



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the New Postgraduate Study Programme of:

Ancient Texts and Modern Readings

Department: Philology
Institution: University of Ioannina
Date: May 2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Ancient Texts and Modern Readings** of the **University of Ioannina** 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 **Ancient Texts and Modern Readings** of the **University of Ioannina** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

- 1. VERNADAKIS EMMANUEL (Chair)**
Faculté des lettres, langues et sciences humaines, Université d'Angers
- 2. ESPANOL-ECHEVARRIA MANUEL**
Université Laval
- 3. Iliopoulou Aikaterini**
University of Crete
- 4. MOENNIG ULRICH**
Institut für Griechische und Lateinische Philologie, Fachbereich Sprache, Literatur, Medien II, Fakultät für Geisteswissenschaften, Universität Hamburg
- 5. SHAMANIDI SOPHIE**
Ivane Javakhishvili Tbilisi State University

II. Review Procedure and Documentation.

The accreditation interviews for the new Postgraduate Study Programme (PSP) in Ancient Texts and Modern Readings, offered by the Department of Philology at the University of Ioannina, took place remotely on 19 May 2026. Approximately one month prior to this date, HAHE, MODIP, and the Department of Philology provided the panel members with the relevant documentation. The panel carefully and thoroughly studied the documentation, visited the department's website and watched the video available to students. The finalised schedule, including details of the sessions, was sent on 13 May. On Monday 18 May, the panel held a private meeting from 4 pm to 5 pm to discuss the reviewed documentation and organise the various stages and tasks of their work.

On Tuesday, 19 May at 3 pm, there was a one-hour overview of the postgraduate programme, featuring Prof. Panagiota Kanti (Vice-Rector and President of MODIP), Associate Prof. Dimitrios Georgakopoulos (Head of the Department of Philology), and Prof. Eleni Gasti (Director of the new PSP in Ancient Texts and Modern Readings). The discussion focused on the degree to which the programme complies with the Standards for Quality Accreditation. This was followed by a meeting with the teaching staff, including Associate Prof. Vasileios Pappas, Associate Prof. Panagiotis Filos, Assistant Prof. Panagiotis Athanasopoulos, Assistant Prof. Stylianos Chronopoulos, Dr Christodoulos Zekas and Dr Despina Papastathi. The discussion covered issues such as professional development opportunities, staff mobility, the competence and adequacy of teaching staff in ensuring learning outcomes, staff workload, student evaluation, the link between teaching and research, staff involvement in applied research and projects, and research activities directly related to the programme.

After this meeting, the panel was joined by the programme administrator, Ms Ioanna Matsouli, who was accompanied by Professors Gasti and Pappas. They commented on a video presenting the programme and its facilities (seminar rooms, library and laboratories), which is also available online. They added that the town councils of Ioannina and Dodona were making municipal rooms available for scientific meetings and international collaborations, thereby opening the programme up to the local community.

Following a 30-minute break, the panel met with stakeholders from the new PSP. The meeting was attended by: Ms Maria Vlachou (Cultural Activities Coordinator – Municipality of Ioannina), Ms Yolanda Kaperda (Artistic Director of the theatre organisation “Theatrical Sympaignia”) Mr Georgios Albanis (Publisher, Carpe Diem Publishing House), Mr Vasileios Chelas (General Director of the Municipality of Dodona), Mr Tassos Koutlas (Digital Solutions Director, Jakala – Co-founder, Ioannina), Mr Paschalis Tsomakas (Brepols Publishers, administrator in Greece – Thessaloniki) and Ms Kalliopi Bekiari (Headteacher of the Model Lyceum at Zosimaia School).

The discussions were enlightening and fruitful, both for the panel – which noted the close ties between the Department of Philology at the University of Ioannina and local life – and for the stakeholders, who, at the end of the meeting, wondered whether it might be a good idea to form a network to create a group of organisers for cultural and scientific events in the region.

Between 7.00 pm and 7.30 pm, the panel members met to conduct an initial analysis of their findings before sharing these first impressions with the MODIP manager, Ms Effrosyni Zarkali, Prof. Panagiota Kanti, Vice-Rector and Chair of MODIP, Prof. Dimitrios Georgakopoulos, Head

of the Department of Philology, and Prof. Héleni Gasti, Programme Director. The panel thanked and congratulated the team behind the new programme for their hard work in preparation for accreditation and shared their initial impressions of the programme with them.

The meeting closed at 8.12 pm.

III. Postgraduate Study Programme Profile

The new Postgraduate Study Programme (PGP) in Ancient Texts and Modern Readings, offered by the Department of Philology at the University of Ioannina, is similar to the previous four-semester programme. The final cohort of students on this programme are expected to complete their studies by the end of the current semester.

The new PSP is intended for graduates of the Department of Philology at the School of Philosophy or other university departments in Greece offering related subjects. It is also open to graduates from equivalent recognised institutions abroad. The programme provides high-level training in the modern approach to and analysis of ancient texts. Admission is based on an application and interview. Spanning three semesters, the programme consists of five courses, followed by a research thesis written under the supervision of a faculty member and presented to a three-person committee that includes the thesis advisor. During the first semester, students must complete a compulsory research methodology course worth 20 ECTS credits, as well as an elective course worth 10 ECTS credits from a selection of four options. In the second semester, students choose three 10-credit courses from five options. Each course involves three hours of teaching per week for 13 weeks. The third semester is dedicated to writing the thesis. Successful completion of the exams and thesis defence leads to the award of a Master's degree in Ancient Texts and Modern Readings and 90 ECTS credits are awarded.

