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Accreditation Report for the Postgraduate Study Programme of:

Studies in Classical, Byzantine and Modern Greek Literature

Department: Philology

Institution: University of Patras

Date: 05/06/2026



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 Postgraduate Study Programme of **Studies in Classical, Byzantine and Modern Greek Literature** of the **University of Patras** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Studies in Classical, Byzantine and Modern Greek Literature of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. TSOULAS GEORGE (Chair)
(Title, Name, Surname)
University of York
(Institution of origin)
2. Iliopoulou Aikaterini
(Title, Name, Surname)
University of Crete
(Institution of origin)
3. KALIAMBOU MARIA
(Title, Name, Surname)
Hellenic Studies Program, Yale University
(Institution of origin)
4. MARKOU ELENi
(Title, Name, Surname)
University College London / UCL
(Institution of origin)
5. VERNADAKIS EMMANUEL
(Title, Name, Surname)
Faculté des lettres, langues et sciences humaines, Université d'Angers
(Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The accreditation review of PSP2 (Studies in Classical, Byzantine and Modern Greek Literature) was conducted concurrently with that of PSP1 (Language Sciences), within the same overall review period of 11–16 May 2026. The EEAP undertook a thorough review of the documentation submitted in support of the Accreditation Proposal prior to the virtual meetings. This included the programme's self-evaluation report, curriculum design and intended learning outcomes across its three specialisations (Classical Studies, Byzantine Philology, and Modern Greek Philology), thesis submissions, and evidence of teaching staff research and professional activity.

The virtual meetings directly pertaining to PSP2 were structured as follows. On Monday 11 May 2026, PSP2 was included in the joint opening meeting with the Directors of both programmes, the Head of Department, MODIP, and Steering Committee and OMEA members, at which Professor Georgia Gotsi, Director of PSP2, provided an overview of the programme's academic profile, current status, strengths and areas of concern. On Thursday 14 May 2026, the EEAP met with the teaching staff of PSP2 — comprising Professor Kostiou, Associate Professor Kazantzidis, and Assistant Professor Chrysosgelos — covering professional development, research engagement, student evaluation, and programme-specific areas of weakness. This was followed by a meeting with current students drawn from all three specialisations (Classical Studies, Byzantine Philology, and Modern Greek Philology), who provided perspectives on their study experience, institutional facilities, and student welfare matters.

Also on Thursday 14 May, the EEAP met with graduates of PSP2 representing all three specialisations, spanning graduation years 2019 to 2025, who reflected on their postgraduate experience and subsequent career trajectories. A further meeting with employers and social partners of PSP2 — including representatives from secondary education and the cultural sector — offered external evaluation of graduate competencies and the programme's engagement with public and private sector stakeholders. The day concluded with a closure meeting involving the Director of PSP2, the Head of Department, MODIP, and Steering Committee and OMEA members, at which the EEAP presented its preliminary findings and discussed points requiring further clarification.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The Master's Programme "Studies in Classical, Byzantine and Modern Greek Literature" (ΠΜΣ «Σπουδές στην Κλασική, Βυζαντινή και Νεοελληνική Γραμματεία») is an existing postgraduate study programme offered by the Department of Philology (Τμήμα Φιλολογίας) of the University of Patras, submitted for academic accreditation in January 2024. The programme was re-established by Senate Decision No. 204/09.06.2022 (Government Gazette 3295/28.06.2022), superseding the earlier programme "Modern Approaches to Texts: Readings and Interpretations" which had operated from 2018 to 2022. It operates under an Updated Internal Regulation, in compliance with Law 4957/2022.

The programme is rooted in the long-standing philological tradition of the Department of Philology, one of the most research-active humanities departments in Greece, and reflects the Department's commitment to sustaining advanced scholarly work across the full breadth of Greek literary and cultural history. It offers three distinct specialisations: Classical Studies, Byzantine Philology, and Modern Greek Philology, each leading to a Master's diploma (Δίπλωμα Μεταπτυχιακών Σπουδών, ΔΜΣ) at EQF Level 7. This tripartite structure is a deliberate design choice, reflecting the disciplinary depth and internal differentiation of the Department's academic expertise.

The programme is structured over four semesters (120 ECTS total), with the first three devoted to coursework — students complete six seminars, two per semester, each carrying 15 ECTS — and the fourth dedicated to the preparation and defence of the Master's Dissertation, which carries 30 ECTS. Teaching is conducted in Greek, with the option of submitting the dissertation in English. Students may also select one course from a specialisation other than their own, fostering interdisciplinary dialogue across the three strands. Annual intake is capped at 40 students in total (up to 15 in Classical Studies, 10 in Byzantine Philology, and 15 in Modern Greek Philology). The programme carries no tuition fees.

