



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report **for the Postgraduate Study Programme of:**

Classical Studies

Department: Philology

Institution: University of Crete

Date: 12 January 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Classical Studies** of the **University
of Crete** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Classical Studies** of the **University of Crete** 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, United Kingdom

2. Prof. Maria Antoniou

Pace University, United States of America

3. Prof. Stavros Lazaris

Centre National de la Recherche Scientifique & Catholic University of Paris, France

4. Prof. Ulrich Moennig

Universität Hamburg, Germany

5. Mr. Dimosthenis Kostakis

University of Ioannina, Greece

II. Review Procedure and Documentation

The Accreditation Review of the Postgraduate Study Programmes (PSP) "Classical Studies" of the University of Crete took place remotely between Tuesday, January 7 and Friday, January 12, 2025. A few days before the on-line visit, the External Evaluation and Accreditation Panel (EEAP) had at its disposal on the HAHE platform the documentation concerning the PSP under review. Shortly before that the EEAP also received information about the accreditation process (orientation meeting) via email from HAHE. The EEAP studied the documentation and the websites of the University of Crete along with the websites of the two PSPs. On the first day, meetings were held for the PSP under review (and also the other two PSPs under review), while meetings on the fourth day (Friday January 9) were dedicated exclusively to the evaluation of PSP "Classical Studies". On Tuesday January 7 before the start of the on-line meetings, the EEAP held a private meeting to discuss the documentation and organize the tasks.

The EEAP held meetings with the teaching staff, the students, graduates and employers/social partners connected with the PSP. The full schedule of the meetings including the list of participants can be found in the timetable of the online visits.

The meetings were held in a cordial and efficient atmosphere with plenty of opportunity for the Panel to ask questions and clarify points from the documentation.

III. Postgraduate Study Programme Profile

Based on the documentation, here's a 250-word profile of the Classical Studies Master's Programme at the University of Crete:

The Classical Studies Master's Programme (established 2018) is one of four specialized graduate programmes offered by the Department of Philology at the University of Crete. The programme emerged from a broader postgraduate studies framework that had been operating since 1993, demonstrating the institution's long-standing commitment to classical education.

Operating at Level 7 of the European and National Qualifications Framework, the programme is administered through the Department's Classical Studies Division. The curriculum encompasses four main areas of specialization: ancient Greek and Latin philology, papyrology and epigraphy, teaching of ancient languages, and digital classical studies. This combination of traditional philological training with digital humanities approaches reflects both classical scholarship's heritage and its future directions.

The programme operates within a quality-assured framework that emphasizes student-centered learning and the integration of teaching with research. It aims to produce specialized scholars while maintaining strong connections to market demands and employability concerns.

The programme benefits from the Department of Philology's broader institutional commitments to:

- International academic collaboration and mobility
- High-quality research production
- Regular quality assessment and improvement
- Strong library and research infrastructure
- Integration with the wider academic community

While maintaining traditional classical studies foundations, the programme appears designed to prepare graduates for both academic careers and broader professional opportunities, operating within a modern, internationally-oriented academic environment.

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)*

Study Programme Compliance

I. Findings

The quality assurance and general goal setting of the PSP is consonant with the general quality assurance policies and structure of the Department of Philology at the University of Crete. The Classical Studies PSP is one of four graduate programmes offered by the Department of Philology, established in 2018 (as published in Government Gazette 1658/11-5-2018).

It is supported by the Department's Classical Studies Division, which covers the following academic areas:

- Ancient Greek and Latin philology
- Papyrology and epigraphy
- Teaching of ancient languages
- Digital classical studies

The programme operates within a broader departmental framework that emphasizes:

- Student-centered learning
- Connection between teaching and research
- High-quality academic staff
- International collaboration and mobility
- Regular quality assessment and review
- Alignment with the European and National Qualifications Framework (Level 7)
- Focus on both academic excellence and labor market needs

The programme is part of a well-structured department with clear quality assurance mechanisms.