Graduates have the opportunity to undertake work placements at schools, cultural institutions, and publishing houses in Greece and Belgium during their studies, and go on to pursue careers in teaching, publishing, and the cultural sector.

The Department of Philology at the University of Ioannina has a 60-year history and is heavily involved in the region's cultural activities.

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 proposed PSP "Ancient Texts and Modern Readings" is clearly positioned within the strategic priorities of the Department of Philology and the wider University of Ioannina (University of Ioannina's Strategic Planning 2025-2028).

The decision to establish the new PSP is supported by a feasibility and sustainability study (Document A5), which highlights, among others, the following points: a) the scientific competence and expertise of the teaching staff in relation to the content of the courses offered within the PSP; b) the close alignment of the PSP with the undergraduate programmes of study of the Department; c) the role of the nexus between research and teaching within the PSP; d) a favourable comparison with similar PSPs offered in Greece; e) the availability of high-quality teaching infrastructure, both in terms of physical facilities (such as lecture theatres, classrooms, and libraries) and remote learning capabilities (via the eCourse, MS Teams, Skype, and Zoom platforms); f) the dynamism of the PSP faculty and the department as a whole in organising scientific activities and disseminating scientific knowledge; and g) the links between the PSP and the labour market, cultural organisations, and the creative industries. Even though the PSP 'Ancient Texts and Modern Readings' is tuition-free, the feasibility and sustainability study outlines the funding of the programme (cf. pages 13–17).

The overall profile of the PSP is coherent and well documented. The programme leads to a 90 ECTS Master's degree over three semesters and it is offered

essentially face-to-face, with the possibility of up to 35% online teaching. The projected student-to-faculty ratio—with a maximum of 20 students per year for 11 professors, yielding a ratio of 1.8—is excellent, providing an ideal scenario for postgraduate research to be completed on time and with high scientific quality. The PSP also provides support activities for students facing difficulties, as well as an optional internship.

The Quality Assurance Policy of the PSP aligns with that of the University of Ioannina (as outlined in the Internal Quality Policy 2022 document) and pursues teaching outcomes in accordance with Level 7 of the National and European Qualifications Framework for Higher Education. The university's MODIP (Internal Quality Assurance Unit), the Department's OMEA (Internal Evaluation Committee), and the PSP Coordinating Committee implement different aspects of the Quality Assurance Policy. The programme's Coordinating Committee is responsible for drafting an annual report on the Quality Assurance Policy, as well as collaborating with the OMEA and the MODIP.

The Quality Assurance Policy of the PSP ensures continuous improvement of the programme across a wide range of areas, extending from increasing student and staff mobility to supporting students from vulnerable social groups through scholarships, as well as establishing a partnership policy to enhance the PSP's links with the labour market (Document A6). More specifically, in Document A7, 'Quality Strategy and Targets', the PSP proposes a series of actions with a deadline of 31/12/2026 across the following four pillars: a) Continuous improvement of education within the PSP; b) Support and promotion of research activities; c) Connections with society and the labour market; and d) Internationalisation and outward engagement of the PSP.

The Quality Assurance Policy of the PSP is available on the programme's website, and students, teaching staff, and external stakeholders are regularly informed about it.

II. Analysis

The Panel considers that the PSP is grounded on a clear and coherent strategic vision, which is consistently reflected across the proposal (A1), the presentation, and the Study Guide. The rationale for establishing the programme is well argued in the feasibility and sustainability study (Document A5), as well as in the presentation of the PSP.

The programme's goals are both realistic and ambitious. These include an explicit effort to train students to conduct high-level research within their discipline—for instance, through a compulsory 20-ECTS Research Methodology course during the first semester, in addition to the final MA thesis—as well as the establishment of links between the PSP and the labour market, notably through the optional internship.

Based on the interviews conducted by the Panel, as well as the documentation provided, it is evident that the PSP maintains close relations with external stakeholders across various related fields (such as teaching, publishing houses, and software development within the cultural sector). However, the involvement of these stakeholders in both the genesis of the programme and its future development remains unclear.

In terms of quality assurance, the PSP is clearly embedded in the University's Internal Quality Assurance System, operated through MODIP (Internal Quality Assurance Unit), the Department's OMEA (Internal Evaluation Committee) and the PSP Coordinating Committee. The documentation presents a set of quality goals and criteria covering the educational process, research orientation and links to the labour market. These include student-centred teaching and learning, effective and varied assessment methods, promotion of empirical and experiential learning, and the development of students' capacity to use scientific concepts and conduct research.

III. Conclusions

The programme is founded on a well-conceived strategic vision that aligns with the University's priorities and the educational needs in the field. Its QA policy is comprehensive, transparent, and anchored in institutional procedures. The Panel finds the PSP's quality goals realistic and the internal monitoring system functional and efficient. Further strengthening stakeholder involvement in the PSP through an advisory committee of external partners (such as alumni and employers) would foster continuous improvement.

Panel Judgement

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

Panel Recommendations

Formalise the role of external stakeholders in the Quality Assurance cycle. The Panel recommends that the PSP seek the feedback of external stakeholders (such as alumni and employers) on specific aspects of the programme, for instance through the creation of an Advisory Committee.

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 panel found that the Postgraduate Programme in 'Ancient Texts and Contemporary Readings' has been designed by the Classical Philology Section, and has been approved by both the Postgraduate Studies Committee and the University Senate at the University of Ioannina. This was carried out in accordance with the procedure set out in current legislation (Government Gazette, Issue B, 4942, 7 August 2023, Articles 1–2). The programme's design took into account scientific developments, international experience, external evaluations, dialogue with organisations and stakeholders, and the expected study load. Upon successful completion of the programme, students will have achieved the specialised learning outcomes aligned with Level 7 of the European Qualifications Framework (master's or equivalent level (ISCED Level 7 – EQF Level 7)).