The programme's academic objectives are clearly defined: it aims to produce researchers capable of pursuing doctoral studies, to develop graduates with strong theoretical grounding and advanced analytical skills, and to equip students with the research competencies needed for careers in scholarship, education, cultural institutions, publishing, the public sector, and the media. The research orientation of the programme is underscored by the requirement for an original, individually authored dissertation and by the close integration of course content with the current research activities of the teaching staff.

The University of Patras, founded in 1964 and Greece's third largest university, provides a

well-resourced institutional environment. It was the first Greek higher education institution to receive certification of its Internal Quality Assurance System in October 2018. The Department of Philology houses four established research laboratories, three of which — the Laboratory for the Study of Myth and Religion in Greek and Roman Antiquity, the Laboratory of Palaeography, and the Laboratory of Modern Greek Philology: Archival Documents and Press — directly support the three specialisations of this programme. The Department also operates a Centre for Digital Research and Study, which supports the integration of digital humanities tools into teaching and research. The staff-to-student ratio in the current 2022–2024 cycle is notably favourable at approximately 1:1.2, reflecting the programme's commitment to intensive, personalised supervision.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

Study Programme Compliance

I. Findings

The University of Patras operates a formally certified Internal Quality Assurance System (IQAS/ΕΣΔΠ), accredited in October 2018 in accordance with ESG 2015 standards. The Quality Assurance Policy of the Department of Philology is explicitly and fully aligned with this institutional framework, as documented in the Quality Manual of the University's IQAS, publicly available at the MODIP website. The Department's commitment to quality is stated formally in a published Quality Policy Statement, which is implemented across all its study programmes, including the MSc in "Studies in Classical, Byzantine and Modern Greek Literature."

The quality assurance policy as applied to this programme addresses all nine dimensions specified in the HAHE Standards: the structural suitability of the programme; the pursuit of learning outcomes at EQF Level 7; the promotion of teaching quality and effectiveness; the appropriateness of teaching staff qualifications; the drafting, implementation, and annual review of specific quality goals; the labour market demand for graduates' qualifications; the quality of support services; the efficient use of financial resources; and the conduct of annual internal review through collaboration between the Internal Evaluation Group (OMEA) and MODIP. Each of these dimensions is mapped explicitly to concrete quality assurance procedures in the accreditation proposal.

The operational architecture for quality assurance is well-developed and multi-layered. It includes: the five-member Steering Committee (Συντονιστική Επιτροπή, ΣΕ), appointed biannually by the Department Assembly, which coordinates programme implementation, manages the budget, oversees course assignments and student progression, and prepares the Annual Internal Evaluation Report; the Department's Internal Evaluation Group (OMEA), which conducts the annual evaluation process in coordination with MODIP; an annual cycle of electronic student questionnaires covering teaching quality, learning materials, and workload; and the systematic publication of evaluation outcomes through the Department's Annual Internal Evaluation Report (EEA), which is presented to the Department Assembly, submitted to MODIP, and publicly available on both the Department and MODIP websites.

Strategic quality goals for the programme are clearly articulated and cover six priority areas: the provision of high-quality education through annual curriculum review; the promotion of student-centred learning and critical thinking; the production of high-level research informed by international developments; the strengthening of outreach and networking at local, national, and international levels; the improvement and upgrading of departmental infrastructure; and the enhancement of connections with graduates and the labour market. These goals are operationalised through specific initiatives and assessed against identified success factors.

The Quality Policy is publicly communicated via a dedicated document posted on the programme's section of the Department website, presented at student induction events, and shared with partner organisations and graduates. Policy revision is triggered by annual evaluation findings, legislative changes, updated HAHE guidelines, feedback from teaching staff, and Senate or MODIP decisions — reflecting a responsive and dynamic approach.

II. Analysis

The programme demonstrates a mature and well-embedded quality assurance culture, consistent with the University of Patras's IQAS, which itself has been externally validated. Unlike a new programme presenting quality assurance commitments prospectively, this is an established programme with documented evidence of quality procedures operating in practice across multiple biennial cycles. The Annual Internal Evaluation Reports produced by OMEA, the regular review of programme content by the Steering Committee, and the structured student feedback mechanisms constitute a functioning quality assurance cycle rather than a framework existing solely on paper.

The eight-point quality assurance architecture described in the proposal — encompassing policy application, Steering Committee oversight, resource management, annual quality goal-setting, periodic internal evaluation, data collection and analysis, public information, and external evaluation — is notably comprehensive and maps closely onto the requirements of both the HAHE Standards and ESG 2015. The explicit linkage between individual quality dimensions and concrete institutional procedures (e.g., the connection between the student questionnaire process managed by OMEA and the MODIP information system PSDIIP) demonstrates operational coherence.

