



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the Undergraduate Study Programme of:
German Language and Literature
Institution: National and Kapodistrian University of Athens
Date: 12 March 2022



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 Undergraduate Study Programme of **German Language and Literature** 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 Undergraduate Study Programme of **German Language and Literature** of the **National and Kapodistrian University of Athens** comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Dr. Ulrich Moennig (Chair)**
Universität Hamburg, Hamburg, Germany

- 2. Prof. Dr. Theodoros Marinis**
University of Reading, Reading, United Kingdom
Universität Konstanz, Konstanz, Germany

- 3. Prof. em. Dr. Ulrich Steinmüller**
Technische Universität Berlin, Berlin, Germany

II. Review Procedure and Documentation

Panel preparation for the study programme review/dates of the site visit/description of the visit schedule and the meetings held

The visit took place online on the Zoom platform. The Panel members had an orientation meeting with HAHE's Director General Dr Christina Besta. The meeting was held on Wednesday, 2nd of March 2022 at 15:00 EET.

On Monday, 7th of March 2022 at 11:00 - 13:00 EET, the EEAP met to discuss the proposal report, the allocation of tasks, and the agenda for the site visit.

On Tuesday, 8th of March 2022 at 10:00 - 10:30 EET, the EEAP met the Vice-Rector for Academic and Student Affairs /President of the QAU (ΜΟΔΙΠ) Prof. Dimitris Karadimas and the Head of the Department Prof. Dr. Friederiki Batsalia. An overview of the UGP was provided, including its history, academic profile, current status, strengths, and possible areas of concern. At 10:45 - 12:45 EET the EEAP met the members of the OMEA & QAU (ΜΟΔΙΠ) representatives and discussed the degree of compliance of the UGP with the Quality Standards for Accreditation, as well as the review of student assignments, theses, exam papers & examination material. At 14:00 - 14:45 EET the EEAP met teaching staff members and discussed about opportunities for professional development, mobility, workload and student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; the link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme, as well as possible areas of weakness. At 15:00 - 15:45 EET the EEAP met students. The meeting addressed student satisfaction from their study experience and facilities provided by the Department and the Institution; student input in quality assurance; priority issues concerning student life and welfare. At 15:45 - 16:15 EET the EEAP members met to reflect on the information provided during the meetings and to prepare for the second day of the on-line review.

On Wednesday, 9th of March 2022 at 10:00 - 11:00 EET the EEAP took part in an on-line tour of the Department and virtually inspected classrooms, lecture theatres, the library, laboratories, and other facilities. A discussion followed with administrative and teaching staff members about the facilities and learning resources. The EEAP had the opportunity to evaluate the facilities and to ascertain whether the learning materials, equipment, and facilities are adequate for the successful provision of the programme. At 11:00 - 11:45 EET the EEAP met programme graduates and discussed about their experience on the UGP, studying at the Department, and their career paths. At 12:00 - 12:45 EET the EEAP met employers and social partners. This enabled the EEAP to discuss the relation of the Department with external stakeholders from the private and the public sector.

On Thursday, 10th of March 2022, 10:00 – 14:00 EET, on Friday, 11th of March 2022, 10:00 – 14:00 EET, and on Saturday, 12th of March 2022, 10:00 – 15:00 EET, the EEAP jointly worked on the draft of the Accreditation Report and submitted it to HAHE.

The EEAP would like to thank the members of the Department, the representatives of the Institution, especially the vice-rector Prof. Karadimas and the members of the QAU (ΜΟΔΙΠ), as well as the students, graduates, employers, and social partners for the detailed preparation of the visit, their warm welcome, and also their substantial help in providing their input within a limited time and under the conditions of the current pandemic. The members of the EEAP perceived the meetings on the 8th and 9th of March 2022 as a very inspiring academic experience.

Documents provided by the Hellenic Authority for Higher Education and by the National and Kapodistrian University of Athens, School of Philosophy, Faculty of German Language and Literature and considered by the panel:

On the 25th of February 2022 the members of the EEAP were provided by the HAHE with Accreditation support material. The EEAP studied these documents, which included the Department's Proposal for Accreditation, the Handbook of Studies (Οδηγός Σπουδών) and the Description of Courses (Περιγράμματα Μαθημάτων), the HAHE Guidelines, and other relevant information about the Department, such as statistical data, quality indicators (concerning the years from 2015/16 through 2019/2020), student questionnaires, strategic goals, etc. The EEAP also consulted the Department's web-page and the 2014 External Evaluation Report.