The academic nature of the programme is linked to the research areas of the academic staff involved.

The programme lasts for three semesters in total. The first two semesters include coursework (60 ECTS), while the third involves writing a Master's thesis (30 ECTS). The first semester includes a compulsory methodology course comprising three-hour seminars and lectures per week, worth 20 ECTS, as well as an elective course worth 10 ECTS. The second semester consists of three 10 ECTS courses, each involving three hours of teaching per week for 13 weeks, to be chosen from a selection of five. The third semester is dedicated to writing the thesis. Successful completion of the exams and thesis defence leads to the award of a Master's degree in Ancient Texts and Modern Readings, for which 90 ECTS credits are awarded.

The programme provides for an Internal Evaluation Team to monitor and review it. The Internal Evaluation process will be annual and conducted in accordance with the University of Ioannina's Internal Quality Assurance System and MODIP guidelines and standards, in line with the Principles and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015: https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf). The process will also be based on feedback from stakeholders and will include OPESP indicators, employer feedback and student satisfaction. The evaluation findings will be communicated and incorporated into an action plan containing specific improvement measures. This process will also be informed by the observations of external experts from the Hellenic Accreditation Agency (HEA).

II. Analysis

The key feature of the PSP is its openness, as indicated by its tuition-free status, acceptance of students from non-classical philology backgrounds, diverse faculty research fields, wide range of seminar approaches, pathways into the job market through internships, close ties to the local community, and bridges built between that community and international research. This will undoubtedly have a very positive impact on students' academic and personal journeys.

The structure of the courses offered and the high calibre of the faculty, in terms of both teaching and research, reflect the ambition of a programme that aims to provide high-level training in the modern approach to, and analysis of, ancient texts.

However, there is an imbalance between the first and second semesters in terms of the number of courses, workload and ECTS credits per course. This suggests a lack of confidence in the knowledge of undergraduate students admitted to the PSP, and could be interpreted as devaluing academic knowledge in favour of practical skills.

Similarly, while the Students' Guide contains all the necessary information to help students integrate into the PSP, the numerous acronyms, as well as the administrative details, make it difficult for students to read it from cover to cover.

III. Conclusions

The PSP meets all the requirements of Principle 2. However, the imbalance in the number of courses, attendance hours, content and ECTS credits per course between the first and second semesters, as well as the workload, should be reviewed during internal programme evaluations by students, faculty and stakeholders under the auspices of MODIP, to verify whether it meets the established quality objectives.

Panel Judgement

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

Panel Recommendations

To emphasise Knowledge Area 4 of the programme, 'Reception and Influence of Ancient Texts on Contemporary Sciences and Arts', the use of analytical tools from the humanities and visual arts should be explicitly stated in the seminar titles and descriptions.

Reducing the number of acronyms and being more concise would make the Student Guide more reader-friendly.

The programme is conducted in Greek, so an English description is not essential. If it is to be included in the program's digital platform, ensure the translation is of high quality.

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 Postgraduate Study Programme "Ancient Texts and Modern Readings" (PSP) has developed a comprehensive regulatory framework that governs all phases of studies, from admission to certification. Its operation is grounded in the Internal Regulation of the PSP (A11), the Study Guide (A8), the Regulation of Studies (A12), the Regulation on Complaints and Appeals (A13), the Regulation on Academic Conduct (A14), the Research Ethics Regulation (A15α) in conjunction with the institutional Code of Ethics (A15β), the bilingual Degree Certificate and Diploma Supplement template (A16), and the Special Regulation for E-learning (A18). All regulatory documents have been approved by the competent bodies of the Department of Philology and the Senate of the University of Ioannina and are publicly accessible through the PSP website (pmsclassical.philology.uoi.gr).

Admission to the PSP is regulated by published procedures detailed in Article 9 of the Internal Regulation (A11) and reproduced in the Study Guide (A8). The PSP follows an open, multidisciplinary admission policy and operates under a single annual call.

Admission is based on: (a) a detailed CV (studies, professional experience, scientific activity, and any publications related to the disciplinary fields of the PSP); (b) a copy of the bachelor's degree(s) from a Greek university or a DOATAP recognition of equivalence; (c) a transcript with detailed grading of all undergraduate courses, including the final degree grade; (d) certificate(s) of foreign-language competence (at least B2 level), or of Greek-language competence for graduates of foreign institutions; (e) a copy of the candidate's national ID or passport; (f) a personal statement of up to one thousand (1,000) words setting out the candidate's scientific interests and reasons for applying to the PSP; (g) two (2) letters of recommendation —submission is optional, but where provided they are taken into account in the evaluation. The PSP admits holders of bachelor's degrees from Departments of Philology of the Schools of Philosophy and from other Departments of Greek universities with cognate subject matter, as well as from comparable recognised foreign institutions whose degrees have been certified as equivalent. Candidates from other Departments with cognate subject matter may be admitted on a case-by-case basis following a reasoned recommendation of the competent Division and of the PSP Coordinating Committee; supplementary criteria for such cases are determined by the Department Assembly.

