



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



Εθνική Αρχή  
Ανώτατης Εκπαίδευσης  
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for Higher Education

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# Accreditation Report

## for the New Postgraduate Study Programme of:

Teaching foreign languages in Europe: Studying the linguistic  
and cultural diversity of school populations

Department: French Language and Literature  
Institution: National and Kapodistrian University of  
Athens Date: 22 June 2024



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



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations** 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. TSOULAS GEORGE (Chair)**

University of York

**2. CHIKOVANI ANA**

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

**3. GALANIS FOTIOS**

Aristotle University of Thessaloniki

**4. LAZARIS STAVROS**

UMR Orient & Méditerranée (Paris)

## **II. Review Procedure and Documentation**

The Accreditation Review of the joint PSP "Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations" of the Department of French language and Philology of the National and Kapodistrian University of Athens and the Department of Letters and Language Sciences of the Université d' Angers took place remotely from Monday 17 of June to Saturday 22 of June.

The week prior to the online visit, the External Evaluation and Accreditation Panel (EEAP) had access to the documentation of the PSP to be assessed on the HAHE platform. The EEAP studied the documentation on the HAHE platform as well as the PSP website. Furthermore, during the visit, the institution provided the EEAP with supplementary documentation (PowerPoint presentation). The EEAP had a preliminary meeting on Monday 17/06 where the process of accreditation was discussed, tasks were allocated and a general approach to the process was agreed.

The online visit for the review of the PSP was conducted on Tuesday 18/06 according to the following programme:

### **Tuesday, 18/06/2024**

16:00 - 17:00

Meeting with the Vice-Rector/President of MODIP (In lieu of the Vice-Rector: Prof. Maria Leontsini), the Head of the Department and Director of the PSP Professor Marie-Christine ANASTASSIADI

17:00 - 17:45

Meeting with the teaching staff  
Professor Rea DELVEROUDI  
Professor Maro PATELI  
Associate Professor Argyro MOUSTAKI  
Associate Professor Marina VIHOU  
Teaching Fellow Kanellina MENOUTI  
Teaching Fellow Panagiotis AXAMPANOPOULOS  
Mrs Christina PRAGIANNI, administrative staff

18:00 - 18:30

On-line tour: classrooms, lecture halls, libraries, Evaluate facilities and learning laboratories, and other facilities related to the PSP.

19:00 - 19:45

Meeting with employers, social partners  
Mr George ANDROULAKIS, Professor at the University of Thessaly  
Mrs Daphni GAVRILI, Director of the Athens Intercultural College  
Mrs Georgia GYFTOULA, Director of the 3rd Primary School of Zografou  
Mrs Eleni DARGENTA, Teacher of French Language at the Varvakeio Experimental College Mrs

Katerina SPIROPOULOU, Service of academic and scientific cooperation of the French Institute of Greece

Mr Vincent LAMBERT, Responsible of Campus France at the French Institute of Greece

Mrs Georgia PAPAGEORGOPOULOU, Teacher of Greek Language and Literature at the 1st Vocational High School of Agia Paraskevi, Responsible of the School Library

Mrs Mado VASILOPOULOU, Educational and Commercial Delegate of the French editions and bookstore "Le livre ouvert"

20:00 - 20:30

EEAP debrief meeting

20:30 - 21:00

Meeting with the Director of the PSP, the Head of the Department, MODIP, Steering Committee/OMEA members MODIP staff

Director of the PSP & Head of the Department:

Associate Professor Marie-Christine ANASTASSIADI

Director of the PSP (University of Angers): Professor Emmanuel VERNADAKIS

Steering Committee

Professor Maro PATELI

Associate Professor Argyro MOUSTAKI

Associate Professor Marina VIHOU

MODIP staff/ members:

Prof. Maria Leontsini, QAC MODIP

Mr Theodoros Chajitheodorou, MODIP member

Mrs. Eleftheria Gergi Scientific Associate - Quality Assurance Consultant

21:00 - 21.15

Closure meeting with the Vice-Rector, the Director Informal presentation of the EEAP of the PSP, the Head of the Department, MODIP.