The strategic quality goals are formulated at an appropriate level of ambition for a humanities postgraduate programme operating without tuition fees, and reflect a realistic understanding of the programme's position within the institutional and disciplinary landscape. The goal of improving connections with graduates and the labour market is particularly noteworthy, as it acknowledges an area that remains a developmental priority — alumni tracking and formal employer engagement are not yet fully systematised but are identified as targets for improvement, which itself indicates quality awareness.

The communication strategy for the quality policy is proportionate and effective, using the programme's dedicated digital space, direct stakeholder engagement, and regular updates to ensure that the policy is not merely a formal document but an actively disseminated commitment. The conditions for policy revision are realistic and context-sensitive, ensuring the policy remains responsive to both internal dynamics and external developments.

The staff-to-student ratio of approximately 1:1.2 in the current cycle is an exceptional feature that directly supports the quality and intensity of the educational experience, and its documentation here reinforces the programme's quality credentials in a concrete and verifiable way.

III. Conclusions

The PSP "Studies in Classical, Byzantine and Modern Greek Literature" at the University of Patras is fully compliant with Principle 1. The programme operates within a formally certified institutional quality assurance system, implements a well-articulated departmental quality policy covering all required dimensions, maintains a structured and documented annual quality cycle, and communicates its quality commitments publicly and effectively. Strategic quality goals are clearly defined and connected to concrete operational initiatives.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Given the three-specialisation structure, the Panel encourages the Steering Committee to consider whether inter-specialisation quality goals — such as targets for cross-specialisation course participation — might be incorporated into the annual quality targeting framework, reflecting the programme's own ambition to foster interdisciplinary dialogue.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, 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 (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP “Studies in Classical, Byzantine, and Modern Greek Literature / Studies in Classical, Byzantine and Modern Greek Literature” was reestablished with the publication of Decision No. 204/09.06.2022 of the University Senate, with reestablishment published in the Government Gazette 3295/28.06. 2022/Vol. B and the Government Gazette approving the Regulations 3295/28.06.2022/Vol. B. It is an evolution of the PSP “Contemporary Approaches to Texts: Readings and Interpretations,” and operates based on its Updated Internal Regulations, in accordance with the provisions of Law 4957/2022.

The program leads to the award of a Master of Arts (MA) degree in the following specializations: 1. Classical Studies, 2. Byzantine Literature, 3. Modern Greek Literature. Its aims are to:

- develop basic and applied research in the fields of classical studies, Byzantine literature, and modern Greek literature
- foster and promote interdisciplinary discourse
- develop the academic potential of philology and the creative utilisation of this potential
- expand the capabilities of MA students, optimising their professional performance and enabling them to work in positions of increased responsibility in teaching, cultural institutions, publishing houses, the public sector, tourism, and the media
- inspire them and provide them with the means to pursue doctoral studies

Up to forty students are admitted to the PSP, with up to fifteen places available in Classical Studies, up to ten in Byzantine Philology and up to fifteen in Modern Greek Philology. Selection is based on academic criteria and the application. Mobility, potential research or professional activities, and proficiency in modern languages are also taken into account. Candidates are then evaluated based on their application materials, an interview conducted by the faculty, and written or oral examinations.

The programme lasts for a minimum of four academic semesters and a maximum of eight. Each semester consists of thirteen weeks of instruction. During the first three semesters, students in each specialisation are required to take six courses, each consisting of three hours per week, over a period of six months. Courses are elective, provided that more than two are offered per semester, and students have the option of selecting a course from another specialisation during their

studies. To receive the Master's degree, students must successfully complete six courses and successfully write and defend their Master's thesis before a three-member committee, including their research advisor, during the fourth semester. The language of instruction for the courses and the Master's thesis is Greek, but students also have the option of writing their Master's thesis in English. In all three specializations, the master's thesis must be research-based.

The curriculum is structured in accordance with the European Credit Transfer System (ECTS) and its associated procedures (e.g. linking course load to credit hours, weighting credit hours in the degree grade and degree grade classification). There is a direct link between the research activities of the programme's faculty members and its specific subject areas. The course content, specific learning objectives and the specialised focus of the instructors are detailed in the programme's study guide and course syllabuses. Courses are conducted in small groups of seven or eight students in the form of seminars, encouraging active participation from all attendees. All courses are based on productive interaction between instructors and students, both in the classroom and on the e-learning platform. In addition, the eClass platform for each course features a comprehensive list of relevant Greek and foreign-language references, useful links, audiovisual material and reputable open-access digital textbooks (e.g. from the Kallipos Digital Repository of Academic Texts and Resources: kallipos.gr). Short exercises are also provided where appropriate. Students also benefit from instruction by visiting professors from Greek and foreign institutions, as well as researchers and doctoral candidates. Students are introduced to research through seminar papers undertaken as part of the programme's courses, as well as through participation in thematic conferences and summer schools. Courses correspond to a total workload of 90 ECTS credits, while the Master's thesis corresponds to a total workload of 30 ECTS credits. Each course corresponds to 15 ECTS credits. The total number of ECTS credits required for the Master's degree is 120.