Eligible candidates are evaluated by the Evaluation Committee under the supervision of the PSP Coordinating Committee against five weighted criteria: (a) bachelor's degree grade; (b) average grade in the candidate's undergraduate specialisation courses —30%, computed over the fields of Ancient Greek Language and Literature, Latin Language and Literature, Methodology and Critical Analysis

of Ancient Texts, Reception and Influence of Ancient Texts in Modern Sciences and Arts, and Palaeography and Epigraphy; candidates with no specialisation courses in any of these fields receive 0% on this item; (c) oral interview — 30%, graded on a 0–10 scale by all members of the Evaluation Committee (passing threshold 6/10), assessing the candidate's philological foundation and critical-thinking ability through questions on the subject matter and methodology of Classical Philology; (d) prior research or scholarly activity related to the PSP's fields — 10%; and (e) certified knowledge of foreign languages beyond the one B2-level language that is the minimum eligibility requirement — 10%. A minimum aggregate score of 60% is required for admission. The final ranking is approved by the Department Assembly; in the event of tie scores, priority is determined by the undergraduate specialisation-courses average and by the interview score.

The maximum cohort size is set at twenty (20) postgraduate students per academic year. while no minimum is set. The maximum is determined taking into account the staff-to-student ratio, the available infrastructure, and the specificity of the subject area and the absorption of graduates by the labour market.

During the online visit, the PSP Director and members of the teaching staff confirmed to the Panel that the open admission profile is to be operationalised in everyday practice through tailored support measures for candidates from non-classics backgrounds (work from translations, attendance of relevant undergraduate-level classes in classical languages, individualised bibliographic and supervisory guidance), with the explicit aim of ensuring that candidates from diverse academic backgrounds have a realistic chance of being admitted and of completing the PSP on an equal footing with classics-trained peers.

Student rights and obligations, monitoring of progression, the grading scheme, conditions for progression and degree award are set out in the Internal Regulation (A11), the Regulation of Studies within A12, and the Study Guide (A8). The PSP spans three semesters and corresponds to 90 ECTS in total: five courses in the first two semesters (60 ECTS, distributed across one compulsory (20 ECTS) and elective options (10 ECTS each)) and the Master's thesis in the third semester (30 ECTS), as also documented in the Diploma Supplement (A16). The national 1–10 grading scale applies, with 5 the minimum passing grade. The ECTS allocation is consistent across the curriculum and is fully reflected in the course outlines (A9).

The procedures for the drafting, supervision, examination, and defence of the Master's thesis are regulated by A12 and the Master's Thesis course outline included in A9. The thesis topic is selected in consultation with the supervisor and approved by the competent body of the PSP. A three-member examining committee is appointed for the defence. The PSP applies the relevant institutional infrastructure for plagiarism detection in accordance with the institutional Code of Academic Conduct (A14) and the Research Ethics Regulation (A15α/A15β). Ethical issues concerning data protection, intellectual property, and protection against fraud are explicitly covered by the Research Ethics Regulation and the institutional Code of Ethics.

A formal complaints and appeals mechanism is in place (A13). The mechanism defines submission channels, time limits, and the bodies competent to examine each category of complaint or appeal, in line with the institutional Code of Academic Conduct (A14) and the Code of Ethics (A15β). The Special Regulation for E-learning (A18) governs the conditions under which any course components delivered through distance methods are organised, including support services, course structure standards, identity confirmation, assessment modes, and accessibility for students with disabilities, illness, or other special circumstances.

Student mobility is supported through the institutional Erasmus+ framework and the CIVIS alliance, with the relevant terms and conditions published in the Internal Regulation (A11) and the Study Guide (A8). The PSP confirmed during the online visit that participation in Erasmus+ exchanges and in international research events is actively encouraged.

Recognition and certification are governed by the bilingual Degree Certificate and Diploma Supplement template (A16). The Diploma Supplement is issued automatically (without prior request) in both Greek and English upon completion of studies, in line with European practice and the relevant national legislation. The Diploma Supplement contains the full information identifying the qualification and the holder, the academic profile of the PSP, the curriculum and credit structure, the ECTS grading distribution, and the national context of higher education, with reference to the Hellenic Authority for Higher Education's accreditation of the Institution's Internal Quality Assurance System.

During the online visit, the Panel verified that the regulatory framework is to be communicated to incoming students through induction sessions and through the publicly accessible Student Guide, that the multidisciplinary admission model is set to be operationalised in everyday practice, and that the PSP Director and teaching staff are prepared to actively support students from diverse academic backgrounds in reaching parity with classics-trained peers.

II. Analysis

The regulatory framework of the PSP is comprehensive, internally coherent, and fully aligned with the requirements of Principle 3. All phases of studies — admission, progression, thesis drafting, recognition, and certification— are covered by published regulations that have been approved through the formal institutional procedure (Department Assembly, Postgraduate Studies Committee, Senate) and are publicly available. The set of supporting documents (A8, A11, A12, A13, A14, A15α, A15β, A16, A18, A19) constitutes an integrated body of rules that addresses, in a transparent manner, the indicative items listed under Principle 3.

Admission criteria are detailed, publicly documented (Article 9 of A11, reproduced in the Study Guide), and reconcile the need for an academically demanding postgraduate profile and the explicit ambition of attracting candidates from diverse undergraduate backgrounds. The 30% weighting attributed to

specialisation courses in five defined fields (Ancient Greek Language and Literature, Latin Language and Literature, Methodology and Critical Analysis of Ancient Texts, Reception and Influence of Ancient Texts in Modern Sciences and Arts, Palaeography and Epigraphy) is the most consequential criterion for candidates whose undergraduate degree is not in Philology, since the absence of specialisation courses in any of these fields yields 0% on this item. This is partially counterbalanced by the interview (30%), the personal statement (which directly informs the interview), the prior research activity item (10%), and the additional foreign-language item (10%), as well as by the support measures, confirmed during the online visit, that allow admitted candidates with limited or no classical-language background to follow the programme on an equal footing. The multidisciplinary direction of the PSP is also expressed in the curriculum, which is organised around elective coursework that builds the research-methodology foundations of the Master's thesis. This approach is consistent with the academic profile of the programme and with its objective of preparing students for both academic (PhD) and applied research careers.