II. Analysis

The programme is built along the lines of the general policies of the University of Crete, and follows them closely. The goal setting exercise undertaken by the steering committee of the PSP has focused on internationalisation, enhancement of academic activities, upgrading infrastructure and promotion of excellence. There has been appropriate monitoring of the degree of achievement of the goals and actions have been taken to ensure that there is constant progress toward the relevant goals. Quality assurance is again maintained through the relevant institutional and departmental level applicable policies.

III. Conclusions

The PSP fully complies with the principle.

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

None.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Study Programme Compliance

I. Findings

The process of designing the Postgraduate Programmes of the Department of Philology follows the provisions of the current legislation and includes the verification of compliance with the basic requirements by the Quality Assurance Unit (MODIP) of the University of Crete and the final approval of the Postgraduate Programmes by the Senate of the University of Crete.

II. Analysis

The PSP aims to provide students with a comprehensive foundation in ancient Greek and Latin literature, a high-level philological background, interdisciplinary training in related fields, familiarity with new interdisciplinary approaches, and methodological tools for conducting and presenting scientific research. The main aim of the Department in designing the programme is to train scientists with a solid philological background, research skills, an interdisciplinary approach, and broad employment prospects in professional fields directly or indirectly related to their studies, such as: Philologists in Secondary and Higher Education, part-time teachers in various schools (IEK, OAED Schools, Tourism Schools, Armed Forces Schools, etc.), in Libraries and Archives, in Publishing Houses and Organizations, for teaching Greek in Literacy Programmes and to vulnerable social groups, in research centres, in Educational Organizations and Mass Media.

The goals of the PSP have been largely and satisfactorily achieved. This is evident from their participation in conferences with presentations, the production of research articles, the high percentage of students (approximately 45%) who have continued or are continuing their studies at the doctoral level, and the undertaking of scientific initiatives (such as organizing two national conferences for postgraduate students and six for doctoral candidates in Classical Studies). Also, Graduates of the PSP in the Department of Philology are prepared to work independently or in teams, engage in complex activities, and make decisions in dynamic environments. They are equipped to teach children, adolescents, and adults in various sectors. Additionally, from 2024, due to the hiring of a new faculty member specialized in Digital Humanities, the students will receive knowledge and training in the emerging and constantly evolving field of Digital Humanities and Artificial Intelligence, making them more competitive in the job market.

The PSP is designed considering the institution's strategy, national and international experience, and student feedback. It aligns subjects with the teaching staff's specializations and requires knowledge of English, French, German, or Italian to access international literature. These skills benefit graduates in their careers, further studies, or research.

Students must complete six seminar courses and one thesis over four semesters, totalling 120 ECTS credits. Each seminar is worth 15 ECTS credits, and the thesis is worth 30 ECTS credits. The seminars focus on deepening knowledge and application skills, while the thesis has a research character. Detailed workload information is available on the Department's official website.

The PSP connects with research by utilizing recent research data in teaching, familiarizing students with the research process and ethics, involving them in organizing academic events, and encouraging active participation in conferences and lectures. It is also enhanced by integrating new subjects and promoting outreach. This is achieved by introducing new courses, updating course content, and engaging in international research and collaboration. These practices ensure the programme includes cutting-edge academic areas. The EEAP considers important that the postgraduate students can gain work experience through

auxiliary teaching tasks, participating in paid research programmes, and undertaking paid auxiliary research tasks.

III. Conclusions

In conclusion the PSP 3 has been developed following a defined written process that involves all interested parties. The objectives, the expected learning outcomes and the employment prospects are set out in the programme design. Therefore, the PSP 3 is fully compliant with the HAHE' s principle 2.

Panel Judgement

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

Panel Recommendations

- It is proposed to create an "alumni" association and to establish a mechanism for gathering data on the employment and research activity of graduates.
- Strengthen the involvement of stakeholders and external experts in the curriculum revision procedure.
- The EEAP strongly encourages and endorses the familiarization of students with different aspects in the field of Digital Humanities (tools, software, research opportunities and practical training).