Finally, on Wednesday, 9th of March 2022 the EEAP received an additional document concerning changes in the UGP planned for the years to come, starting from 2022/23" and on Friday, 10th March the EEAP received the PowerPoint that was presented by the Head of the Department on the 8th of March 2022.

III. Study Programme Profile

The Department of German Language and Literature was founded in 1977 (N. 540/15.2.1977). Right from the beginning it was committed to teaching German language, Philology and Literature and to educate graduates qualified to teach German language and Philology/Literature. Since then, the Department, as a part of the School of Philosophy of the National and Kapodistrian University of Athens, has been continuously evolving and improving its curriculum, adapting it to modern scientific requirements and teaching needs, while at the same time steadily increasing the student body and the number of staff members. Currently, the Department consists of 20 full-time academic staff, 3 EEDIP, 3 EEP. Each academic year, the Department admits approximately 135 new students on the UGP. The Department also offers programmes for graduate students at the MA and PhD level.

The current UGP offers both specialized and general skills in the field of German Language and Philology, in line to the job market not only in Greece, but also abroad.

Students graduating are credited 242 ECTS in a variety of courses. The minimum duration of studies is 8 semesters.

The Department educates scholars, philologists who are qualified to teach the German language at all levels and to take part in scholarly and scientific discourse with reference to German Language and Literature, including history and theory of literature in the German language, linguistics, teaching of German as a foreign language and translation/translation studies. Typical occupations outside education are fields where e.g., intercultural skills are needed or the familiarity with the scholarship and scientific methods applied in the humanities. The members of the Department are well aware that Germany is not the only country/territory in which German is an official language.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out 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 the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

Findings

The Department of German Language and Literature has adopted quality assurance measures that are suitable for achieving the goals of the undergraduate program. It pursues the achievement of learning goals and qualifications that are in accordance with the European and

the National Qualifications Framework for Higher Education. Academic staff are successfully striving to meet new challenges and requirements and, where necessary, to make necessary adjustments. For example, earlier this year the Departmental Curriculum Committee decided to change the module structure, which will ensure a greater balance between linguistics and literary studies while maintaining the same number of courses and giving students greater choice between courses.

The restrictions and problems caused by the Covid 19 pandemic have also led to the development and adaptation of the program. The experiences from this phase are the reason and starting point for further improvements to the program, especially in the further development of the combination of face-to-face and distance learning. The Institute's Curriculum Committee has also set itself the task of continuously reviewing the curriculum in order to make the teaching program more flexible and to give students more freedom in choosing courses. This regular critical evaluation ensures the quality of the curriculum, and thus, a continuous improvement of the teaching process.

The participation of all institute members in the organization of the internal quality assurance system is made possible by the institute policy that regulates the assumption of responsibilities and ensures the upholding of academic principles and scientific ethics, as well as the promotion of an academic ethos as part of the training of graduates of the program and future scientists.

This IQAS also foresees the participation of external stakeholders, which include in particular public and private primary and secondary schools, language schools, translation agencies, publishing houses, and cultural institutions of German-speaking countries in Greece.

These objectives and the measures and activities relevant to their achievement are being communicated through the corresponding guidelines and documentation at the Departmental website. This enables the dissemination of the necessary information, modifications and further developments, which in turn allows the evaluation of their compatibility with the overarching principles of the course and the Department.

The research achievements of the academic staff are evidenced in the considerable number of publications, coordination and participation in national and international research projects, participation in numerous national and international conferences, and research collaborations with other scientific institutions in Greece and abroad. The successful combination of research and academic teaching is reflected, among others, in the participation of students in national and international research programs and conferences as well as in the courses on scientific working methods and contemporary research methods.

Analysis of judgement

The evaluations of documents and discussions show that the program is clearly in line with the overriding principles. This is reflected in particular in the clear and precise objective of the course and in the measures that are planned and taken to continuously monitor and improve

the program. The structure and organization of the curriculum are in line with the content and objectives of the program. The scientific staff are excellently qualified to achieve these goals.

