ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report

for the Undergraduate Study Programme of:

Italian Language and Literature

Institution: National and Kapodistrian University of Athens

Date: 17 October 2020

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Italian 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 **Italian Language and Literature** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Haralambos Symeonidis, (Chair)**

    University of Kentucky (Lexington KY, USA)

2. **Prof. Milagro Martín-Clavijo**

    University of Salamanca (Salamanca, Spain)

3. **Prof. Alicia Morales-Ortiz**

    University of Murcia (Murcia, Spain)

4. **Assoc. Prof. Spyridon Tzounakas**

    University of Cyprus (Nicosia, Cyprus)

II.   Review Procedure and Documentation

Monday, October 12, 2020, Briefing through Zoom

External Evaluation & Accreditation Panel (EEAP) and members of the HAHE met online through Zoom at 15.00 EET. The EEAP was informed on HAHE mission, standards and guidelines of quality assurance accreditation process, national framework of HEIs. After a break between 17.00 and 18.00 EET, the EEAP met through Zoom to discuss the proposal report, allocation of tasks, list of issues for the site visit.

Tuesday, October 13, 2020, Zoom meeting

The EEAP had its first welcoming meeting online with the Vice Rector/President of MODIP Prof. Dimitris Karadimas & the Head of the Department Prof. Gerassimos D. Pagratis at 15.00 EET. A short overview of the undergraduate programme (history, academic profile, current status, strengths, and possible areas of concern) was presented to the EEAP.

Another meeting followed with EEAP, OMEA & MODIP representatives, Prof. Dimitris Karadimas, Vice-Rector for Academic and Student Affairs / President of MODIP, Prof. Gerassimos D. Pagratis, Head of the Department, Assist. Prof. Georgia Milioni, Assist. Prof. Vassiliki Koutsobina, MODIP staff: Mr. Konstantinos Bourletidis, Secretary of MODIP, Mrs. Sofia Krousaniotaki, Administrative support of MODIP, Mrs. Katerina Founti, Administrative support of MODIP, Prof. Sofia Papaioannou, member of the administrative committee of MODIP. They discussed the degree of compliance of the undergraduate programme to the Standards for Quality Accreditation. They reviewed students' assignments, theses, exam papers and examination material.

After a break between 18.00 and 19.00 EET, EEAP had a teleconference with teaching and staff members Prof. Giannoula Giannoulopoulou, Prof. Domenica Minniti-Gonias, Prof. Ioannis Tsolkas, Dr. Ioanna Tyrou, Assist. Prof. Roubini Dimopoulou, Prof. Maria Sgouridou, Assoc. Prof. Anna Themou. The main focuses of the discussion were professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

A teleconference with a group of 8 undergraduate students followed. The EEAP discussed with them their satisfaction from their study experience, Department/Institution facilities and priority issues concerning student life and welfare.

At 20.45 the EEAP met online for 30 minutes through Zoom for a final debriefing. They reflected on impressions and prepared for the second day of the on-line review.

Wednesday, October 14, 2020, Zoom meeting

At 15.00 EET EEAP had an on-line tour on classrooms, lecture halls, libraries laboratories, and other facilities. Discussion about the facilities presented in the video produced for this purpose followed between EEAP, administrative staff members & teaching staff members Prof. Gerassimos D. Pagratis, Head of the Department, Prof. Giannoula Giannoulopoulou, Assist. Prof. Roubini Dimopoulou, Assist. Prof. Georgia Milioni, Assist. Prof. Vassiliki Koutsobina, Mrs Konstantina Lykoka, Secretary of the Department. Discussion focused on the evaluation of facilities and learning resources to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the programme.

At 16.00 EET a teleconference with programme graduates Mrs Evlavia Tzanaki, Banking Sector, Mrs Efi Georgopoulou, Medical Laboratory Technologist, NIMITS Hospital, Athens, Mrs Maria Chatzikiriakidou, Public sector employee, Administrative staff in the Metaxa Cancer Hospital of Piraeus, Accounting Office, Mrs Adamantia Skamagka, Italian and English Language teacher, Author and instructor of the UoA eLearning course "Teaching foreign languages to very young learners", Mrs Kalliopi Kountoura, PhD candidate at the Department of Italian Language and Literature & Teacher of Greek Language Mrs Elena Zaproudi, Crew Scheduler (Long Term Planning) - Aegean Airlines, Mrs Stella Farmaki, PhD candidate at the Department of Italian Language and Literature & Teacher of Italian Language, Mr Euthymios Ntikos, Italian Language teacher, Mrs Aikaterini Panaiotopoulou, Italian Language teacher. The EEAP discussed with them their experience of studying at the Department and their career path.