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.*

Study Programme Compliance

I. Findings

After reviewing the documentation provided to the Panel, along with other resources available on the departmental website and discussions with various stakeholders, it is evident that the PSP “Κλασικές Σπουδές / Classical Studies” complies with the University’s Policy for Student Admission, Progression, Recognition of Postgraduate Studies, and Certification. The criteria for admission, progression and recognition of postgraduate studies are clearly detailed in the PSP’s official documents and on its webpage (<https://www.philology.uoc.gr/en/spoudes/metaptixiakes-spoudes/pms-klasikes-spoudes>).

II. Analysis

The admission process provides comprehensive instructions on completing and submitting the application, including deadlines and any required documents. Indeed, incoming students receive information through various channels about the structure and functions of the University of Crete and the School of Philosophy. They are also informed about the Study Guide and the organization of the PSP “Κλασικές Σπουδές / Classical Studies”. All pertinent information is also available on the department’s website

(<https://www.philology.uoc.gr/en/department/introduction>). Therefore, the study programmes' admission requirements are clear and publicly accessible.

However, no clear information exists on the learning system (face-to-face, blended) proposed to the students.

The student-centered approach is widely adopted to cater to diverse learning needs and preferences. Furthermore, the student's progress during their studies is attentively followed. The courses' training platform (e-class) records student progress directly, and the teaching staff has the opportunity to discuss student progress in their department meetings. Related discussions usually benefit from statistical data collected by the MODIP team as well as internal assessment reports. Students are actively encouraged to develop individual skills essential for their personal growth, career readiness, and adaptability in diverse contexts (for ex., critical thinking, communication skills, collaboration and teamwork, and digital literacy...). Furthermore, the University regularly provides information about student opportunities to participate in mobility programmes. Student mobility, especially with the Erasmus programme (<https://www.philology.uoc.gr/en/foithtikh-zwh/erasmus-programme>), is one of the University's strategic goals, and this is a very strong strength. Indeed, mobility programmes would enable students to enlarge their academic horizons and help them with scientific networking, especially within the European academic community.

The University has a specific survey to evaluate the level or quality of the services offered to the students, so there is a systematic and accurate evaluation of student perceptions of them. Students' surveys provide valuable feedback on various aspects of teaching and learning (for ex. teaching effectiveness, course content and delivery). The data collection ensures honest and constructive input without fear of bias or repercussions.

The programme lasts four semesters for full-time students and eight semesters for part-time students. Students will receive a Diploma of Postgraduate Studies after successfully completing 120 ECTS credits. The ECTS system is implemented throughout the curriculum and is deemed to be appropriately distributed. The top entrance examination performer will receive an excellence award from the Efthymios Koumentakis Donation, along with a cash prize of €1,000.

III. Conclusion

The Evaluation Team was pleased to find that systems are in place to support students at crucial points in their academic careers. For example, the Department has formal procedures for student appeals and provides access to academic advisors as part of their student support system. Indeed, regular consultations with teachers help clarify topics and assignments, while discussions about academic progress and information sessions on financial and scholarship opportunities are also provided.

However, the department should enhance communication channels to better inform students about scholarship criteria and research and career development opportunities. Although some teachers of the PSP encourage their students to participate in scientific activities, such as conferences and paper publications, discussing how to spread these effective practices throughout the department would be beneficial. Furthermore, information on medical and psychological services for students should be extended, and students should be more clearly informed. Finally, some web pages related to student life are under construction (for example, <https://www.uoc.gr/students/esrv>), which is a minor shortcoming.

Panel Judgement

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

Panel Recommendations

None.

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

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

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

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

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

Study Programme Compliance

I. Findings

The examination of the curriculum, the ECTS structure, the process of student supervision and the continuous engagement of students in the educational process led to the following findings. Upon successful registration, students receive a fully detailed information e-mail, which informs them about all the services provided by the department. From the starting date of the courses to the online services of the secretariat and the library, as well as even their obligations regarding the delivery of final assignments per semester.

The supervision of students' progress is continuous, as they are required to make presentations in the classroom, to do individual projects in class, and also to submit their final project at the end of the semester.

