. The wide range of support services, managed by dedicated administrative departments, adds value to the overall student experience.

Panel Judgement

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

Panel Recommendations

- Improve the website with exhaustive information in English and German for increasing, among students, all-embracing knowledge of learning resources and student support provided by the PSP.

- More funding for access to bibliographical resources.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 Department's information management employs the system of NKUA'S information gathering and disseminating system along with the UNITRON and the UNIWAY apps for the purpose to observe the requirements of the management and monitor the students' and teaching staff's data, the Student Care (Health Care, Food and Housing, Social Welfare), the structure and organization of courses, teaching methods, the contents of the curriculum and the provision of services to the students of the Postgraduate programs. The gathered data are subsequently sent, along with suggestions, by the related Departmental committee (OMEA), after a consultation in the Department Assembly, to NKUA'S central services in order to examine the advancement/ implementation of PSP students' academic accomplishment, the quality of studies provided, and the research productivity. Within the information management system, the Internal Quality Assurance System examines, on an annual basis, possible solutions to upgrade the Department's services, activities, facilities, the students' employability, as well as the Department's economic plans and issues.

Student Satisfaction Surveys are conducted periodically through online questionnaires at the end of each semester for each course, but student participation is low.

II.   **Analysis**

The Department demonstrates commitment to take full advantage of the data gathered from satisfaction surveys, in order to evaluate and improve the department's positive performance, such as equipment, social /support services, teaching /learning approaches, curriculum improvement and IT facilities. For the gathering of suitable and significant data, the Department hinges on the UNIWAY and «Unitron» apps, provided by the NKUA and "Greek Universities Network" that constitute the main information system for the management of Higher Education Secretariats of the NKUA. In line to the existing services offered by the University to all Departments and their students, these apps provide students direct access to useful customized assistance and informative data in tabular or microdata format, mainly regarding: (i) admissions in academic semesters, (ii) course registrations/evaluation related to the curriculum, (iii) textbook declarations and (iv) important announcements/notifications and grades delivered by the Department or Secretariat per period, year and course, v) student-centred smooth and direct communication by the teaching staff in a sort of social networking.

Nevertheless, the EEAP did not acquire detailed qualitative and quantitative data about study body, student progression, success and drop-out rates, employability, and career paths of graduates of this PSP. During the interviews it was well- defined that most of PSP graduates develop their careers in the field of education in private schools.

As regards students' evaluation questionnaires, they are not compulsory and resulting in a low participation, although the Department intends to achieve higher involvement.

III.   **Conclusions**

The PSP, along with the MODIP and the NKUA, has at their disposal many procedures and systems for a methodical informative data collection. However, the management of this information does not seem to be very effective and some important data concerning students' profile /background/student progression/ drop-out rates/ graduate career path are not sufficiently analysed and communicated.

The PSP strives to work with end-users in problem response and throughout research projects to ensure decision-making needs are being met. The participation of students in satisfaction surveys should be increased in the near future.

Panel Judgement

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

Panel Recommendations

- Collect and analyse data about the student body/profile/background, graduates, employability, career path etc.
- Encourage more students to complete the evaluation questionnaires, so that more data can be collected and analysed.
- Share more information about the data regarding the various opportunities and career paths of PSP graduates.

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

There is a dedicated segment in the Department's website regarding the PSP "German Philology: Theory and Applications". The information is offered in Greek and English languages, with proportionally more information in Greek Language.

For the promotion of the PSP, another special trilingual website is created. The webpage is structured to be multi-lingual in Greek, English and German languages but, the information on the website currently is available only in Greek with English and German versions being under construction.

The PSP regularly organizes conferences and talks for the students. Students, stakeholders, and the community in general are informed about these activities through the webpages.

II.   Analysis

The key information regarding the academic unit and the PSP is available online through two webpages: one of the Department http://en.postgrad.gs.uoa.gr/ma-program/information-for-applicants.html   and   one   of   the   PSP https://master.gs.uoa.gr/.

A clear, accurate, up-to date and readily accessible information is published about the selection criteria, intended learning outcomes, qualification awarded, teaching, learning and assessment procedures, learning opportunities available to the students etc.

The electronic journal of the Department of German Language and Literature of the National and Kapodistrian University of Athens "Lexis" offers MA students to publish their research and is available through two dedicated websites: http://lexis.gs.uoa.gr/ and https://hub.uoa.gr/lexis-ejournal-german/

All course outlines of the PSP as well as academic unit Policy for Quality Assurance, information about teaching staff, research facilities, calls for participation in various projects and mobility, scheduled events and activities are available online on the PSP website. All information published in the PSP website is up-to-date, clear, and easily accessible.

Information provided on website in Greek language is full, while English and German websites are under construction.

III.   Conclusions

In term of content, the PSP's new website seems to be up to date, clear and easily accessible, but it needs to be completed in English and German version as well.

Panel Judgement

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

Panel Recommendations

Offer a complete version of the website in English and German languages.

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 internal quality assurance system of the University is complex and envisages collection and analysis of necessary data for the evaluation of the programmes. The quality policy of the PSP "German Philology: Theory and Applications" is fully harmonized with the policy guidelines of the NKUA, which enables the PSP to provide high quality higher education.