At 17.00 a teleconference followed with employers, social partners: Mrs Anna Mondavio, Direttrice dell'Istituto Italiano di Cultura (Atene), Mrs Gelina Harlaftis, Professor of University of Crete, Director of the Institute of Mediterranean Studies (Rethymnon), Mrs Chrysa Xenaki, Pedio Publishing House. The EEAP wanted to know about relations of the Department with external stakeholders from the private and the public sector.

After a 60-minute break between 18.00 and 19.00 EET, the EEAP met online to discuss on the outcomes of the on-line review and begin drafting the oral report.

At 19.30 EET a teleconference with OMEA & MODIP representatives followed: Prof. Gerassimos D. Pagratis, Head of the Department, Assist. Prof. Georgia Milioni, Assist. Prof. Vassiliki Koutsobina. MODIP staff: Mr. Konstantinos Bourletidis, Secretary of MODIP, Mrs. Sofia Krousaniotaki, Administrative support of MODIP, Mrs. Katerina Founti, Administrative support of MODIP, Prof. Sofia Papaioannou, member of the administrative committee of MODIP. The EEAP discussed several points/findings which needed further clarification.

At 20.00 EET a closure followed with the Head of the Department, OMEA & MODIP: Prof. Gerassimos D. Pagratis, Head of the Department, Assist. Prof. Georgia Milioni, Assist. Prof. Vassiliki Koutsobina. MODIP staff: Mr. Konstantinos Bourletidis, Secretary of MODIP, Mrs. Sofia Krousaniotaki, Administrative support of MODIP, Mrs. Katerina Founti, Administrative support

of MODIP, Prof. Sofia Papaioannou, member of the administrative committee of MODIP. There was an informal presentation on the key findings of the EEAP.

A short online debriefing followed with the members of the EEAP coordinating the steps of the following days.

Thursday, October 15, 2020, Zoom meeting *(AP members only)*

Between 15.00 and 21.00 EET EEAP met online to work on the draft of the Accreditation Report (AR).

Friday, October 16, 2020, Zoom meeting *(AP members only)*

Between 15.00 and 21.00 EET EEAP met online to work on the draft of the Accreditation Report (AR).

Saturday, October 17, 2020, Zoom meeting *(AP members only)*

Between 15.00 and 21.00 EET EEAP met online to work on the draft of the Accreditation Report (AR).

III.   Study Programme Profile

In 1933 the Faculty of Philosophy of the University of Athens expressed its interest in teaching Italian Literature, which was assigned to the then Lecturer of the University of Pisa Vincenzo Biagi. In the same year and for the reciprocity of the countries the University of Rome La Sapienza decided to introduce its course of Modern Greek Literature, the teaching of which was assigned to the late Professor Georgios Zoras, pioneer of education and culture between Greece and Italy. After the end of the Greek-Italian war many years had passed until the educational cooperation between the two countries started again. In 1958, under the efforts of Georgios Zoras, a lectorate of Italian Language at the Faculty of Philosophy of the University of Athens was established and at the same time Prof. Zoras assumed the teaching of Modern Greek Literature at the School of Philosophy of Rome. In 1990 Italian Philology was added to a new Department of the School of Philosophy founded that year under the name of "General Department of Foreign Cultures." This Department included, besides Italian, other foreign languages. Initially only Visiting Professors and Lecturers of foreign universities taught Italian. However, given the special interest of the students for Italian and Spanish, the General Department of Foreign Cultures evolved into the Department of Italian and Spanish Language and Philology in the academic year 1999-2000. The Department of the two European Languages and Philologies operated for a total of ten years and starting the academic year 2010-2011, there are two independent Departments: Italian Language and Literature and Spanish Language and Literature.

The undergraduate programme of the new Department of Italian Language and Literature focuses on language/linguistics, literature, and history as well as the culture of Italy and its interactions with Greece.

In order to obtain the undergraduate degree from the Department of Italian Language and Literature, 44 courses are needed as follows:

- 34 obligatory courses the student must successfully complete.
- 8 obligatory elective courses offered by the Department of Italian Language and Literature which must be successfully completely.

2 free elective courses offered by the other Departments of the School of Philosophy, which

must be successfully completed.