Procedural arrangements (call timing, submission window, Evaluation Committee composition, ranking, ratification by the Department Assembly, notification by e-mail with a five-day response window, publication of results on the PSP and Departmental websites, suspension of enrolment up to two years) are codified in detail and provide candidates with a transparent and predictable pathway.

Progression is monitored through the standard institutional system: course completion, ECTS accumulation, attendance, and assessment by course outlines (A9), all reflected in the Study Guide (A8) and the Internal Regulation (A11). The grading scheme follows national norms, and the workload distribution is documented per course in A9.

Thesis drafting follows a defined set of quality requirements documented in A12 and in the dedicated course outline within A9, including the appointment of a supervisor, the role of the examining committee, deadlines, and the formal procedure of public defence. Ethical conduct in research and writing is detailed in the Research Ethics Regulation (A15α) and the institutional Code of Ethics (A15β), and operationalised through plagiarism-detection procedures and the Code of Academic Conduct (A14). A formal complaints and appeals mechanism (A13) is in place, defining submission channels, examination bodies, and time limits.

Recognition and certification arrangements are fully compliant with European practice. The bilingual Diploma Supplement (A16) is issued without prior request in both Greek and English. It includes the full information required by the European Diploma Supplement model, the ECTS grading distribution table, references to the national qualifications framework, and explicit reference to the HAHE accreditation of the Institution's Internal Quality Assurance System. The supplement also documents the Institution's compliance with national legislation regulating postgraduate studies.

Areas where further development would consolidate the existing framework concern (i) the structured documentation of student progression and outcome data in a form usable for periodic review; (ii) the visibility, among incoming students, of the formal complaints and appeals pathway (A13), so that the pathway is well-known even where the close student–faculty relationship resolves most concerns informally and (iii) the publication of consolidated statistics on mobility uptake, completion times, and admission profile across cohorts.

III. Conclusions

The PSP fulfils the requirements of Principle 3. The full set of required regulatory documents has been developed, formally approved, and made publicly available. Progression, thesis drafting, ethical conduct, complaints and appeals, recognition, and certification are all regulated by dedicated documents. The bilingual Diploma Supplement is issued automatically in Greek and English in line with European practice. Refinements identified by the Panel concern the further visibility of formal complaints procedures and the systematic publication of cohort-level data on progression and mobility.

Panel Judgement

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

Panel Recommendations

- Further document the support measures provided to admitted candidates with limited or no background in Ancient Greek and Latin (work from translations, attendance of undergraduate-level classics classes, individualised bibliographic guidance), and consider codifying them in a dedicated section of the Student Guide (A8) so that prospective candidates from non-classics backgrounds have full visibility of the inclusive admission model from the application stage.
- Strengthen the visibility, among incoming students, of the formal complaints and appeals procedure (A13)
- Develop a consolidated, periodically updated dataset on student admission profile (academic background of admitted candidates), progression, completion times, mobility uptake (Erasmus+, CIVIS, summer schools), and graduate destinations, and publish anonymised aggregate figures in the Student Guide and/or the PSP's annual internal review.

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 supported by qualified academic staff with international experience in both teaching and research. The PSP ensures that the expertise of the teaching staff matches the programme's academic fields and promotes the professional development of the instructors, while encouraging the use of current teaching methods, digital technologies, and (if needed) distance learning.

Teaching is provided by eleven faculty members from the Department of Philology of the University, along with two additional instructional staff members, whose experience and specialisations cover all current and interdisciplinary needs of the programme. According to national law, the right to supervise theses is granted to instructors who hold a PhD—a regulation that also applies to Professores emeriti/emerae and retired professors (who also have the right to teach).

Instructors are selected and teaching assignments are allocated in accordance with all requirements of the applicable national law. Selection criteria include the relevance of their specialisation to the subject of the PSP. For assigning teaching in the PSP, a decision by the Department of Philology's Assembly is required, following a recommendation by the Steering Committee. According to national law, the minimum teaching load is six hours per week in one semester.

The academic unit provides working conditions that support both teaching and research, offering opportunities for professional development and enabling teaching staff to participate in mobility programmes, conferences, and training activities. It promotes ongoing staff training and encourages academic activity, strengthening the link between education and research. Staff training and mobility are supported by participation in Erasmus+ programmes, which provide opportunities to teach and train at European institutions. Finally, participation in international initiatives and the development of partnerships with other institutions provide experience that is incorporated into the PSP teaching. The academic unit ensures the programme runs smoothly by planning activities, granting teaching leave, and arranging instructor replacements when needed.

II. Analysis

The teaching staff cover an impressive range of periods, from Classical Antiquity and the Hellenistic period to the Roman period (Greek and Latin), Byzantium, the Latin Middle Ages, Renaissance literature, and Modern Greek literature. A wide variety of genres is addressed, including Epic (Greek and Latin), Ancient Greek drama (comedy and tragedy), hymnic literature, Hellenistic poetry, Greek literature of the Imperial Age and Late Antiquity with a focus on philosophical and theological texts, epic poetry of the early Imperial period (Latin Iliad, Statius), poetry of Late Antiquity (Ausonius), and Roman historiography (Cato, Tacitus), as well as Roman erotic elegy and Latin poetry and literature of Late Antiquity and the Imperial Age. Their specialisations also span topics such as Ancient Greek religion and mythology, the reception of classical texts in Late Antiquity, literature and ritual, Ancient Greek lexicography, reception of Latin literature, legal terminology, medieval Latin literature, Byzantine translations, and reception in Late Byzantium, including the reception of Ovid in Renaissance literature. In addition, expertise covers contemporary stagings of Ancient drama, as well as genre-related issues in the relationship between literature and other arts (photography, painting and sculpture, especially in Modern Greek literature). Areas of specialisation connected to particular media/materials include papyri, curse tablets and binding spells. Methodologically, staff work with translation studies, poetics, narratology, comparative philology, gender in literary texts, digital humanities, palaeography, history and critical editing (textual criticism), and research on language contact, phonology, morphology, dialectology, etymology and onomastics.