The PSP "German Philology: Theory and Applications" pursues the development of a vivid international mobility, creative, open, and vibrant environment of research and work for the academic community.

II. **Analysis**

All quality assurance procedures of the PSP "German Philology: Theory and Applications" are subject to review and revision that are carried out on an annual basis by the Department's Internal Quality Assurance Committee (OMEA), in

collaboration with the University's Quality Assurance Unit. The action plan is set and implemented; the procedures are seen as supportive and developmental.

Internal evaluation of PSP was based upon the evaluation of the course outlines, student evaluation questionnaires, Annual Internal Report of the OMEA and MODIP, the goals set for the academic year of 2022-2023, as well as available Quality data from the Information System (ΟΠΕΣΠ) from 2015 and onwards and the Quality Assurance Standard of NKUA.

For the PSP in its current form the EEAP has been provided with data from Internal Evaluation of the PSP "German Philology: Theory and Applications" completed by the University's Quality Assurance Unit (ΜΟΔΙΠ) on 12/28/2022.

The EEAP confirmed during the interviews that the students' expectations, needs and satisfaction in relation to the programme is high and the students' workload, progression and completion of the postgraduate studies are monitored. The changing needs of society are addressed with a view to continuous improvement.

PSP's monitoring and periodic review is conducted with involvement of different stakeholders through systematically collecting and analysing information, however, the degree and quality of involvement of the external stakeholders (alumni, employers) could be further improved.

As the program is recently re-established, implementing the appropriate actions after feedback findings of the annual reviews is yet in process and has not been completed. Actions taken in response to student feedback should be clearly and regularly communicated to students and other stakeholders.

III. **Conclusions**

The evaluation procedures implemented by the PSP "German Philology: Theory and Applications" are fully compliant to the state of the art.

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

Regularly communicate to students and to stakeholders information about the measures which have been taken in response to evaluation feedback.

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 evaluation of the PSP since it starts in academic year 2018/19. However, both the Department and the University have previous experience of external evaluation and accreditation processes. In March 2022, the Department's Undergraduate Programme was evaluated by a panel of external experts with very positive results.

II.   Analysis

There is a procedure in place for analysing the results of the external evaluation and implementing the recommendations of the EEAPs. Consequently, it is expected that the results of the current evaluation will also be analysed and implemented as far as possible by the Department, the PSP Coordinating Committee and the OMEA (Internal Quality Assurance Committee) in collaboration with MODIP.

III.   Conclusions

During the meetings held, the EEAP verified that all members of the teaching staff involved in the PSP are aware of the importance of the external evaluation and are actively involved in the process of the PSP's accreditation.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

PART C: CONCLUSIONS

I.   Features of Good Practice

- High level of qualification of the teaching staff.
- Demanding and research-oriented PSP, which covers a wide range of disciplines in the field of German Studies.
- Serious commitment to linking teaching and research and a strong interest in promoting research among students. An example of good practice in this respect is the annual conferences organised by the programme, where students can present their work and research.
- Organization of activities and lectures by professionals or visiting professors, which provide an excellent complement to the students' training.
- Close collaboration with other Universities and with external Institutions and social partners.
- Valuable internationalization of the PSP.

II.   Areas of Weakness

- Not very flexible structure of the PSP and lack of options (elective courses).
- No formal process for involving alumni and external stakeholders in decisions about curriculum review and possible reform.
- Lack of regular procedures to obtain feedback from graduates and external partners in evaluation process.
- Limited funding for the development of research projects, purchase of books and bibliography and support to students in research activities.
- Omissions in collecting and analysing data about student profile/background, student progress, success and drop-out rates, employability, career path etc.
- The Study Guide and PSP's website currently only available in Greek.

III.   Recommendations for Follow-up Actions

- Offer more elective courses for all PSP students.
- Ensure involvement and regular feedback from employers, labour market representatives and other relevant organizations in the evaluation processes.
- Find a more formal and systematic way of taking into account the views of social partners, external experts, students and graduates in the curriculum review process.
- Publish an English (and if possible, German) version of the Study Guide and the course descriptions.

- Increase seminars from guest lecturers in the context of the PSP and the courses.
- Establish internal funding initiatives and scholarships for the students in order to participate in research conferences and other research activities.
- Increase student participation in mobility programs and assist them in comprehending the benefits and challenges from such experiences.
- Consider incorporating internships as part of PSP's curriculum.
- Collect and analyse data about the student body/profile/background, graduates, employability, career path etc.
- Encourage more students to complete the evaluation questionnaires, so that more data can be collected and analysed.
- Share more information about the data regarding the various opportunities and career paths of PSP graduates.
- Offer a complete version of the website in English and German languages.
- Regularly communicate to students and to stakeholders information about the measures which have been taken in response to evaluation feedback.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 8, 9, and 10.

The Principles where substantial compliance has been achieved are:

7.

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **MORALES ORTIZ ALICIA (Chair)**

   Departamento de Filología Clásica, Facultad de Letras, Universidad de Murcia

2. **CHIKOVANI ANA**

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

3. **PAPATHEU CATERINA**

   University of Catania

   (Italy)

4. **MPOUNTZA GEORGIA MARIA**

   Ionian University