Students may study at universities abroad through the Erasmus+ program.

The Quality Assurance Policy of the PSP is aligned with the Quality Policy of the University of Patras (UP) in accordance with international academic standards and the practices of the European Higher Education Area, in compliance with the principles of the High Authority for Higher Education (HAHE) and in accordance with applicable legislation.

II. Analysis

The documents submitted to the panel provide solid facts and compelling arguments that paint a very positive picture of the PSP. This is reinforced further by testimonials from current students and alumni. The programme's strong

connections between teaching and research, students and faculty, and its work and local life give it the qualities necessary to withstand the crisis threatening the humanities in general, and literary studies in particular. The programme's international opportunities, which have mainly consisted of summer schools in Greece so far, are particularly valued by both students and stakeholders. The same is true of the programme's duration and tuition-free status.

III. Conclusions

The panel concluded that the PSP complies fully with all relevant procedural specifications relating to participants, information sources, and certifying bodies.

Panel Judgement

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

Panel Recommendations

The Study Guide contains a wealth of information, including the section on updates/approval of programme operating regulations. This section is neither useful nor of interest to students, and should therefore be removed to make the Study Guide more user-friendly.

Given that all initiatives related to the program's international focus have had a significant impact on the academic experiences of current students and the life paths of alumni, the panel recommends that the PSP administration expand these types of initiatives.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The Postgraduate Study Programme “Studies in Classical, Byzantine and Modern Greek Literature” (PSP) operates a student-centred model of learning, teaching, and assessment that is embedded in both its formal regulatory framework (Internal Regulation, Study Guide, Teaching and Assessment Methods (M3.4)) and in its everyday teaching practice, as confirmed during the Panel’s online visit. Teaching is delivered through small-group seminars in the three disciplinary specialisations (Classical, Byzantine, Modern Greek Literature) and is organised around student presentations, structured discussion, written assignments, and supervised research. Power-point supported lectures, reading courses, archival lab work, and project-based assignments (typically 3,000–5,000 words) are routinely combined within each course, in line with the methods set out in Teaching and Assessment Methods (M3.4) and the course outlines (M2.4).

Compulsory courses are organised on the basis of the three core disciplines, while elective coursework and the thesis topic enable students to shape an individualised learning path matching their research interests. The curriculum spans four semesters (120 ECTS): six taught courses across the first three semesters (90 ECTS, 15 ECTS each) and a master’s thesis in the fourth semester (30 ECTS). Attendance is mandatory, with up to two absences without justification permitted, while further absences may be justified exclusively on documented grounds, with individual arrangements available through the academic advisor and/or class teacher for students with disabilities or health conditions.

The academic advisor function is fully operational and constitutes one of the strongest structural supports of the PSP. The ratio is approximately one teacher to two or three students in the Byzantine path, and one-to-one in the other paths, ensuring close, sustained guidance throughout coursework and thesis preparation. The Internal Regulation (M2.2), the Regulation of the Academic Advisor (M3.3), and the Regulation of Studies (M4.2) define the advisor’s responsibilities and the procedures for thesis supervision and defence.

Student assessment is published in advance in each course outline (M2.4), distributed across multiple components (written examination, written assignments, oral presentation, participation, project work) with explicit weightings. The grading scheme follows the national 1–10 scale, with 5 the minimum passing grade. The PSP applies the Turnitin plagiarism-detection system on all assignments and theses (UPnet credentials). A formal procedure for student appeals and complaints is in place through the Regulation for the Management of Complaints (M3.2), and ethical standards governing research and supervision are codified in the Research Ethics Regulation (M4.1).

Internal student evaluation of courses and teaching is carried out systematically through the MODIP electronic questionnaire (M3.1). Results for the academic year 2022–2023 indicate uniformly high student satisfaction: average scores across course and teaching dimensions cluster between 4.3 and 4.9 on a 5-point scale, with the lowest scores recorded for workload/study-hour items and the

highest for the relationship with the teaching staff and the clarity of assessment criteria.

The Panel observed, during the online visit, that the student-centred culture is explicitly recognised by the students themselves: students reported that classes built around student presentations and discussion deliver clear benefits both in subject-specific learning and in research, communication, and soft skills. Students and graduates also praised the responsiveness of the teaching staff to questions and the breadth of bibliographic and methodological guidance offered, including support extending beyond instructors' own course content.