The students have also the opportunity to travel through the Erasmus+ programme, either for studies or for internships, through the wide network of partnerships that the department has developed.

ECTS are distributed equally between the courses. Each course of the semester provides 15 ECTS while the thesis provides 30 ECTS. Students, through the department's website and through the academic advisor, are informed about the requirements for the thesis. Through the online repository of theses which is accessible to all, students receive an overview of the specifications of a thesis.

In addition to the Erasmus+ internship, students can gain practical experience through their employment with social partners, such as Crete University Press and the Institute for Mediterranean Studies (IMS). Especially IMS, through its participation in research projects, offers, in addition to the internship, the additional possibility for students to participate in conferences and workshops.

The students of the departments, apart from the practical knowledge (text analysis, editing, critical thinking), are also informed about academic values, such as the avoidance of plagiarism and the dangers of AI machines, but this does not prevent them from using them properly.

Finally, the diploma of the department is issued only in Greek, but through gov.gr there is the possibility of issuing the certificate of studies in English.

II. Analysis

The department implements a comprehensive student support system that begins with detailed onboarding through an informative email covering all essential services and academic requirements. The academic structure demonstrates a balanced approach to learning, combining continuous assessment through presentations and projects with final semester assignments.

The programme shows strong international and practical orientation through multiple pathways: Erasmus+ opportunities for both studies and internships, plus valuable local partnerships with organizations like Crete University Press and the Institute for Mediterranean Studies. The latter particularly enhances student development through exposure to conferences and research projects.

The credit distribution is clearly structured, with standard courses at 15 ECTS and the thesis at 30 ECTS. The thesis process is well-supported through online resources and academic advisors. Notable is the department's modern approach to academic integrity, addressing both traditional concerns like plagiarism and contemporary challenges like AI usage, promoting responsible utilization rather than outright prohibition.

The bilingual availability of certificates via gov.gr reflects adaptation to international standards.

III. Conclusions

The programme seems to have found the perfect balance between providing knowledge to students and initiating them into research.

Panel Judgement

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

Panel Recommendations

None.

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.

Study Programme Compliance

I. Findings

The data described and analyzed under Principle 5 were cross-referenced with the homepage that reflects the status quo as of January 2025. In the programme of Classical Studies, there are four male professors and one female professor, two female associate professors, and two female assistant professors. Additionally, there are four faculty members who have been seconded from secondary education. The number of publications, the level of scientific activity, and the substantial number of citations clearly indicate that the staff is highly qualified. The staff-student ratio is very good. The personnel selection process and evaluation procedures are legally mandated. The staff has the opportunity to participate in international academic discourse through research semesters, participation in the ERASMUS programme, and funding for conference attendance from the ELKE, among others. The Geniko Protokollo forwards tenders to the academic staff. Furthermore, there is a remarkably large number of incoming visiting scholars. The EU-funded programme TALOS: Artificial Intelligence for Humanities and Social Sciences is focused on Digital Humanities and provides the programme with a visiting professor with a high international reputation. The department also has two laboratories, one for Papyrology and Epigraphy and another for Classical Studies. The Training of the Teachers (TotT) programme ensures that new methods and technologies are integrated into teaching.

II. Analysis

The programme is staffed with highly qualified personnel. The scientific outcomes and the high rank of many members of the teaching staff serve as proof that opportunities for scholarly and professional development are given. The EEAP emphasizes the importance of the TALOS programme and its focus on Digital Humanities, including Artificial Intelligence. This ensures that the department and the programme are actively involved in cutting-edge research.

III. Conclusions

With respect to the teaching staff and their qualifications, the programme is fully compliant with Principle 5 according to the relevant criteria.

Panel Judgement

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

Panel Recommendations

- The EEAP recommends exploring options to promote experienced and qualified members of the EDIP category to the status of appointed teaching staff.
- The relevant office should be advised to systematically collect information about all relevant announcements (scholarships, funding opportunities of all kinds) and to forward it to the academic staff in good time.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Study Programme Compliance

I. Findings

As the programme has access to a wide range of facilities related to administrative, research and educational tasks and as it offers a holistic support to students, it is fully compliant with the HAHE principles.