Conclusions

The EEAP confirms that the principles and standards underlying the program are adhered to and implemented and are in accordance with the European and the National Qualifications Framework for Higher Education. There is a constant willingness to make continuous adjustments and improvements.

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There is no need for any changes.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

Findings

The degree program is based on the fundamental requirements formulated for quality assurance of the Department. Both national and European requirements for qualified academic education were considered. The expectations of external stakeholders regarding the qualification profile of the graduates were included into the program. This determines the teaching subjects, such as German linguistics and literature, translation and didactic, as well as the desired qualifications of the graduates. This consists of the acquisition of general as well as specialist knowledge in the mentioned topic areas and the development of skills in the fields of German language and literature according to academic standards and the requirements of the current and future international and future labour market in Greece. The institute thus strives to train graduates who are capable of teaching the German language in all teaching formats, but also be active in research on German literature, linguistics, and language education. Therefore, the curriculum corresponds to the generally accepted standards of the Department of German language and literature. This defines the structure and objectives of the study program.

The curriculum and the structure of the degree program are regularly reviewed on the basis of developments in the academic field, the international scientific discourse and suggestions and proposals from external stakeholders. The experiences of graduates are being taken into consideration in the reviewing process of the programme. Of particular importance is the active input of students that enables the continuous improvement of the programme.

Student workload is compliant with the European credit and transfer accumulation system (ECTS). It is under continuous review, and where necessary, modified. For example, the Department is considering changing the ECTS points of the language practice courses and increasing them from 10 to 16 to reflect the actual study workload required and reducing the ECTS points of the thesis from 30 to 26 and of course reducing the length of the thesis to correspond with the amount of work required. This modification goes back to a suggestion made by the students who wanted to strengthen the scientific discourse in German, whereby the practical language exercises were reorganized with a focus on oral and written text production.

The connection between research and teaching is shown, for example, in the participation of students in national and international research programs and the active participation of students in workshops and conferences.

The professional experience of the students, which is considered to be very useful, is strengthened by the development of optional 2-month internships in various organisations, starting with a small number of 10 internships. Until now more than 200 students have had the opportunity to gain practical work experience in a range of different organisations.

Analysis of judgement

The evaluations of documents and discussions show that the program is clearly in line with the overriding principles. This is reflected in particular in the clear and precise objectives of the course and in the measures in place to continuously monitor and improve the program. Various stakeholders are involved in the development and review of the program as well as students, whose active input has resulted in tangible modifications to the program. The inclusion of research in teaching has proven to be just as successful as the integration of students' practical work experience into the program.

Conclusions

On the basis of the observations and analyses presented above, the EEAP confirms that the essential fundamental decisions and objectives as well as their practical implementation in the degree programme meet the expectations of a qualified academic education.

Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The planned and ongoing activities should be continued in the established manner.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement 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, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

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;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

Findings

An essential characteristic of modern academic teaching is to focus on the learner and the active involvement of the students in the teaching and learning process. From this point of view, the study program is convincing. Teaching staff are familiar with the principles of learner-related didactics which are consistently applied, such as reflective teaching methods and forms of active, self-determined learning by the students. Flexible and individualized learning paths are opened up to the students so that they can organize and structure their own learning process in a largely self-determined manner, according to the principles of didactic constructivism. This

includes the students determining the questions and tasks to be solved in agreement with the teachers. A clear demarcation of the topics to be discussed as well as a critical presentation and commenting of the results and systematic conclusions are part of this learning process practiced in the program.

This type of lesson design strengthens the students' awareness of their own responsibility for the learning process and its results and develops their own autonomy, although this is always supported and encouraged by appropriate guidance and assistance from the teaching staff. Encouraging and supporting the individual strengths and abilities of the students is an important element of the program.

In discussions with students and also with the teaching staff, a high degree of mutual respect and empathy became clear. This is also reflected, among other things, in the special care that the Department gives to students with disabilities through teaching and organizational measures. Even during the restrictions caused by the Covid 19 pandemic, the course of the study program was adapted to the special needs of the situation and the students. Overall, the students are seen as active partners in the entire teaching and learning process.

Teaching staff are familiar with the existing forms of examination, especially in the area of Language examinations through the orientation towards the classifications of the "Common European Framework of Reference for Languages (CEFR)". Criteria for assignments and a clear description of criteria for assessment and grading are communicated to students in advance.