After the implementation of the European System of Transfer and Accumulation of Credits at least 244 European Credits (ECTS) are required, of which: 204 ECTS for obligatory courses, 32 for obligatory elective and 8 ECTS for free elective courses. All obligatory courses correspond to 6 ECTS. Obligatory electives, as well as the free electives correspond to 4 ECTS.

The undergraduate programme of the Department of Italian Language and Literature offers students the possibility of gaining work experience, maintaining stable collaborations, and enriching them with professional haulers in Greece and abroad. Internships abroad are offered through Erasmus+ which are funded up to 4 months.

All academic units are housed in the building of the School of Philosophy, in the Campus of Zografos. Obligatory undergraduate courses are held in amphitheatres (with a capacity of 200-300 people) of the building of the School of Philosophy, while elective courses use smaller capacity rooms (30-50 or 100 people). These facilities are also used by other Departments of the School of Philosophy, which is common practice due to limited infrastructure.

The Department consists currently of 10 professors, 4 auxiliaries (EDIP, EEP, ETEP), and 3 administrative staff. On 31st of August 2020, 860 undergraduate students were enrolled in the Department.

The admission of the students takes place according to the general procedures and regulations of the Greek Ministry of Education. However, students that have already obtained a first academic degree can be admitted to the undergraduate programme after an entry exam that is administered by the Department.

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 organization 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

The Department has established a Quality Assurance Policy for the Undergraduate Programme that is in line with the Institutional Policy on Quality. The responsible institution for applying the Quality Assurance process is the Internal Evaluation Committee (OMEA) in effective collaboration with MODIP.

The Department has clear strategic goals and has planned the means for attaining them (cf. document Στοχοθεσία). However, the achievement of some of these goals does not depend exclusively on the Department: for instance, the improvement of some classrooms and infrastructures or the increase of funding for bibliographical resources and research.

In the opinion of the EEAP the Department is working hard to implement appropriate quality procedures. According to the documentation presented on the online meetings, since September 2020 the role of OMEA has been strengthened to better supervise all evaluation processes (it is scheduled to meet at least 3 times a year in September, February, and July).

Recently the Department has also implemented other quality processes. A Study Programme Committee has been constituted in order to ensure the suitability of the organization of the curriculum and to promote the quality of teaching. In addition, Commissions have been created in all areas of activity (complaints, Erasmus, website, internships, financial matters etc.). There is also an Academic Advisor (σύμβουλος σπουδών) and an Advisor for Students with special needs.

Finally, an Alumni Network was established in September 2020, whose function is to provide a stable communication channel between the Department and its graduates (cf. Principle 4).

Every semester all courses are evaluated by students through questionnaires. The degree of student satisfaction is high (75.6% score between 4 and 5). However, the participation is very low (around 10%). Although the Department has taken measures to increase students' participation rate, these do not seem to be effective yet.

The OMEA oversees the communication and discusses the obtained data with all members of the Department.

As a weak point, the Department recognizes the low participation and involvement of Student Representatives in the Departmental Council. In addition to this, student participation in the different Commissions and Committees is not satisfactory.

Furthermore, according to institutional regulations, the Department undergoes each academic year an annual internal evaluation. An external evaluation organized by HAHE (formerly ADIP) took place in 2014. This evaluation was followed by a reform of the Study Programme. The EEAP has verified that many of the recommendations made at that time by the External Evaluation Committee have been implemented.

In the online meetings, feedback from students and graduates on the Study Programme and the academic staff was very positive. Stakeholders were also very satisfied with the collaboration between their institutions and the Department.

Panel Judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department / MODIP should encourage student participation in the course evaluation process. In general, the Department should promote student involvement in the different areas of activity.

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

The Study Programme (SP) has a clear academic, scientific, and professional interest and it is well organized. Besides, it takes into account all the agents involved, and follows accurately the SP norms of implementation guided by the Quality Assurance Policy. The total number of the courses (44) is sufficient and divided in the specific areas of Italian Studies (Italian language, Linguistics, Literature and Culture). Courses are well distributed throughout the four years and carry out an adequate progression of knowledge. The SP meets all the standards for Italian Studies in other European countries.

Moreover, the SP is organized in semesters with obligatory and elective courses and with a reasonable workload for the student, in accordance with the European Credit Transfer and Accumulation System. The curriculum is well designed meeting the requirements of teaching methodology and student learning outcomes. The educational profile of the SP is adapted to the socioeconomic needs as well as to the prerequisites of academic and non-academic professions.