III. Conclusions

The range of specialisations covered by the teaching staff is impressive in many respects. However, the EEAP raises concerns as to whether the structure of the PSP will allow the full range of expertise to be utilised efficiently.

Panel Judgement

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

Panel Recommendations

The PSP should ensure that the expertise of the academic staff is fully and effectively used.

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 PSP “Ancient Texts and Modern Readings” is supported by the Department of Philology and by the wider services of the University of Ioannina. Students have access to teaching rooms, laboratories, seminar spaces, library resources, digital learning tools, administrative support, academic guidance, student welfare services, mobility opportunities and a formal procedure for submitting complaints or appeals.

The Study Guide shows that the Programme is housed within the Department of Philology, in the building of the Faculty of Philosophy. The Department has three

large teaching rooms, four smaller teaching rooms, one amphitheatre shared with the Department of History and Archaeology, five laboratories, one seminar and lecture room, one multimedia room, staff offices, one meeting room and the Secretariat of the Programme. The rooms are equipped with ceiling projectors, while two smaller rooms also have interactive boards. Free Wi-Fi is available in the building. These facilities provide a suitable environment for postgraduate teaching, seminars, lectures and research activities.

The students also have access to the Library and Information Centre of the University of Ioannina, which is located in a separate building on Campus A. The Library includes printed and electronic material from all the disciplines served by the University. This is especially important for a postgraduate programme, where students need systematic access to bibliography, ancient texts, research tools etc. Administrative support is clearly organised. The Study Guide gives the contact details of the Department Secretariat and of the staff responsible for the secretarial support of the Programme. The Programme also has its own website, which serves as a central point of information for students and prospective applicants.

The Programme also uses digital learning tools. According to the Study Guide part of the educational process may be supported through distance learning. The University uses the e-course platform, which is accessible to persons with disabilities.

Student support is not limited to teaching. The Programme includes the institution of the Academic Advisor, while students may also use wider University services, such as the Counselling Centre, the Equal Access Unit, the Career and Employment Structure, the Erasmus Office, Student Welfare services, the Gender Equality Committee, the Research Committee and the University Gym. These services support students academically, personally and professionally during their studies. The Programme also pays attention to accessibility and equal participation. Students with disabilities and/or special educational needs have access to teaching and learning material.

The Programme does not charge tuition fees. Postgraduate students have all the rights and benefits provided to first-cycle students. This supports accessibility and reduces financial barriers for students.

Student mobility is also supported. Postgraduate students may participate in international exchange programmes, such as Erasmus and may have up to thirty ECTS recognised. The Programme also accepts incoming students from foreign Higher Education Institutions through Erasmus, who may receive student welfare services such as food, accommodation and healthcare, according to the relevant rules.

Finally, the Programme has a clear procedure for complaints and appeals. Students may submit complaints or appeals electronically to the Secretariat or through a special form on the Programme website.

II. Analysis

The Programme has a solid and realistic support framework for postgraduate students. The available rooms, laboratories, seminar spaces, multimedia facilities and Wi-Fi are appropriate for the type and size of the Programme. They allow

teaching to take place in a proper academic environment and support both lectures and more interactive forms of postgraduate work.

The University Library is also a key strength. For students working on ancient Greek and Latin texts, reception studies, gender approaches and dissertation research, access to printed and electronic resources is essential.

The digital learning system also strengthens the student experience. The e-course platform gives students access to teaching material outside the classroom and supports independent study. This is particularly useful at postgraduate level, where students are expected to prepare in advance, work independently and develop their own research.

The Programme also offers a clear structure of academic and administrative support. Students know where to turn for information, who provides secretarial support and where to find the main regulations and announcements. The Academic Advisor is also important, because postgraduate students often need guidance not only on courses, but also on research direction, dissertation planning and academic development.

The wider University services add an important layer of support. The Counselling Centre, Equal Access Unit, Career Structure, Erasmus Office and Student Welfare services show that students are supported as members of the University community, not only as participants in a specific academic programme. This is positive and should be highlighted in the accreditation file.

The provisions for students with disabilities and special educational needs are also important. The reference to accessible teaching material and adapted assessment methods shows that the Programme and the University recognise the need for equal access and fair participation. However, during the interviews with the teaching staff, it was mentioned that access to some areas of the University building is limited for wheelchair users because there are no ramps.

The complaints and appeals procedure is another positive element. It gives students a formal and confidential way to raise problems connected with the Programme. This contributes to transparency and trust.

Overall, the Programme has the necessary learning resources and student support structures. During the interview, panel members also received information about the the student accommodation and dining facilities. There is a specific quota for postgraduate students who may use the dormitories, which, as mentioned, are among the best in Greece.

III. Conclusions

Students have access to suitable teaching spaces, laboratories, seminar rooms, multimedia facilities, Wi-Fi, library resources, electronic learning tools, administrative support, academic guidance, accessibility services, student welfare services, mobility opportunities and a formal complaints procedure.