In the discussions with the academic staff, their great commitment to their students and to the design of the teaching and learning process became clear. Overall, it can be said that the study program takes place in a student-centred learning environment characterized by mutual respect.

Analysis of judgement

The documents and materials together with the discussions with the academic staff and students show that the study program is in accordance with the overarching principles and objectives of student-centred learning, teaching and assessment.

Conclusions

With reference to the international discourse on university didactics, the curriculum is organized and structured in accordance with the overarching principles and objectives of student-centred learning, teaching and assessment.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends that the Department continues the excellent processes of student-centred assessment, learning, and teaching.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

Findings

The number of students admitted each year is stable with a large number of students having this programme as their first choice. Additional data from 2019 until 2021 show that the number of admissions dropped slightly in 2021 due to the changes in admissions introduced by the ministry of education. The number of graduates also seems to be stable over the years.

The Department organizes each year an induction day for each new cohort of students, in which the head of department, teaching and administrative staff are present. During the induction day, new students get familiarized with the study programme, the departmental processes, and the departmental website. The departmental website is extremely detailed and very well organized, providing a wealth of information about the programme, the Department, and the various services for the students. It provides information about the programme, including the programme handbook, detailed course descriptions, information about the student advisor system, staff office hours, the departmental calendar and deadlines for the academic year, to mention just a few. The Department has clear guidelines and evaluation criteria for coursework and the final thesis, as well as clear rules and regulations for the student practical placements, all of which are provided at the departmental website. Moreover, processes and forms that have to be filled in are provided at the departmental website.

The Department has processes in place to collect information about the students' progress through the data provided from the department administration in an ongoing manner. These data are being included in the yearly internal, evaluation reports submitted to the QAU (ΜΟΔΙΠ) and are also available to teaching staff.

The programme has clear regulations and processes in place for student progression, the duration of studies, the award and recognition of higher education degrees, and the conditions for student mobility. There are clear processes for the recognition of courses that are described at the departmental website, where students can also find the relevant form to fill in.

A large proportion of students work during their studies. As a result, attendance has been around 59% in the years between 2017-2019. Attendance from 2019-2021 increased to 69%. This was attributed to the opportunity to attend courses online during the pandemic. The Department can use online teaching formats in the future to complement in formats in presence and allow working students to attend classes. An excellent example are the online courses.

The meetings with current students and graduates provided evidence that students feel very supported by the Department throughout the duration of the programme and beyond. There is an open communication channel between the Department and its graduates through the alumni organization, through the links between the Department and employers, such as schools, language institutes, and publishing houses, as well as direct contact. The Department provides continuous support in their career development through its postgraduate programmes, continuing development lectures and courses, and involvement with professional organisations and employers.

Students who successfully complete the programme receive automatically a diploma. They can also apply for a diploma supplement that provides detailed information about each single courses they attended in English.

The diploma provides graduates with a wide range of career opportunities, as identified during the meetings with graduates and employers. It gives them a license to practice as teachers of German in the public and private sector. Based on the graduate survey from 2019, the majority of students (85%) are working after graduation with 75% in a workplace that is related to their degree and 69% within education. The proportion has gone up in the 2022 survey with 95% of graduates working within one year after graduation. Job satisfaction is high (82%) and high proficiency in German was perceived as an important factor for job opportunities for 90% of the graduates who took part in the 2019 survey.

Analysis of judgement

The EEAP analysed the information provided as well as the departmental website and discussed with the teaching staff and students about the regulations in place regarding admission, progression, recognition, certification, and career opportunities after graduation. The Department has developed and applies detailed regulations covering all aspects and phases of studies (admission, progression, recognition and certification). These regulations are introduced to new students and are published at the departmental website.

Conclusions

The Department has an excellent system in place and regulations covering all aspects and phases of studies that are communicated to students and other stakeholders through the departmental website.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should maintain the excellent processes in place for the development and application of regulations covering all aspects and phases of the studies (admission, progression, recognition and certification).