II. Analysis

The programme uses the infrastructure of the Department of Philology which includes 6 seminar rooms, 6 classrooms, 3 lecture halls and workshops. All rooms are adequately equipped for teaching, presentations and conferences. In addition, the library has the necessary documentation and access to electronic repositories of a scientific nature, which students can access either in person or remotely. Particularly helpful for the department is the Laboratory of Papyrology and Epigraphy, through which students can participate in conferences and publications of collaborative volumes.

In addition, all secretarial duties of students, such as issuing documents, course registration and access to their grades, are done online through the Secretariat. Furthermore, there is a student care service, providing information on housing and accommodation issues for students and a psychological support service for students. Interviews with students and teachers revealed their complete satisfaction with the way the teaching and administrative

staff work together. Attendance in this programme does not require the payment of tuition fees, but only the passing of the entrance qualifying examinations.

III. Conclusions

The adequacy of the facilities and the services provided by the department is certified both by the documents provided by the department and by the descriptions of students and faculty.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Study Programme Compliance

I. Findings

The PSP has designed and implemented the necessary mechanisms for collecting, managing and analyzing student progress information to ensure continuous improvement and accountability. This is done in an integrated, effective and easily accessible way.

II. Analysis

Data related to the admission process, module questionnaires, and feedback from teaching staff are adequately collected and discussed at the Department meetings. Based on a standardized questionnaire, student evaluations are one of the most important tools used to measure PSP's educational performance. Data related to entrance exams, module questionnaires, feedback from collaborators as well as exit surveys from graduating students are collected and discussed to gather feedback and ensure continuous improvement in teaching, learning, and support services.

The Department regularly analyze and evaluates data related to the availability and accessibility of resources to ensure students and staff have the necessary tools and services to succeed (especially Equipment and Facilities, IT Facilities, Library Resources, Social and Support Services). Furthermore, the PSP maintains a directory of former graduates and alumni with relevant information regarding their career paths.

III. Conclusions

The PSP has provided a clear and helpful information management mechanism. However, continuing and reinforcing collaboration with the Alumni is highly recommended. Student participation in filling out the module questionnaires is somewhat low, which affects the performance indicators statistically.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Study Programme Compliance

I. Findings

The Department of Philology at the University of Crete has a shared homepage for all four of its postgraduate programmes. This page has subpages that provide information specific to each postgraduate programme (one of which is the PSP, which is subject to evaluation: Classical Studies), as well as information that applies to all PSPs collectively (Academic Calendar; Information for Applicants; Course Offerings; Announcements of Study Places; Contact Information; Regulations for Online Teaching; Regulations Concerning Plagiarism; Documents Regarding Quality Assurance; Information Concerning Student Complaints).

The programme -specific subpages include: Study Regulations; Name of the Programme Coordinator; Names of the Members of the Steering Committee; Information about the Application Process (Entrance Exam) and its Content; Information about the Technical Implementation of the Application Process; Learning Objectives; Awards; Scholarships; Contact Details of the Office of Student Affairs; Information about the Campus and its Facilities; Names, Contact Details, and Office Hours of the Teaching Staff.

II. Analysis

The relevant homepage of the department is clearly structured and precise in the information provided. The same applies to the subpage of the PSP. The information is up-to-date and also includes details about upcoming announcements, such as the Call for Applications. The homepage is bilingual (Greek and English).

III. Conclusions

The homepage of the Department provides public information about the PSP in full compliance with Principle 8.

Panel Judgement

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

Panel Recommendations

The electronic pathway from the central homepage of the University of Crete to its Schools and Departments is not easy to find; visible links should be placed at the top of the central homepage (<https://www.uoc.gr/>).