II. Analysis

The PSP demonstrates a coherent and well-documented student-centred orientation that respects the diversity of student profiles within the three disciplinary tracks. Flexibility in pedagogical methods is evident in the systematic combination of lectures, seminars, reading courses, project work, and archival lab activity, calibrated to the nature of each course. The small-group structure (typically 7–10 students per course, with 14 admitted in the 2022–2024 cohort) sustains active participation and continuous formative interaction. This is corroborated quantitatively by the high response rates and high evaluation scores in the MODIP surveys (M3.1), and qualitatively by the testimony of current students and alumni during the Panel's online visit, who emphasised that the seminar-based, presentation-driven format strengthened both their disciplinary preparation and transferable research skills.

The academic advisor system functions effectively and is repeatedly identified by students as a decisive support measure. The very low student-to-advisor ratio, together with one-to-one supervision in two of the three tracks, allows for tailored guidance on coursework, bibliography, conference participation, and thesis preparation. Individual arrangements for students with disabilities or health conditions are negotiated at the level of the academic advisor and/or class teacher, complementing the institutional Accessibility Unit, which students explicitly endorsed as well-prepared and supportive.

Assessment methods are transparent, multi-component, and published in advance through course outlines and the e-class platform. Student feedback on assessment is delivered primarily in oral form during seminar discussion and individual meetings. The systematic provision of written, criterion-referenced feedback on assignments is not yet a uniform institutional practice.

Mechanisms for complaints and appeals are formally in place (M3.2), although the interviewed students reported that complaints, when raised, are addressed informally and directly by the teaching staff or the Programme Coordinating Committee, with no record of formal appeals during the period under review. This indicates that the close student–faculty relationship effectively absorbs concerns at an early stage. Periodic course evaluation findings are reviewed by the

Programme Coordinating Committee and feed into curriculum revision, which — as confirmed during the Panel’s online visit — is undertaken in accordance with students’ needs and through inclusive consultation.

The two-year (four-semester) structure is praised by students as offering a stronger scientific foundation than shorter postgraduate cycles, and the absence of tuition fees was repeatedly highlighted as making the PSP genuinely inclusive for students who would otherwise be unable to attend. Paid teaching-assistant positions for top-performing students and the institution-level best-master’s-thesis award provide further incentives consistent with a student-centred and merit-rewarding ethos.

III. **Conclusions**

The PSP achieves the requirements of Principle 3 to a high standard. Student-centred learning, teaching, and assessment are not only formally enshrined in the relevant regulations (M2.2, M3.2, M3.3, M3.4, M4.1, M4.2) but are also consistently operationalised in everyday teaching practice and confirmed by students and graduates. The seminar-based pedagogical model, the low student-to-advisor ratio, the multi-component transparent assessment, and the systematic course evaluation through MODIP together create an environment that encourages active student participation, autonomy, and research orientation.

Panel Judgement

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

Panel Recommendations

none

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

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

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

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

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The student admission process is clearly defined by the internal regulations of the department. Applicants are required to submit a range of supporting documents

and, following an interview process, successful candidates are offered admission to the program.

Students' progression is monitored through the university's internal academic and quality assurance system, which enables the department to track academic performance, course completion, and overall progress throughout the program. The department has the established role of the academic advisor, who is responsible for the academic well-being of the students. Additionally, the university provides centers for psychological support and legal advice to students. Furthermore, the department can offer accessibility support to students with special needs. As demonstrated by the conversation with a student with vision impairment, the department now provides the necessary means for students to access the teaching materials.

The Master's thesis is a mandatory component of the program and is subject to clearly established academic regulations and standards. The thesis is expected to be completed within six months, during the final semester of the PSP. Extension may be approved in accordance with the regulations. The program also clearly defines the naming of the supervisor, the minimum length, and the academic requirements of the thesis.

The department places strong emphasis on the Erasmus+ programme, which offers students mobility opportunities in eight European countries.

The courses are well distributed across the curriculum, and the ECTS credits are appropriately and evenly allocated.

There is a comprehensive student guide for the PSP in which all regulations, as well as the rights, duties, and responsibilities of both students and faculty members, are clearly outlined.

The thesis handbook establishes clear guidelines for producing high-level academic work. It defines the research parameters and provides detailed guidance regarding the structure of the thesis, including the introduction, main body, conclusions, primary and secondary sources, appendices, and related components. Students are therefore well equipped to proceed successfully with their written assignments.

The Department has established collaborations with cultural and educational institutions in the cities of Patras and Nafpaktos. Specifically, students have the opportunity to engage in practical work at the Kostis Palamas Center, the Arsakeio Lyceum of Patras, and the first public gymnasium of Nafpaktos. These networks are highly beneficial for the development of pedagogical, managerial, and other essential skills among the trained students.

There is a code of ethics established by the university and implemented by the department.