The Institution uses a manual process for issuing the diploma supplement that seems to require effort from the administrative staff of the Department and is time consuming. Students have to apply for the diploma supplement and the process takes about a week. The EEAP recommends that the Institution puts an automatic system in place to issue the diploma supplement automatically.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research;*
- *offer opportunities and promote the professional development of the teaching staff;*
- *encourage scholarly activity to strengthen the link between education and research;*
- *encourage innovation in teaching methods and the use of new technologies;*
- *promote the increase of the volume and quality of the research output within the academic unit;*
- *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

Findings

The Department follows clear, transparent and fair processes for the recruitment of properly qualified staff in line with Greek legislation. For new positions, care is being taken to keep a balance between the scientific domains represented in the Department and are necessary to cover the teaching needs of the programme. The number of lecturers, assistant, associate, and full professors has been largely stable within the last ten years, currently consisting of 9 assistant professors, 6 associate professors, and 5 full professors, demonstrating a healthy mix of staff at different levels of their career progression and a scope for progression from junior to more senior positions. The number of EEDIP, EEP has increased in the last three years, currently consisting of 3 EEDIP, and 3 EEP staff, who support the teaching needs of the Department alongside 4 teaching staff on limited-time contracts which is a very good development for the Department in terms of covering their teaching needs. The student to staff ratio is nevertheless high (1 / 62), but it is important to mention that this ratio includes students who are still enrolled but are not anymore attending class. Staff workload in terms of teaching is 6 hours per week, a reasonable number of teaching hours, that together with preparation for teaching, exams, and coursework, student supervision, marking, and office hours, brings the workload to 25 hours per week, also a reasonable workload that allows two days a week for research.

The Department offers staff a fair and supportive environment with transparent processes and good conditions of employment that promotes the advancement of their professional development and scientific work and recognises the importance of teaching and research.

Evidence for the fair and supporting environment comes among others from the system in place that allows 4 academic staff per academic year to be on sabbatical and focus on their research as well as the opportunity for staff to take research leave to attend conferences and other academic activities. This is well reflected in the number and variety of national and international projects the Department is coordinating and participating in (6 coordinating and 7 participating in 2021), the number of staff publications (6 books, 17 articles in peer-reviewed journal, 55 articles peer-reviewed proceedings, 25 book chapters in 2019-21), the staff attendance at national and international conferences, and staff invited presentations. The high academic reputation of the staff is reflected in the increasing citation numbers from 2015 to 2021 (from 50 to 500) and for the same period the increase of staff participation in conference scientific committees (from 8 to 12), journal editorial boards (from 7 to 14), and invited lectures (from 6 to 12).

There is a strong link between education and research – teaching staff routinely bring their research outcomes into their lectures and seminars, students participate in research programmes and at conferences, workshops, and the colloquium organized at the Department, and can choose topics for their dissertation that relate to the research agendas of staff.

The Department encourages innovation in teaching methods and the use of new technologies through the use of the e-class platform, the platform for a virtual lab, and open online courses. Innovation in teaching methods through new technologies was accelerated during the pandemic, as lectures and seminars had to be switched into an online mode. The higher attendance rate as compared to previous years indicates that this transition has been successful and as a result of the pandemic, staff have developed their digital skills.

The Department promotes the increase of the volume and quality of the staff research output through supporting staff to take sabbatical and other types of research leave to attend conference and other academic activities, and through the research environment in place, reflected in the programme, the organization of the colloquium, conferences, and workshops.

The Department follows quality assurance processes for all staff members in line with the quality assurance processes of the National and Kapodistrian University of Athens and has developed policies to attract highly qualified academic staff. One of these policies consists of being part of an exchange programme of the German Academic Exchange Service (DAAD) that funds highly qualified lecturers from Germany to teach courses on the undergraduate programme. An additional policy regards inviting qualified academics from Greek and overseas Universities to present their work at the departmental colloquium or other ad hoc presentations. These activities enable students to receive additional training by highly qualified academics from other Universities in Greece, Germany, and other countries in addition to the highly qualified staff from the Department.

Analysis of judgement

The EEAP panel analysed the documentation and discussed with the academic staff and students about the processes in place for staff recruitment, the environment and the supporting system in place for the advancement of the staff scientific work of the academic staff. The Department has a transparent and fair processes for the recruitment of properly qualified staff and puts a lot of effort and is very successful in offering staff a supportive environment that promotes the advancement of their scientific work.