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.*

Study Programme Compliance

I. Findings

The Department of Philology at the University of Crete ensures the quality of its PSP 3 in "Classical Studies" through the Internal Quality Assurance System (IQAS), in collaboration with the Quality Assurance Unit (MODIP). The Internal Evaluation Group (OMEA), along with faculty and administrative staff, collects data on the department's outreach and research activities, which are published on the department's website.

II. Analysis

The programme is evaluated with input from students, instructors, and stakeholders, focusing on curriculum content, course workload, student satisfaction, and adaptation to societal and market needs. The internal evaluation process involves all stakeholders and aims to set new goals and improve quality. The results are recorded in a report and discussed for potential changes, considering structural changes, current data, and suggestions from students and staff.

The revision and modernization of course content in the PSP 3 is an ongoing process involving all instructors. The results are documented in detailed course outlines, updated annually. The process includes continuous feedback from past and current programme implementation and

proactive actions for both short-term updates and medium-to-long-term revisions. The Coordinating Committee of the PSP 3 serves as the primary body for exchanging views, identifying problems, and sharing best practices among the programme members. It considers specific educational needs, periodic obligations in course offerings, instructor availability concerning educational leaves, and the inclusion of visiting and emeritus professors to ensure optimal distribution and quality of teaching.

The Department Assembly discusses the recommendations of the Coordinating Committee and decides on updating the regulatory framework of the PSP 3. The process is organized by the Department Chair based on drafts prepared by the Coordinating Committee, which are reviewed by the Assembly members electronically before the meeting. The Assembly guides the Committee on drafting the documents and approves the updated Curriculum and Study Guide. The documents are then reviewed by the Quality Assurance Unit (ΜΟΔΙΠ) and submitted to the University Senate for approval. The Assembly also assigns members to collect and review course outlines for publication on the Department's website.

III. Conclusions

The EEAP concludes that the University of Crete and the Department of Philology have in place an internal quality assurance system for the audit and annual internal review of the PSP 3. Any actions taken for the improvement of the programme are communicated to all parties concerned. Therefore, the PSP 3 is fully compliant with principle 9.

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

Consider collecting data on the overall experience of the PSP from its graduates.

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.

Study Programme Compliance

I. Findings

This is the first external evaluation of the PSP.

II. Analysis

Although this is the first external evaluation, we have been able to ascertain that the staff of the PSP have taken seriously and acted upon recommendations resulting from the internal evaluation process.

III. Conclusions

The PSP complies fully with the principle.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

The Panel was impressed by the quality, the breadth of knowledge and preparation for research that the PSP offers. The tightly knit community of staff and students fosters collaboration and excellence.

The focus on digital humanities and digital classics demonstrate significant engagement with cutting edge methods and approaches in the discipline.

II. Areas of Weakness

The Panel has not found any significant areas of weakness. The recommendations for follow-up actions are intended to strengthen an already excellent programme.

III. Recommendations for Follow-up Actions

1. It is proposed to create an "alumni" association and to establish a mechanism for gathering data on the employment and research activity of graduates.
2. Strengthen the involvement of stakeholders and external experts in the curriculum revision procedure.
3. The EEAP strongly encourages and endorses the familiarization of students with different aspects in the field of Digital Humanities (tools, software, research opportunities and practical training).
4. The EEAP recommends exploring options to promote experienced and qualified members of the EDIP category to the status of appointed teaching staff.
5. The relevant office should be advised to systematically collect information about all relevant announcements (scholarships, funding opportunities of all kinds) and to forward it to the academic staff in good time.
6. The electronic pathway from the central homepage of the University of Crete to its Schools and Departments is not easy to find; visible links should be placed at the top of the central homepage (<https://www.uoc.gr/>).
7. Consider collecting data on the overall experience of the PSP from its graduates.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: None.

The Principles where partial compliance has been achieved are: None.

The Principles where failure of compliance was identified are: None.

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

- 1. Prof. George Tsoulas (Chair)**
- 2. Prof. Maria Antoniou**
- 3. Prof. Stavros Lazaris**
- 4. Prof. Ulrich Moennig**
- 5. Mr. Dimosthenis Kostakis**