Upon successful completion, students are awarded the Master's Degree, which aligns with level 7 of the National and European Qualifications Framework. The Diploma Supplement is issued in both Greek and English.

II. Analysis

The PSP demonstrates a strong academic structure with clearly defined procedures for student admission, progression, supervision, and graduation. The program places significant emphasis on student support through academic advising, psychological and legal services, and comprehensive regulatory guides.

The department demonstrates a strong commitment to inclusivity and equal access to education by providing accessibility support for students with special needs.

The curriculum is well organized, with balanced ECTS allocation and a strong research orientation supported by detailed thesis guidelines. The department's active participation in Erasmus+ and its collaborations with local cultural and educational institutions further enhance the international and practical dimensions of the program.

Overall, the PSP reflects a student-centered approach, strong quality assurance mechanisms, and a clear commitment to academic rigor, professional development, and internationalization. All of these factors above contribute positively to the overall quality and sustainability of the program.

III. Conclusions

After reviewing the submitted documentation and conducting interviews with members of the academic staff, the EEAP determines that the Programme is fully compliant with Principle 4.

Panel Judgement

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

Panel Recommendations

none

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training-development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

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

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The PSP “Studies in Classical, Byzantine, and Modern Greek Literature / Studies in Classical, Byzantine and Modern Greek Literature” operates under a hierarchical structure comprising the University Senate, the Departmental Assembly, the Coordinating Committee, the Director, and the University-wide Postgraduate Studies Committee. Established in 2022 and updated every two years, this PSP is staffed by regular faculty members from the Department of Literature who are selected through standard, meritocratic procedures aligned with university policies and legal standards. The teaching staff profile shows clear growth, expanding from 14 faculty members during the initial 2022–2024 academic cycle to 16 faculty members for the 2024–2026 academic cycle. Course allocation is decided transparently following consensus-driven meetings within each academic

specialization, prioritizing the direct relevance of the faculty member's specialization, experience, and research background to the program's subject areas. The selection processes democratically encompass faculty from all academic ranks and emphasize an ongoing renewal of teaching personnel across cycles.

Teaching staff members note that the teaching workload within the program is balanced, allowing them to devote adequate time to undergraduate teaching, postgraduate seminars, and their individual research activities. Faculty members teach one 3-hour postgraduate seminar per week for at least 13 weeks per semester, in exchange for a teaching exemption from one undergraduate course. Instructors also dedicate a minimum of 3 hours per week to student consultations, thesis supervision, and managing asynchronous e-class environments. The program benefits from an excellent faculty-to-student ratio, featuring eight faculty members serving approximately twenty students. This structural adequacy ensures that sufficient time is allocated for students to work closely on their Master's theses. For individual support, a dedicated Academic Advisor is assigned to each postgraduate student in a one-to-one ratio to provide individualized counselling on study paths, thesis deadlines, and doctoral opportunities.

The program utilizes student-centric, participatory models where faculty employ the flipped classroom method via the e-class platform. This model shifts primary reading to home study, leaving classroom hours open for interactive discussions, field trips, and student-led oral presentations lasting 30 to 40 minutes. Evaluations are multi-faceted and published at the beginning of the semester, with each course requiring at least two distinct evaluation methods, choosing from a final written examination, an oral presentation, or a written research paper of 3,000 to 5,000 words. There is clear evidence of a strong link between teaching and research, as all faculty members are highly active researchers who publish in academic journals, present at international conferences, and contribute to the advancement of knowledge in their fields. Furthermore, teaching staff are encouraged to participate in professional development activities, with the department placing a special emphasis on the Erasmus+ programme to actively support faculty mobility.

II. Analysis

An evaluation of the program's empirical evidence against quality assurance parameters reveals staff adequacy and clear institutional growth. The assignment process is transparent, meritocratic, and highly collaborative. By facilitating preliminary meetings within each academic specialization before routing proposals through the Coordinating Committee, the unit prevents arbitrary appointments and successfully balances the experienced wisdom of higher-ranking professors with the inclusion of early-career faculty. Additionally, the ratio of eight faculty members to approximately twenty students provides an intimate,

seminar-style learning environment that directly facilitates high-quality, personalized mentoring during the preparation of Master's theses.

Compensating a 3-hour weekly postgraduate seminar assignment with a direct undergraduate teaching exemption effectively prevents faculty burnout and protects vital research time. This structural balance is confirmed by the faculty's feedback, noting that they can comfortably distribute their time between undergraduate teaching, postgraduate obligations, and independent research. The program satisfies the core intent of quality standards by ensuring that all faculty are highly active researchers. Because the teaching staff regularly publish in peer-reviewed journals and present at international conferences, they bring contemporary scholarly debates directly into the classroom. This fulfils the requirement to link advanced research with student education.