Conclusions

The processes for the recruitment of properly qualified staff are transparent and fair. The Department offers its staff a very supportive environment that promotes the advancement of their scientific work.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should maintain the transparent and fair processes for the recruitment of properly qualified staff and the excellent supporting system in place that promotes the advancement of the staff scientific work.

Principle 6: Learning Resources and Student Support

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

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Findings

The EEAP was not able to visit the premises of the Department, but the panel watched a video clip about the infrastructure of the Department that showed us lecturing theatres, teaching rooms, lab space, office space and the University library. Furthermore, the panel discussed with teaching staff and students about the infrastructure of the Department.

In the last years, the Institution has made significant improvements in the building and has updated the technical equipment in lecturing theatres and teaching rooms. All now have projectors that allow the use of PowerPoint presentations, and the Department also has portable projectors that can be used ad hoc. Microphones have been installed in lecturing theatres to allow lecturing while wearing a mask due to the pandemic without having to strain the voice. Wi-Fi coverage seems to be less effective in some lecturing theatres.

The Multimedia and Language Application Laboratory and the Laboratory for Research and Study of German and Comparative Literature seem to be housed in pleasant spaces that are being used by students and staff for a range of activities and have clear rules for their organization, use and accessibility. The Multimedia and Language Application Laboratory requires up to date infrastructure of computers that need to be constantly maintained and updated in a timely manner. The 2019 report mentioned a need for new computers that does not to be anymore the case.

The departmental library has moved to the new purpose-built library and has a large number of books, journals, and electronic publications. Despite the large range of electronic publications available, students noted that it would be beneficial to them if the library had access to further subscriptions for electronic publications.

The Institution provides a large range of digital services centrally to students that are available also for the students of this programme. These include E-class, electronic services of the library, a multimedia depository, a platform for open courses. The Institution, the School of Philosophy, and the Department offer a large range of support services to students, including scholarships, health services, psycho-social services, services for students with disabilities, to name just a few. The School of Philosophy provides counselling services to students. The Department appoints each year four academic advisors each of which provide advice to the students for one of the following topics: linguistics, literary studies, practical language training, and disabilities. Relevant information for all these services is provided at the departmental website.

All resources are appropriate, adequate, and accessible. Students are informed about the services available to them through the departmental and institutional website. The Greek version of the website has detailed information about all issues and services. The amount of information provided in German and English is considerably less detailed than in Greek. This may be a barrier for incoming Erasmus and other visiting students.

The report from 2019 notes that there are infrastructure problems in the building, including problems with the heating, lifts, maintenance and updating of the infrastructure of the building of the School of Philosophy. Since the EEAP was not able to visit the building, the panel cannot comment on these important issues that are responsibility of the Institution and not the Department.

Analysis of judgement

The EEAP analysed the documents provided and had discussions with academic staff and students about the infrastructure, resources and support services to cover teaching and learning needs of all students in order to find out if the Department has appropriate, adequate, and accessible resources, as well as whether students are informed about the services available to them. The Department has appropriate, adequate, and accessible infrastructure and resources to cover teaching and learning needs of all students.

Conclusions

The departmental infrastructure and resources to cover teaching and learning needs of all students are appropriate, adequate, and accessible.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Institution should continue the maintenance of the School of Philosophy building and ensure that the infrastructure problems related to heating, lifts, maintenance, and updating of the infrastructure of the building are resolved.

The Institution should provide funding to the Department for a full-time technician within the Department who will be able to support and maintain technical equipment, populate, and update the website, especially for the German and English versions that are more relevant for incoming Erasmus students. Technical support could also support research projects, as well as the organization of conferences and workshops that are important activities for the Department.

The Institution should install additional Wi-Fi boxes in the building to increase Wi-Fi coverage in all lecturing theatres. This is essential for students to be able to access the internet for resources.

The Department should review whether additional electronic subscriptions could become available to students to support their teaching and learning.

Principle 7: Information Management

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

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 as well as to the academic community.