This planning is revised periodically in order to adjust to the needs that arise throughout the development of the teaching activity. The curriculum revision procedure involves consultation with teachers (through teaching work, research activity, publications and social presence), external experts (especially through the External Evaluation), and undergraduate/graduate students (through questionnaires, complaints and suggestions).

In regard to the teaching of the Italian language, the EEAP considers very positive the change of some Italian language courses from elective to obligatory in each semester and the possibility of additional Italian language tutoring in the first two years.

The SP has a wide range of electives that complement, mainly through monographic and specific studies, the obligatory ones of each area. On one hand, these courses cover different professional opportunities for the degree, and on the other, they allow every student to adapt to the academic programme of his/her personal preferences, emphasizing a more linguistic, literary or cultural formation. The EEAP considers these two aspects to be a strength of the programme and it is also highly appreciated by the students.

Another strong point of the curriculum is the evident connection between courses taught and research fields of the faculty, confirmed also with statements of the student body and the stakeholders.

The EEAP considers that the coordination of the SP has been successfully supported by the academic advisor.

Finally, the SP guidelines provide relevant information and are easily accessible to the students.

Panel Judgement

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

Panel Recommendations

The EEAP believes that additional Italian language tutoring in the first two years, which has been implemented, is necessary to provide the adequate language level to the students and recommends that it should be strengthened in the future.

The EEAP also evaluates very positively the creation of the two laboratories, Εργαστηρίου Γλώσσας, Μετάφρασης και Έρευνας των επαφών μεταξύ της Ιταλικής και της Ελληνικής γλώσσας and Εργαστηρίου Υπολογιστικής Υφολογίας, for the more practical subjects. However, if there is not greater support from the Institution regarding the viability of these laboratories - providing them with a permanent and well-equipped room with computer equipment - the enormous effort of this Department for the creation and maintenance of these laboratories

could be compromised. The EEAP encourages the Department to use the "Stylistic Lab" more for Italian related linguistic topics.

Finally, the EEAP has noticed the curriculum lacks seminars for the final year preparing students for graduation. The EEAP also recommends the introduction of a final degree project (πτυχιακή εργασία). Since the final degree project is requirement for completing a degree in most EU countries, the EEAP recommends to introduce it gradually into the study programme, perhaps initially as an elective course that could later become obligatory and thus comply with European standards.

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

The Department is fully aware of the remarkable diversity of its students (in terms of age, background, command of Italian language, different ways of admission etc.) and attempts to serve their various needs in multiple ways. During the current academic year, it introduces additional tutorials (φροντιστήρια) in Italian language for the first year and second-year students. Furthermore, the Department seems to be willing to classify its newcomer students in two different groups according to their level of knowledge of the Italian language, and this is also a request of the students. The EEAP supports this plan. Finally, the wide range of the courses

offered (in Italian language, literature, theatre, music, history) are tailored to adequately meet the different interests of the students and provide a broad learning experience.

The EEAP was informed that the teaching staff uses a variety of pedagogical methods and different modes of delivery (also including oral presentations by the students and use of e-class platforms). All these, as well as the assessment criteria and methods are published in advance in the Department's website. The examination papers vary in their forms and acquaint the students with different styles of written exams. However, the EEAP mentioned an over-reliance on written exams as assessment and suggests introducing more written essays which would help students strengthen their autonomous thinking. To be more student-friendly, the general information provided in the syllabi should be more homogeneous.

Although a well-designed questionnaire for student surveys has been introduced, the students' participation in this procedure is still too low. However, from the questionnaires completed in the last years, it can be deduced that the average student satisfaction score with their courses and teachers is very high.

The Department has introduced academic advising for all its students and has established a three-member Committee for dealing with students' complaints and appeals. The harmonious relations between the teaching staff and the students were evident during many stages of the accreditation procedure. The students the EEAP met expressed very positive views about the current structure of the programme, their learning experience, their interaction with their teachers and, more generally, the way they are served.

Panel Judgement

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

Panel Recommendations

Reduce the frequency of the written exams as an evaluation method and introduce more written essays.

Make the general information provided in the syllabi more homogeneous.

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

The procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression are based on the institutional study regulations.

Admission to the programme is based on the results of the examinations organized by the Ministry of Education. The number of admitted students is always higher than the number desired by the Department.

To facilitate a smooth transition from high school to new students, the Department organizes an orientation for incoming students at the beginning of each academic year. All information is also provided on the website. An Academic Advisor is also available.