The learning environment is appropriate for a postgraduate programme. It supports both taught courses and independent research, including the preparation of the Master's dissertation. The Programme also benefits from the wider structures of the University of Ioannina, which provide academic, practical, personal and professional support to students.

To make the accreditation file even stronger, the Programme could add a little

more practical evidence about how students are informed of these services and how they use them during their studies. Still, based on the Study Guide and the Internal Regulation, the Programme has a clear, adequate and well-organised system of learning resources and student support.

Panel Judgement

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

Panel Recommendations

none

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 Postgraduate Study Programme "Ancient Texts and Modern Readings" (PSP) operates within the Internal Quality Assurance System (IQAS) of the University of Ioannina, coordinated by the institutional Quality Assurance Unit (MODIP) in

cooperation with the Internal Evaluation Group (OMEA) of the Department of Philology and the Programme Coordinating Committee of the PSP. The IQAS framework, the Quality Goal Setting document of the PSP (A7), and the Internal Regulation (A11) jointly define the procedures by which the PSP is internally monitored and prepared for external evaluation.

The PSP's quality targets and Key Performance Indicators are set out in the Quality Goal Setting document (A7), which articulates specific, measurable, and time-bound goals across the main dimensions of the programme: teaching and assessment methods, student satisfaction, learning outcomes, research output, mobility, and graduate trajectories. The targets are paired with KPIs and monitoring frequencies, in line with the IQAS of the Institution and with the requirements of HAHE.

Internal evaluation is carried out through several channels. Course and teaching evaluations are going to be conducted systematically through the MODIP electronic questionnaire, completed by students at the end of each semester, with results returned to teaching staff and to the Programme Coordinating Committee. The Programme Coordinating Committee will periodically review course content, workload, alignment with learning outcomes, and student feedback, and approve any proposals for new or revised courses. Stakeholder consultation is set to be operationalised through structured meetings between students and programme leadership, and external input will be incorporated indirectly through conferences and collaboration with visiting scholars, as set out in A7 and confirmed during the online visit. Systematic consultation with graduates and employers is planned.

The Research Ethics Regulation (A15 α) and the institutional Code of Ethics published in the Government Gazette of 2024 (A15 β) provide a stable framework for the ethical conduct of all evaluation and monitoring activities involving students, teaching staff, and external stakeholders. Documentation procedures, decision-making, and feedback loops are codified within A11 and A12, and operational support for evaluation activities is provided by the academic and administrative structures detailed in A17 (academic-personnel support for teaching).

The Panel verified during the online visit that the members of the teaching staff are aware of the importance of internal and external evaluation, and of its contribution to the improvement of the PSP. The teaching staff participated actively in the preparation of the Accreditation Proposal and engaged constructively with the Panel during the online visit. The Programme Coordinating Committee will use the outcomes of MODIP surveys and of structured meetings with students to identify areas for refinement of the curriculum and the assessment methods.

External engagement of the PSP with the wider research community is supported by participation in seminars, conferences, guest lectures, and digital humanities

projects, and by mobility opportunities through Erasmus+ and the CIVIS alliance.

Information regarding the programme's quality goals, internal evaluation procedures, and outcomes is documented in the Quality Goal Setting document (A7), the Student Guide (A8), the Internal Regulation (A11), and on the publicly accessible PSP and Departmental websites.

The present accreditation review by HAHE constitutes the first external evaluation of the new programme.

II. Analysis

The PSP has put in place a coherent and properly documented internal quality assurance framework. The Quality Goal Setting document (A7) articulates quality targets paired with KPIs and provides the basis against which the Programme Coordinating Committee assesses the operation of the PSP across successive cohorts.

Internal evaluation is based on multiple sources of evidence. Student course evaluations conducted through the MODIP electronic questionnaire provide systematic, comparable data on teaching, assessment, workload, and learning environment, structured meetings between students and programme leadership offer a qualitative channel that complements the questionnaires, periodic reviews by the Programme Coordinating Committee bring these inputs together and translate them into curriculum and operational adjustments. Proposals for new or revised courses are subject to detailed evaluation of content, relevance, workload, and bibliography before approval. The decision-making procedures applied to the outcomes of internal evaluation are anchored in A11 and A12 and ensure that findings are reflected in subsequent operational decisions of the PSP.

Stakeholder engagement is partially evident at this initial stage of operation. Systematic consultation with graduates and employers is planned but, given the recent establishment of the PSP, has not yet generated a structured dataset. Strengthening this dimension —through alumni surveys, structured employer feedback, and consultation with cultural and research institutions in which graduates may pursue careers— would consolidate the external feedback loop and provide additional evidence for periodic curriculum revision.

The members of the teaching staff are aware of the value of internal and external evaluation and of its role in the continuous improvement of the PSP. This awareness was confirmed during the online visit, both in the substantive engagement of the PSP Director and teaching staff with the Panel and in the explicit discussion of how the inclusive, multidisciplinary admission model is

monitored and adjusted on the basis of student progression and feedback. The procedures for utilising the outcomes of external evaluation are defined in the IQAS of the Institution.

The present accreditation review will be the first external evaluation of the PSP and its findings will feed into the subsequent cycle of monitoring.

Areas for further development concern the consolidation of structured external stakeholder engagement (graduates, employers, cultural and research organisations), the periodic publication of consolidated quality indicators (MODIP results, progression and completion data, mobility uptake, research output of teaching staff and students), and the further articulation of the procedure by which the outcomes of the present external evaluation will be operationalised in subsequent academic years.