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

The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme Compliance

Findings

The Department established procedures for the collection of data regarding student body, teaching methods, student progression, employability and career paths of graduates. The OMEA in its report refers in detail to the methods used for the collection of data, in which a number of organization units are involved: administrative staff; data collected digitally via the platform *my-studies*; OMEA. The QAU (ΜΟΔΙΠ) is substantially involved into the utilization of relevant data. Student and staff satisfaction surveys are conducted on a regular basis via evaluation procedures and the OMEA. Information obtained from the satisfaction surveys is systematically analysed, appropriately communicated, and used towards improvement. The EEAP will come back to this issue in the following sections of this report. The Department analyses and evaluates data related to the availability and accessibility of resources (equipment, social services, IT facilities etc.). Data collected are properly presented, demonstrating trends and allowing direct interpretation and comparisons.

Analysis of judgement

Information management proves to be a substantial tool in the IQAS. The Department and the QAU (ΜΟΔΙΠ) jointly utilise data collected. The ΕΕΑΡ wonders if a higher degree of digitalization on the institutional level could improve the procedures of collecting data in terms of efficiency and sustainability.

Conclusions

The Department in cooperation with the QAU (ΜΟΔΙΠ) runs a data management which is in full compliance to the principles as stated by the ΗΑΗΕ.

Panel Judgement

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

Panel Recommendations

The Department and QAU (ΜΟΔΙΠ) should explore ways to improve data management, taking advantage of digital systems provided at the institutional level.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

Findings

The Department provides a trilingual website which is impressively rich in information and of high actuality. Information in the Greek language goes much more into detail than the German and English version. The EEAP used the website considerably because the material provided for the review procedure dated from April 2019 and also given that since then the COVID-19 pandemic caused a number of challenges.

A committee within the Department is responsible for the quality of the website and for updating its content. All important and relevant information regarding the UGP and the academic unit (i.e., structure, mode of attendance, criteria for assessment, degree awarded, teaching staff CVs) is available online. All course outlines of the UGP are available online. The academic unit Policy for Quality Assurance and reports of the internal evaluation until 2017 are available online (since 2017 reports are forwarded to HAHE for publication). All published information is up-to-date, clearly organized and easily accessible.

The EEAP had the opportunity to verify in the meetings with students, graduates, employers and social partners that the information provided on the website is being used by all stakeholders and that the website is central for the success of the Department.

Analysis of judgement

According to the judgement of the EEAP, the information provided at the website is in full compliance with the needs of all members of the Department, with a strong focus on the needs of the students (including prospective students and graduates), and it provides substantial information for other stakeholders who have reasons to be informed about the Department (graduates, employers, social partners, colleagues from other Departments or universities), about its human resources and its activities. The EEAP considers the departmental website to be an example for best practice. This is valid for the Greek version, not for the English and German version.

Conclusions

The Department has a very effective and successful policy of disseminating information both internally and externally through its website. The website is trilingual but the German version and even more the English version require more work.

Panel Judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should develop further the German and English versions of its website and bring it to the same level of detail as its Greek version.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme Compliance

Findings

The OMEA takes seriously into account student evaluations as well as the feedback given by graduates, employers, and other social partners. This was confirmed in all relevant meetings the EEAP had with internal and external stakeholders. In its reports, dated 17 April 2019, the OMEA referred to low participation of students in the (voluntary) process of evaluation. During the meetings on the 8th and 9th of March 2022 the EEAP was informed that in the last three years the participation improved significantly. Since 2019 the evaluation form has been substantially revised. Moreover, the Department informs the students about changes which have resulted from the feedback they provided in their evaluations. The EEAP and the OMEA agreed that an additional question in the evaluation survey concerning the relation between ECTS, and real workload would be useful. The EEAP and the OMEA also agreed that the number of students who complete the programme in eight terms (which is the minimum) is adequate.

In the final meeting with the OMEA and the QAU (ΜΟΔΙΠ) the EEAP had the opportunity to discuss possible changes/improvements in the UGP in German Language and Literature. The EEAP was provided via the HAHE with a document concerning changes the Department is considering implementing for the academic year starting in September 2022 in order to get the opinion of the EEAP. The EEAP and the OMEA discussed the possibility of reducing the number of courses from 44 (now) to 40, without reducing the total number of credits of the programme (242 ECTS). A lower total of courses would have as a consequence a lower number of mandatory courses and a higher number of choices. It also would reduce the number of students per course, which would increase the student experience and reduce the staff workload.

During the meeting with members of the QAU (ΜΟΔΙΠ), the ΕΕΑΡ observed that the unit is in close contact with the Department and follows its development. The QUA is also responsible for the information management and gives feedback to the Department concerning the interpretation of the figures and actions needed.