Student progression is monitored through data provided annually by Secretariat of the Department and are recorded in the annual Internal Evaluation Reports. It is worth noting that the results are good, and the average grade of graduates is quite high (7, 78 in academic year 2018-2019).

The Department is well aware that a weak point is the high percentage of students not attending classes (about 30-40%) and aims to achieve greater participation by introducing seminar and laboratory teaching. Closely related to this is the high percentage of student retention (ca. 40%), but the EEAP is aware that this is common in Greek University System.

The Department follows institutional regulations concerning student mobility. In this regard, the EEAP would like to highlight the great effort made by the academic staff in last years to increase the number of Erasmus agreements and to promote student mobility.

The ECTS System is applied across the curriculum in line with the principles of the Lisbon Recognition Convention (obligatory courses have a workload of 6 ECTS and elective courses of 4 ECTS).

Finally, regarding the certification of studies, the Department provides students with a Diploma Supplement after successfully completing their undergraduate studies. This Diploma is issued in both Greek and English for all graduates.

Panel Judgement

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

Panel Recommendations

The Department should continue its efforts to reduce student retention.

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 recognize 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

In general terms, the teaching staff has the level of academic qualification required, the appropriate teaching, research and/or professional experience, and is consistent with the requirements of the programme. The professors count on an internal promotion system that follows the procedures established by Greek law.

In the last years the Department has made a great effort in order to increase considerably its teaching staff, with professors of different levels and specialized in different areas of Italian Studies that can cover the basic needs of the programme. The students highly value their professors' availability, preparation and energy, far above average, even in times of difficulty and scarcity of resources.

It is important to highlight the close link between the courses taught and the staff research field, as well as the quantity and quality of the research they present as a whole.

This SP clearly focuses in the following areas: Teaching of Italian language, Italian linguistics, Italian literature, Italian culture, and comparative studies Greece-Italy. The EEAP emphasizes the effort of the Department to offer a high number of courses related to different aspects of the Italian culture and with comparison between Greece and Italy, an aspect that needs to be highlighted because of its originality in the international field and the demand by the students. However, some of the research fields of the faculty do not seem to be closely related to the Italian Studies.

The EEAP takes into account the effort made in recent years to promote the Department internationally and to expand the real professional opportunities for its graduates through a network of contacts with companies, institutions and organizations that have grown over the years, as well as through specific courses, internships and international scholarships.

The teaching staff participates in mobility programmes, moving to teach and research in other national and international universities; on the other hand, they invite professors from other universities to teach in the programme. The EEAP notes also that teaching staff mobility has increased satisfactorily in the last years, despite of the few resources allocated from the University.

Panel Judgement

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

Panel Recommendations

The EEAP expects the research activities of all members of the Department to concentrate more in Italian or Italian-Greek than Greek in the future.

Encourage the staff to increase their engagement in new teaching methodologies by attending workshops and courses or by following modern practices (e.g. peer observations or mentoring of new staff).

More funding for:

1. international travel and mobility of the staff;
2. extracurricular activities for students who complete their training and the acquisition of books from abroad;
3. the infrastructure of the Department.

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.

Study Programme Compliance

Comparing the results and findings of the Department's evaluation of 2014, there has been a significant improvement regarding all aspects of student support and learning resources. As an example, there is an improving in the classroom, library, and there have been established institutions dealing with student mentoring and support.

However, funding and support from the University is insufficient. There is a lack of offices, Wi-Fi accessibility in the classrooms, and a general lack of infrastructure. Lack of funding has been affecting the purchase of necessary bibliographical resources for the library. The EEAP notices a difficulty for students to access Italian books in order to fulfil their course requirements.

The EEAP believes that an effective student support relies on the students trust to their professors which seems to be the case at the Department of Italian Language and Philology.

Panel Judgement

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

Panel Recommendations

- Improvement of funding and infrastructure.
- Facilitate accessibility to foreign bibliographical resources.
- More flexible opening hours of the library.

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 analyzing information and planning follow-up activities.

Study Programme Compliance

The Department, in collaboration with MODIP and with other University Services, has established adequate mechanisms for the collection of data and indicators regarding student population profile, student progression, success and drop-out rates and student satisfaction with the SP. Data collected are properly presented in graphs, demonstrating trends and allowing direct interpretation and comparisons.