Vice-Rector: Professor Sofia PAPAÏOANNOU

Director of the PSP & Head of the Department: Associate Professor Marie-Christine ANASTASSIADI

Director of the PSP (University of Angers): Professor Emmanuel VERNADAKIS

Steering Committee

Professor Maro PATELI

Associate Professor Argyro MOUSTAKI

Associate Professor Marina VIHOU

MODIP staff/ members:

Prof. Maria Leontsini, QAC MODIP

Mr Theodoros Chajitheodorou, MODIP member

Mrs. Eleftheria Gergi Scientific Associate - Quality Assurance Consultant

### **III. Postgraduate Study Programme Profile**

The PSP under consideration as a “New” programme has in fact a rather long and successful history. The programme was the fruit of a successful application in the context of the binational collaboration between the French and Greek education ministries. Following the signing of the cooperation agreement in 2006, the two Universities involved in the programme (NKUA and Universite d'Angers) were successful in their application to create the "original ancestor" of the present programme. The programme has gone through a variety of revisions in response to changes in the relevant legal and regulatory frameworks in both countries.

The academic focus of the programme is on the training of language teachers. More specifically, the programme aims to train teachers in both adapting to and eventually taking advantage of the multilingual and multicultural classroom that is becoming the norm in many areas in Europe.

During this one-year masters programme students split their time between Angers where they spend the first semester and Athens where they spend the second semester including the rich experience of practical training in actual school classrooms.

The programme draws on the wealth of sociolinguistic variability found in the multilingual situations faced by the prospective teachers.

The combination of theoretical and practical training makes for a particularly distinctive programme.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

### **Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes**

**INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY. INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.**

**THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.**

*By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.*

*In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.*

*In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.*

*The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

### **Documentation**

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

### **Study Programme Compliance**

#### **I. Findings**

The PSP "Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations" 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, as well as Quality Goal Setting for the PSP "Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations".

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 monitoring of teaching methods, student satisfaction, learning outcomes and research output is conducted through regulations and surveys on a regular basis.

The courses of the PSP "Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations" 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 field of language teaching, with special emphasis on cultural and social context and the intercultural and multilingual approach. The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

## **II. Analysis**

PSP has established a Quality Assurance Policy which includes a commitment towards continuous improvement, promoted through the academic rigor of the curriculum. Based on the studied documents and the results of the interviews, it should be noted that the University has a unified policy and requirements in matters of quality assurance, which ensures the stability of a unified internal quality assurance system.

PSP requirements of admission are demanding, and merit based. Notably, language competence of C1 in French language is required. Student selection criteria for admission are transparent and are clearly described in the regulations. There are no registration or tuition fees. The bilateral Greek French PSP's students study for one semester in the University of Angers, France and one semester in the NKUA.

The teaching staff is highly qualified and allocated to the appropriate specializations of PSP based on their experience and qualifications. In addition, there is an Academic Advisor who is responsible for handling student complaints and resolving any queries and problems.

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

In the interviews EEAP held with the teaching staff, employers and external stakeholders, it had the opportunity to assess their enthusiasm for pursuing the PSP's objectives and expanding its activities by professional educational practice opportunities, the international character of the PSP and its mobility scheme, cooperation with various stakeholders, such as primary schools, experimental and intercultural colleges, French Institute of Greece, French editions and bookstore, etc.

The employers and social partners confirmed during interviews the existence of demand for the graduates' qualification in the labour market.

50% of students take part in the PSP evaluation procedures, this percentage is planned to be increased for the subsequent years. Increase in the participation of PSP students in research activities is also planned as a future goal.

## **III. Conclusions**

The PSP fully complies with the needs and the aims of a modern specialized postgraduate study program in "Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations"

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

### Panel Judgement

<b>Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Ensure regular feedback from students and their involvement in the evaluation procedures  
Encourage students to pursue research projects for academic and professional growth

## **Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

## **Study Programme Compliance**

### **I. Findings**

The postgraduate study program (PSP) "Language Teachers in Europe: Education in Linguistic and Cultural Diversity in Schools" offered by the NKUA is designed to provide valuable knowledge and experience to its students. The program follows a well-defined written process for its development, which includes participation from various stakeholders, information sources, and approval committees.

Key documents reviewed include the Senate decision for the establishment of the PSP, the detailed curriculum structure, labour market data, the PSP Student Guide, course and thesis outlines, and teaching staff assignments. The program has a detailed student guide, although course outlines could be more detailed, particularly regarding pre-required knowledge.

Students are evaluated through a variety of methods, including exams, activities, essays, and a practicum report. The teaching staff and social partners actively support student mobility programs such as Erasmus+. Labor market data indicates that graduates of this program secure significant positions in organizations promoting French language learning, such as "Le livre Ouvert" and the Institut Français de Grèce (IFG).

The program offers 60 ECTS, which appears low given the heavy and demanding nature of the curriculum. Upon discussion with the teaching staff, it was clarified that the 60 ECTS is part of a transnational program agreement.