III. Conclusions

The PSP meets the requirements of Principle 6. An internal quality assurance system is in place at the institutional and departmental level, the PSP has articulated quality goals and KPIs (A7), internal evaluation procedures (MODIP questionnaires, Programme Coordinating Committee reviews, structured student–leadership meetings) function as designed, and the teaching staff are aware of and engaged with the value of internal and external evaluation. Stakeholder engagement is partially evident at this initial stage and is planned to be extended to graduates and external stakeholders as cohorts complete the programme. The procedure for the utilisation of the outcomes of external evaluation is defined within the IQAS, and the present HAHE accreditation review constitutes the first external evaluation of the new PSP. Further development would consolidate structured external feedback loops and the periodic publication of consolidated quality indicators.

Panel Judgement

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

Panel Recommendations

- Develop and implement, as soon as the first cohorts complete the programme, a structured graduate feedback mechanism (anonymised survey and, where possible, structured interviews), and integrate the results into the periodic curriculum review carried out by the Programme Coordinating Committee.
- Establish a formal consultation channel with external stakeholders relevant to the academic profile of the PSP, in the form of an annual or biennial structured exchange, and document its outcomes in the annual internal review of the PSP.
- Publish, in the Student Guide (A8) and on the PSP website, a consolidated annual quality report including the anonymised aggregate results of the MODIP questionnaire, the main KPIs defined in A7, student progression and completion data, mobility uptake, and any follow-up actions taken by the Programme Coordinating Committee.
- Codify, in writing, the procedure by which the outcomes of external evaluation (starting from the present HAHE accreditation review) are translated into concrete follow-up actions, with assigned responsibilities and time horizons, and report on progress in the annual internal review.
- Continue raising awareness, among all members of the teaching staff and among students, of the role and value of the internal and external evaluation cycle, including through dedicated sessions at the start of each academic year and through brief MODIP results presentations to students at the end of each semester.

PART C: CONCLUSIONS

I. Features of Good Practice

- Tuition-free programme.
- A student-centred approach to the programme.
- Wide range of elective courses.
- Focus on Digital Humanities.
- Open to students without prior experience in classical studies, particularly ancient languages.
- Close ties and fruitful dialogue with the local community, which strongly supports the programme.
- Career Actions (Δράσεις Καριέρας) is a very positive initiative that broadens students' horizons and helps them to orient their professional careers in the direction that suits them best.

II. Areas of Weakness

There is a slight imbalance between the first and second semesters. This is in terms of the number of courses. It is also in terms of the workload. And it is in terms of the ECTS credits per course.

III. Recommendations for Follow-up Actions

The involvement of external stakeholders in the quality assurance cycle should be formalised. The Panel recommends that the PSP seek feedback from external stakeholders, such as alumni and employers, regarding specific aspects of the programme. One way of doing this would be to establish an Advisory Committee.

During internal programme evaluations involving students, faculty members and stakeholders under the auspices of MODIP, the imbalance in the number of courses, attendance hours, content and ECTS credits per course between the first and second semesters should be reviewed, as should the associated workload, in order to verify whether these objectives are being met.

As soon as the first cohorts complete the programme, develop and implement a structured graduate feedback mechanism (anonymised survey and, where possible, structured interviews) and integrate the results into the periodic curriculum review carried out by the Programme Coordinating Committee.

Establish a formal consultation channel with external stakeholders relevant to the PSP's academic profile, in the form of an annual or biennial structured exchange. Document the outcomes in the PSP's annual internal review.

Publish a consolidated annual quality report in the Student Guide (A8) and on the PSP website. This should include the anonymised aggregate results of the MODIP

questionnaire, the main KPIs defined in A7, student progression and completion data, mobility uptake and any follow-up actions taken by the Programme Coordinating Committee.

Codify the procedure by which the outcomes of external evaluation (starting from the present HAHE accreditation review) are translated into concrete follow-up actions with assigned responsibilities and timeframes. Report on progress in the annual internal review.

Continue raising awareness among all teaching staff and students of the role and value of the internal and external evaluation cycle. This can be achieved through dedicated sessions at the start of each academic year and brief MODIP results presentations to students at the end of each semester.

The PSP should ensure that the expertise of academic staff is used fully and effectively.

The use of analytical tools and concepts from the humanities (e.g. psychology, psychoanalysis, sociology, ideology, anthropology, semiotics, feminist and queer studies, etc.) and the visual arts (e.g. image studies, text and image studies, transmedial studies, etc.) should be explicitly stated in seminar titles and descriptions.

Further document the support measures provided to admitted candidates with limited or no background in Ancient Greek and Latin. Also consider codifying them in a dedicated section of the Student Guide (A8).

Strengthen the visibility of the formal complaints and appeals procedure (A13) among incoming students.

Develop a consolidated, updated dataset on student admission profile, progression, completion times, mobility uptake and graduate destinations, and publish anonymised aggregate figures in the Student Guide and/or the PSP's annual internal review. Reducing the number of acronyms and being more concise would make the Student Guide more reader-friendly.

As the programme is conducted in Greek, an English description is not essential. However, if it is to be included on the programme's digital platform, ensure that the translation is of high quality.

The programme could benefit from providing more practical evidence of how students are informed about the various services available to them and how they use these services during their studies.

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.

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
VERNADAKIS EMMANUEL	Signed by VERNADAKIS EMMANUEL
ESPANOL-ECHEVARRIA MANUEL	Signed by ESPANOL-ECHEVARRIA MANUEL
Iliopoulou Aikaterini	Signed by Iliopoulou Aikaterini
MOENNIG ULRICH	Signed by MOENNIG ULRICH
SHAMANIDI SOPHIE	Signed by SHAMANIDI SOPHIE