The Department demonstrates that takes data analysis very seriously to make decisions and identify weak areas for improvement. Regarding this, the EEAP values very positively the large amount of data and documentation provided during the online meetings and would like to thank the Department for its willingness to provide information and answer all questions that were raised.

Student satisfaction questionnaires are regularly conducted and the OMEA (the Internal Evaluation Committee) analyses and communicates the information obtained (cf. Principle 1).

The only weak point in this area is the lack of data on employability of graduates. Aware of this and aiming for continuous improvement, the Department has just created a network of graduates (September 2020) and has carried out a survey to obtain information on their

satisfaction with the SP and on their career paths. The EEAP welcomes this initiative and encourages the Department to expand it in the future.

Panel Judgement

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

Panel Recommendations

The EEAP recommends the Department to expand its relationship with alumni and to collect more data on their professional career.

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

The Greek version of the Department's web page is complete, and it is user friendly. It presents all the necessary information on academic aspects, procedures, services, undergraduate and graduate programmes, staff, etc. Public information on the SP is objective, up-to-date and consistent. Additionally, the Department's website has a specific section dedicated to the academic unit Policy for Quality Assurance.

However, its English version is incomplete.

Panel Judgement

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

Panel Recommendations

It would be highly recommended to translate into English all the programme's website and, if possible, into Italian in order to facilitate access by a non-national audience. This measure will also improve the international diffusion of the website for a broader audience.

The programme should be assured that resources to maintain and regularly update the website will be continued in the short, medium and long term.

Finally, since the visibility of the staff's CV is an important indicator of quality, it would also be advisable that all the CVs of the staff follow a standard and a homogeneous model on their teaching and research career.

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

The Department's internal quality assurance system (OMEA), in collaboration with the relevant committee of the Institution (MODIP), monitors and reviews the undergraduate programme on a regular basis. This allows the Department to make amendments when necessary, in order to improve its research policy and its curriculum and meet the changing needs of society. It seems that students and stakeholders also contribute to this procedure.

From the data collected, the EEAP notes a constant improvement in almost all indicators examined. The number of students who do not complete their studies in four years still remains an area of concern, but the rate of completion of studies in the Department is similar to that in the Greek tertiary education in general.

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 Department should continue its efforts to improve the rate of completion of studies in the normal duration of studies (four years).

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

The Department has developed an evaluation culture that allowed it to be keenly responsive to the suggestions of the first external evaluation organised by HAHE in February 2014. The vast majority of those suggestions have already been implemented. For example, the courses "Italian Language" V-VIII are now obligatory; the chronological order of some courses in the curriculum has been rearranged in a more reasonable way. Laboratory courses have been introduced. The teaching staff in language and translation courses have been increased; language courses are supported by teachers with Italian as their first language. The Erasmus and the other interdepartmental agreements have been significantly increased. Sabbatical leaves are now offered on a more regular basis. The international research profile of the Department has been increased.

As the infrastructure is concerned, despite the significant progress that has been made, there is still much room for improvement (cf. our comments on Principle 6). The EEAP is fully aware that solving these problems is the responsibility of the Institution rather than the Department.

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 good practices and efforts to implement the recommendations of the previous external evaluation, especially regarding to the Department's and the Institution's infrastructures.

I.   Features of Good Practice

- Excellent relations between staff and students.
- Improvement in international mobility.
- Commitment in quality assurance procedures.
- Successful revision of the curriculum.
- A broad range of course offerings.

II.   Areas of Weakness

- Insufficient resources.
- Lack of infrastructure.
- Different levels of Italian of incoming students.
- Higher number of incoming students than the Department can serve.
- High student retention and low student participation.

III.   Recommendations for Follow-up Actions

- Encourage student participation in the course evaluation process.
- Promote student involvement in the different areas of activity.
- Improve website's English version. An additional Italian is desirable.
- Concentrate research more in Italian or Italian-Greek than Greek in the future.
- Introduce seminars and final degree project.
- Reduce the frequency of the written exams as an evaluation method and introduce more written essays.
- Make the general information provided in the syllabi and the CVs more homogeneous.
- Improve funding and infrastructure.
- Expand Department's relationships with alumni and collect more data on their professional career.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 7, 9, 10

The Principles where substantial compliance has been achieved are:

5, 6, 8

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. Haralambos Symeonidis, (Chair)**

    University of Kentucky (Lexington KY, USA)

2. **Prof. Milagro Martín-Clavijo**

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3. **Prof. Alicia Morales-Ortiz**

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4. **Assoc. Prof. Spyridon Tzounakas**

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