### **II. Analysis**

The PSP's design and approval process align with institutional and regulatory standards, ensuring a comprehensive and structured approach to postgraduate education. The program's detailed student guide provides essential information, but the course outlines lack sufficient detail regarding pre-required knowledge, which could hinder students' preparedness and engagement.

The variety of evaluation methods used throughout the semester ensures a holistic assessment of student performance. The inclusion of exams, activities, essays, and a practicum report allows for diverse assessment strategies that can cater to different learning styles and competencies.

Support for student mobility programs like Erasmus+ enhances the program's attractiveness and provides students with valuable international exposure. The successful employment of graduates in prominent institutions highlights the program's effectiveness in preparing students for the labour market.

The 60 ECTS awarded by the program seems insufficient given its demanding nature. However, this limitation is due to a transnational program agreement, indicating that the program operates within a larger framework that dictates credit allocation.

### III. Conclusions

The PSP "Language Teachers in Europe: Education in Linguistic and Cultural Diversity in Schools" is a promising and unique program that offers valuable knowledge and experience to its students. The well-defined process for its development and approval ensures its academic rigor and alignment with institutional standards. The variety of evaluation methods used contributes to a comprehensive assessment of student performance.

Despite the detailed student guide, the course outlines need more detail, particularly regarding pre-required knowledge. The program's support for student mobility programs and the successful employment of its graduates in significant positions are commendable. However, the 60 ECTS awarded by the program may not adequately reflect its demanding nature, although this is constrained by a transnational agreement.

#### Panel Judgement

<b>Principle 2: Design and Approval of New Postgraduate Study Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

Enhance Course Outlines: Provide more detailed course outlines, including information on pre-required knowledge. This will help students better understand the course requirements and prepare more effectively.

### **Principle 3: Regulations for 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).**

*The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.*

*Indicatively:*

- *The students' 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*

*In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:*

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

#### **Documentation**

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

## **Study Programme Compliance**

### **I. Findings**

The joint PSP “Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations” is the result of the bilateral cooperation between Greece and France for the creation of Joint Postgraduate Programs. Having examined the documentation made available to the panel, other resources available on the departmental website, and through the discussions with various stakeholders, it is clear that the PSP follows the Policy for Student Admission, Progression, Recognition of Postgraduate Studies, and Certification as established by the NKUA. The admission and progression criteria such as the Recognition of Postgraduate Studies are clearly articulated in the PSP’s official documents and materials, and its page on the web (<https://www.frl.uoa.gr/tmima/>).

### **II. Analysis**

Incoming students receive information (via email, phone-calls and online welcome events) about the function and structure of the NKUA at large. Students are also informed about the Study Guide and the organization of the PSP. In addition, all information is available on the website. The requirements for admission to the study field programmes, and the ways in which this information is made public are transparent.

The progress of the students during their studies is monitored regularly. The courses’ training platform (e-class) records student progress directly, and the teaching staff have 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.

The University gives information about opportunities for students to participate in mobility programmes. Indeed, student mobility, especially with the Erasmus program, is promoted centrally by the NKUA, the internationalization of students theoretically being one of its strategic goals. Mobility enables students to enlarge their academic horizons and help them in terms of scientific networking especially within the European academic community.

The ECTS system is applied throughout the curriculum and, in terms of distribution, is considered adequate.

### **III. Conclusions**

The Evaluation Team were pleased to find that systems to support students at key points in their academic career are in place. For example, there are regular consultations with teachers to clarify topics and assignments, discussions about academic progress, and information sessions about financial and scholarship opportunities. It seems that the University does not have a specific survey to evaluate the level or quality of the services offered to the students and so there is no systematic or accurate evaluation of student perceptions about them. Certainly, the department should improve the current communication channels,

to better inform students about criteria for scholarships, research and career development. We could see that some teachers encourage their students to participate in scientific activities (conferences, publication of papers and so on), however discussions about ways to spread this good practice across the department would be useful.

#### **Panel Judgement**

<b>Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### **Panel Recommendations**

None at present

## Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

### **Study Programme Compliance**

#### **I. Findings**

The PSP is staffed by faculty members from both Universities in almost equal measure (6 from Angers and 7 from Athens).

At NKUA the selection of staff depends on the specialisation and the courses offered and required each year. Given the budgetary restriction accompanying a programme that has no fees, no external collaborators can be recruited or not at least easily so.

Staff can benefit from mobility opportunities afforded by the Erasmus+ programme and the Department approaches the selection of staff to participate in the exchanges in a democratic fashion. Staff are appropriately qualified, holding PhDs from prestigious Universities.