The widespread use of the flipped classroom model and e-class systems directly satisfies requirements for instructional innovation and technology integration. Shifting routine reading tasks to home study converts face-to-face seminar hours into active research hubs, promoting student autonomy and collaboration. Furthermore, the multi-tiered assessment strategy meets equity and transparency requirements. Requiring at least two distinct testing modes per course removes single-point-of-failure risks and ensures students are judged fairly across multiple dimensions, such as oral rhetoric and written research synthesis. Finally, the department's focus on workshops, conferences, and the Erasmus+ programme demonstrates an active institutional commitment to staff development, providing clear pathways for faculty to engage with international academic networks and upgrade their skills.

III. Conclusions

The PSP exhibits full compliance with the components of teaching staff quality assurance. The host academic unit features a highly qualified, growing, and well-distributed teaching staff that covers the entire spectrum of Classical, Byzantine, and Modern Greek Philology. The recruitment and course allocation processes are meritocratic, transparent, and legally aligned with university and national standards. Faculty workloads are managed fairly through undergraduate exemptions, and the program excels at delivering an excellent faculty-to-student ratio that ensures high-touch student mentoring during thesis preparation.

The link between active faculty research and student education is robust, and the department actively backs staff growth through its commitment to conference attendance and Erasmus+ mobility. The operational regulations are updated every two years, showing a healthy commitment to continuous self-assessment and regulatory modernization. To move beyond basic compliance toward structural excellence, the academic unit should work on formalizing its professional development tracking, spreading internal best practices for active learning, and more clearly connecting faculty research performance metrics to its biennial

review cycles.

Panel Judgement

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

Panel Recommendations

- Establish short, internal peer-to-peer workshops to share successful strategies for running flipped classrooms and optimizing asynchronous e-class tools.
- Create a structured internal policy document that defines clear, objective criteria for the selection and invitation of international guest researchers, ensuring these academic visits are strategically mapped to specific curriculum requirements.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services
- Tuition utilisation plan (if applicable)

Study Programme Compliance

I. Findings

The Postgraduate Study Programme "Studies in Classical, Byzantine, and Modern Greek Literature" (PSP) draws on a substantial and well-organised infrastructure base provided by the Department of Philology and, more broadly, by the University of Patras. As documented in the Accreditation Proposal (M1) and confirmed during the Panel's online visit, the PSP has dedicated access to three classrooms and three laboratories sized for small-group teaching, plus three large departmental classrooms used for colloquia and joint events. Additional teaching and seminar space is secured through inter-departmental cooperation and, for selected events, through the Palamas Hall in the centre of Patras. A common

room (εντευκτήριο) and a park area with a restaurant complement the academic spaces. Disability access is provided on the ground floor, including accessible WCs. The maintenance and development of building infrastructure is the responsibility of the University's Building Infrastructure Service.

Library and bibliographic resources are extensive. The PSP uses the Department of Philology library together with the libraries of collaborating departments and the University's central library system. Students have full access —through institutional VPN authentication (idp.upnet.gr)— to international academic databases of central relevance to the disciplinary fields of the PSP, including JSTOR, TLG (Thesaurus Linguae Graecae), Trismegistos, L'Année philologique, as well as the Blegen and other specialised resources cited in the course outlines (M2.4). A dedicated metadata database with literature in translation and additional databases containing collections of 19th- and 20th-century texts further support coursework and thesis research. The institutional repositories Nemertes and Alexandria provide open access to theses and other scientific output of the University of Patras.

Digital learning resources are delivered through Open e-class (eclass.upatras.gr), the institutional learning platform, complemented by zoom and Microsoft Teams for remote and hybrid teaching, and by the my.upatras student dashboard, which gives access to the email service, the academic identity and student card (paso), Wi-Fi, library e-services, and the Turnitin plagiarism-detection system. The institution's Open e-class Mobile application provides mobile access to course materials. The Special Regulation for Electronic Learning (M4.3) governs the use of these tools.

Student support services available through the institution are described in the Accreditation Proposal (M1) and include the Counselling and Support Service of the University, the Social Welfare service (socialwelfare.upatras.gr), the Accessibility Unit, the Career Office, the Liaison/Practical Training Office, and the cultural and athletic associations operating on campus. The progress-tracking platform “progress” (progress.upatras.gr) gives each student a personal view of academic course completion and degree progression.

Internationalisation and mobility are supported through 46 Erasmus+ institutional agreements (Erasmus Office portal). The PSP additionally subsidises participation of its students in summer schools (including the Harvard and Princeton summer schools organised in Greece) and in academic conferences. Paid teaching-assistant positions are made available to the highest-performing students, and an institution-level award for the best master's thesis is in place. The absence of tuition fees was, throughout the Panel's online visit, identified by students and graduates as a decisive inclusivity factor.