The members of the QUA and of the OMEA jointly agreed on the need of a system which automatically issues transcripts of records and diploma supplements both in the Greek and English language. Institutional services provide and technically support the platform *my-studies*. However, it is necessary to add, adjust, and process data at the Departmental level.

Analysis of judgement

The Department has a very efficient IQAS and is substantially supported by the QAU (ΜΟΔΙΠ) of the Institution. This was evident from the Report of the Internal Evaluation. The meetings on 8th and 9th of March 2022 confirmed this impression. The Department of German Language and Literature closely cooperates with the QUA (ΜΟΔΙΠ).

Conclusions

The Department in cooperation with the institutional QAU (ΜΟΔΙΠ) monitors and reviews the programme internally in a continuous manner. Evidence of the success of the measures is the increase in student participation in the evaluation process. A committee oversees the continuous internal review of the programme.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Institution should put a system in place (probably through the improvement/extension of the already existing system *my-studies*) in order to automatically issue transcripts of records and diploma supplements both in the Greek and English language.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

Findings

The Department of German Language and Literature was externally evaluated in January 2014. The panel was set by the HAHE (then HQA) and the report is available at the Departmental website. Staff members are aware of the importance of external evaluation. Following the recommendations made by the HAHE EEC, the Department restructured its language training. The new regulations are valid since the academic year 2016/17. The HAHE EEC also recommended that the acquisition and accreditation of teaching qualifications should be an integral part of the UGP. Following these recommendations as well as legal requirements, the Department took relevant actions. Since 2019/20 the certification of pedagogical and teaching qualifications (ΠΔΕ) is mandatory for students to graduate. Although no other external reviews have been conducted the Department pays high attention to feedback from external stakeholders. All stakeholders of the programme and the academic unit actively engage in the external review and the follow-up actions.

Analysis of judgement

The EEAP confirms the judgement of the HAHE EEC, that the Department is an open -minded community of scholars, which evolves in interaction with various stakeholders. The Department follows all legal regulations and is very flexible in implementing recommendations and innovations.

Conclusions

The Department takes the recommendations of the external evaluations as well as feedback from external stakeholders (graduates, employers, social partners) seriously and implements them according to legal regulations and its financial abilities.

Panel Judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should continue its excellent practice in the established manner.

PART C: CONCLUSIONS

I. Features of Good Practice

- The transparent and fair processes for the recruitment of properly qualified staff
- The supportive environment for academic staff and students, including student advisors' system
- The excellent involvement of external stakeholders, including graduates and employers, in the development of the programme and the activities of the Department
- Website of the Department (Greek version)
- On-Going monitoring and periodic internal review of UGP

II. Areas of Weakness

- There is a lack of technical support within the Department to maintain technical equipment, populate, and update the website, support research projects, conferences, workshops, and other academic activities.
- The German and English version of the web-site is less developed than the Greek version.
- Issuing the diploma supplement requires manual processing of data, translation into English and administrative and staff time.
- There is scope to expand the electronic subscriptions to journals and books to support the students' teaching and learning.
- There are infrastructure problems in the School of Philosophy building related to heating, lifts, maintenance and updating of the infrastructure of the building.
- Wi-Fi coverage is not sufficient in lecturing theatres.

III. Recommendations for Follow-up Actions

- The Department in close cooperation with institutional units should explore options to digitize to a higher degree procedures relevant to the collection of student data, the issuing of transcripts of records and the diploma supplement. Additionally, personnel in charge of translating relevant parts of the website into English and for the input of data in English into the data management system for the purpose of transcripts of records and diploma supplements in English language.
- The Department should review whether additional electronic subscriptions could become available to students to support their teaching and learning.
- The Institution should continue maintaining the School of Philosophy building and ensure that the infrastructure problems related to heating, lifts, maintenance and updating of the infrastructure of the building are resolved. The Institution should install additional Wi-Fi boxes in the building to increase Wi-Fi coverage in all lecturing theatres. This is essential for students to be able to access the internet for resources.

IV. Summary & Overall Assessment

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

Signature

- 1. Prof. Dr. Ulrich Moennig (Chair)**
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- 2. Prof. Dr. Theodoros Marinis**
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