#### **II. Analysis**

The team involved in the teaching of the programme is, without exception, extremely dedicated and delivers high quality teaching and preparation for the practical aspects of the course in semester 2.

It is to be noted that given the number of staff available for the programme and the fact that the programme is only 1 year, staff workload can be very high and although the fact that the programme has been running successfully for so long may suggest

that things can continue running in this way, a strategy with sustainability in the medium and longer term for the programme is required.

### III. Conclusions

The programme benefits from extremely well qualified and very dedicated staff who coordinate across the two countries and Universities in a remarkable seamless manner.

#### Panel Judgement

<b>Principle 4: Teaching Staff of New Postgraduate Study Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

- Explore ways to obtain funding to enable the programme to recruit (even for a short period) external collaborators
- Set out a strategy for sustainability given the workload pressures. The strategy should also include the recruitment of more teaching staff.

## Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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

The postgraduate study program (PSP) "Language Teachers in Europe: Education in Linguistic and Cultural Diversity in Schools" offered by the NKUA is fully compliant with the requirements for learning resources and student support. The program currently offers one classroom for lectures, with a strong possibility of an additional classroom being added in the next semester. Administrative support staff is in place, although many contributors to the PSP have expressed a need for additional administrative and secretarial support.

The services provided to students are a mix of online and physical interactions, with digital and physical material made available. The program is considered brand new by HAHE standards, yet it has been graduating students for many years. There are no tuition fees, making this PSP particularly competitive, unique, and necessary.

Despite its strengths, contributors have noted that the workload is heavy, and the lack of financial resources due to the absence of tuition fees exacerbates this issue. Additionally, there is a consensus that more teaching staff is needed. The teaching staff and stakeholders have shown a strong commitment to promoting Erasmus+ and Erasmus+ internship programs. Currently, students are required to complete a "stage," with hours completed in both France and Greece.

The PSP has the use of a room at the faculty of Philosophy which is also used for other needs of the teachers at the school.

## **II. Analysis**

The PSP at NKUA demonstrates strong compliance with institutional requirements for learning resources and student support. The provision of one classroom with the potential for expansion indicates a commitment to meeting the physical needs of the program. However, the request for additional administrative and secretarial support suggests that current resources may not be sufficient to fully support the program's operations.

The mixed mode of service delivery (online and physical) aligns well with contemporary educational practices, ensuring flexibility and accessibility for students. The availability of both digital and physical materials supports diverse learning preferences and needs.

The program's classification as new by HAHE standards, despite its long history of producing graduates, highlights its ongoing evolution and adaptation to meet current educational standards. The absence of tuition fees is a significant advantage, making the program accessible to a broader range of students. However, this also presents financial challenges, particularly in terms of funding adequate support and teaching staff.

The heavy workload reported by contributors points to the need for a balanced allocation of tasks and responsibilities among students and staff. The commitment to promoting Erasmus+ programs is commendable and enhances the international dimension of the program. The requirement for students to complete practical hours in France and Greece provides valuable real-world experience, although it adds to the workload.

In terms of available space, the possibility of using a second room would contribute to the greater flexibility of the timetable program during the spring semester.

## **III. Conclusions**

The PSP at NKUA demonstrates strong compliance with institutional requirements for learning resources and student support. The provision of one classroom with the potential for expansion indicates a commitment to meeting the physical needs of the program. However, the request for additional administrative and secretarial support suggests that current resources may not be sufficient to fully support the program's operations.

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In terms of available space, the possibility of using a second room would contribute to the greater flexibility of the timetable program during the spring semester.

### Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Increase Administrative and Secretarial Support: Recruit additional administrative and secretarial staff to ensure efficient program operations and support for both students and teaching staff.
- Secure Additional Funding: Explore alternative funding sources, such as grants, partnerships, or donations, to supplement the financial resources of the program and support the hiring of additional staff and the expansion of facilities.

## **Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes**

**INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.**

*The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.*

*The above comprise the assessment of:*

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

*Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.*

### **Documentation**

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

### **Study Programme Compliance**

#### **I. Findings**

The internal and external evaluation of new PSPs at the National and Kapodistrian University of Athens includes the evaluation of the accreditation proposal of the PSP and documentation in accordance with the requirements of the HAHE standards. For the internal Evaluation of the NKUA, the MODIP implemented the Procedure for Compliance with the Essential Requirements of the Certification of PSPs in HAHE.

Through the organization and support of the MODIP and the Department of French

Language and Literature, the processes of the external evaluation of the PSP are carried out in accordance with the specific instructions and guidelines of the University. The formal evaluation of the content of the courses by the students is planned to be obtained through anonymous questionnaires that are distributed to students. The structure and content of the curriculum (including teaching methodology, assessment and practical training) is designed to allow students to achieve the intended learning outcomes.

An annual internal evaluation report based on the reports ideally should be communicated to the partner University of Angers as well. In 2022, this joint PSP has already been certified in France, together with other Programmes of the University of Angers, by the High Council for the Evaluation of Research and Higher Education of France (HCERES).

This is the first external review that the PSP's Greek counterpart at NKUA has undergone since its starting (last amendment of the PSP took place in 2023). Once being accredited, its aim is to comply with and explore the recommendations of EEAP for the improvement of its study program, teaching and technical services to students. Provisions for specific actions to be taken are already in order.

## **II. Analysis**

The EEAP believes that the PSP has adopted agreed procedures concerning the implementation of the curriculum and quality indicators of the entire program and will focus on data collection for the further and regular evaluations. The PSP will be regularly internally reviewed and revised with the participation of students and faculty members. The information collected will be analysed and the program will possibly be modified according to the internal and external evaluation data.

The PSP employs a technique of SWOT analysis in order to assess its strengths, weaknesses, opportunities and strengths, which is an example of good practice and ensures to evaluate the present strengths as well as to devise a successful strategy for future.

As the PSP "Teaching foreign languages in Europe: Studying the linguistic and cultural diversity of school populations" is a bilateral, joint PSP of two universities, it is desirable that the NKUA and the University of Angers adopt some mutually agreed procedures concerning the evaluation process and maybe collect data through common evaluation forms in both Institutions.

It is the EEAP's conviction that all those involved in the function of the PSP are well-disposed with regard to the external evaluation and accreditation processes. The role played by MODIP in organizing everything that would contribute to the improvement of the PSP is significant. Both the Department of French language and Literature and the NKUA have extensive experience in external evaluation and accreditation processes.

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 Steering 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.

The NKUA and the Department of French Language and Literature have in place the competent bodies and the mechanisms to review essential aspects of program delivery regularly. We strongly believe that this practice ensures the highest quality, supportive, and effective learning environment for students of the PSP.

### Panel Judgement

<b>Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Adopt some mutually agreed procedures concerning the PSP evaluation process with the Partner University of Angers and maybe collect data through common evaluation forms in both Institutions

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The programme has been running for a long time and any short-term issues have been ironed out. The programme also has a natural way to adjust and deal with problems in an organic and smooth manner. More specifically the following are features that the EEAP would like to highlight amongst others:
- The seamless integration between the two participating institutions despite the distance and the different regulatory frameworks
- The extremely close, crucially bidirectional, relationship between the programme and the world of work, schools, The French Institute of Greece etc.
- The design of the two semesters and the thoughtful division of teaching and learning between theoretical and practice-based aspects

### **II. Areas of Weakness**

- As already mentioned, the programme has solved most of the possible problems that are within the gift of the staff running the programme. We would like to point out however the following:
- The fact that the programme is worth only 60 ECTS, although a necessity of the arrangement with the Université d' Angers, undervalues the work undertaken by the students and may have unintended, yet real, consequences for the employment prospects of graduates.
- The workload both during the formal teaching semester and during the summer when supervision of the dissertation is done is heavy and must be managed more effectively.

### **III. Recommendations for Follow-up Actions**

- Ensure regular feedback from students and their involvement in the evaluation procedures
- Encourage students to pursue research projects for academic and professional growth
- Enhance Course Outlines: Provide more detailed course outlines, including information on pre-required knowledge. This will help students better understand the course requirements and prepare more effectively.
- Explore ways to obtain funding to enable the programme to recruit (even for a short period) external collaborators
- Set out a strategy for sustainability given the workload pressures. The strategy should also include the recruitment of more teaching staff.
- Increase Administrative and Secretarial Support: Recruit additional administrative and secretarial staff to ensure efficient program operations and support for both students and teaching staff.
- Secure Additional Funding: Explore alternative funding sources, such as grants,

partnerships, or donations, to supplement the financial resources of the program and support the hiring of additional staff and the expansion of facilities.

- Adopt some mutually agreed procedures concerning the PSP evaluation process with the Partner University of Angers and maybe collect data through common evaluation forms in both Institutions

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 2, 3, 4, 5, and 6.**

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.**

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. TSOULAS GEORGE (Chair)**

University of York

**2. CHIKOVANI ANA**

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

**3. GALANIS FOTIOS**

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**4. LAZARIS STAVROS**

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