Administrative support for the PSP is provided by the Department's administrative

office, supplemented by a Programme Secretariat. Document M2.5 details the teaching staff of the PSP (membership, qualifications, and responsibilities). The PSP has been formally established and resourced through the relevant Senate decisions and ministerial publications listed in the Internal Regulation (M2.2 and M1).

The PSP's engagement with current research is supported by the activity of the three associated departmental laboratories — Myth and Religion (mythandreligion.upatras.gr), Paleography (paleography.upatras.gr), and the SEATT laboratory (seatt.philology.upatras.gr) — as well as by archival lab work integrated into specific courses, financial support for student site visits (e.g. to the Stavros Niarchos Foundation), and the regular invitation of visiting scholars to colloquia and seminars.

II. Analysis

The available resources are sufficient, well-distributed, and demonstrably aligned with the academic profile of the PSP across its three disciplinary paths. The combination of small, dedicated teaching spaces, three departmental laboratories, and easy access to the Departmental and University libraries provides an environment well-suited to the PSP's seminar-based, research-oriented pedagogy. The discipline-specific database portfolio (JSTOR, TLG, Trismegistos, L'Année philologique, Blegen Library digital resources, metadata database for literature in translation, 19th- and 20th-century text collections) is appropriate for advanced work in Classical, Byzantine, and Modern Greek Literature and is fully accessible off-campus through institutional VPN authentication.

The digital learning environment is mature and integrated. Open e-class, zoom, Microsoft Teams, the my.upatras dashboard, the progress platform, and Turnitin together provide a coherent ecosystem that supports both in-person and remote learning, while the Special Regulation for Electronic Learning (M4.3) provides the necessary procedural framework.

Disability and accessibility provisions function effectively at the level of the Accessibility Unit, the academic advisor, and the class teacher, and student testimony gathered during the online visit confirmed that the support provided by the Accessibility Unit is both responsive and well-informed. Ground-floor accessibility and adapted WCs are present in the department's premises. The Panel notes, however, that not all classrooms are at present configured to accommodate wheelchair users on an equal footing: as confirmed during the online visit, additional tables have to be brought into the room in order for wheelchair users to have equivalent access to working surfaces. Continued attention should be devoted to ensuring barrier-free access to all teaching, reading, and laboratory spaces, including those reached through collaborations with other units.

Internationalisation is supported by an extensive Erasmus+ agreement network and by subsidised participation in international summer schools and student conferences. Students consistently reported during the Panel’s online visit that these opportunities have been intellectually enriching, have generated valuable academic networks, and have produced concrete inspiration for their research. Participation rates, however, remain modest in absolute numbers, partly reflecting the small overall enrolment of the PSP. Equivalent observations apply to the Career Office, the Liaison Office, and the Alumni network: although the services exist and are documented, structured data on student uptake and on alumni engagement are still developing.

Financial support mechanisms —the absence of tuition fees, paid teaching-assistant positions for top-performing students, the institutional best-master’s-thesis award, conference and summer-school subsidies— are coherent and inclusive. Students and graduates underlined that these provisions are decisive for the PSP’s ability to attract and retain a socio-economically diverse student body. The institutional commitment to cover infrastructure-related costs from state resources, documented in the Accreditation Proposal (M1), reinforces the long-term sustainability of the PSP’s operating model.

III. **Conclusions**

The PSP meets the requirements of Principle 6. Infrastructure (teaching rooms, laboratories, departmental and collaborating libraries, common spaces) is adequate and well-maintained at the institutional level; bibliographic and digital resources are extensive, discipline-appropriate, and remotely accessible; advisory, accessibility, career, and welfare services are in place and visibly used by students; financial support and mobility opportunities are structured and inclusive; and administrative support functions reliably. Areas in which further development would be beneficial are the structured monitoring of student uptake of advisory, career, and alumni services, and the consolidation of an active alumni network capable of feeding back into the PSP’s research and professional-orientation activities.

Panel Judgement

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

Panel Recommendations

The Panel recommends that the PSP:

- Establish a systematic mechanism for monitoring student uptake of advisory, accessibility, career, and welfare services, and publish anonymised aggregate data on this uptake in the Programme's annual internal review.
- Develop and operationalise a formal Alumni Network and directory for the PSP, with a dedicated section on the PSP website, periodic reunions, guest lectures by distinguished alumni, and structured career-orientation events organised during term time.
- Continue improving physical accessibility across all teaching, laboratory, and library spaces used by the PSP—including those accessed through inter-departmental collaboration, in coordination with the University's Building Infrastructure Service and the Accessibility Unit. In particular, ensure that all classrooms used by the PSP are configured by default to accommodate wheelchair users on an equal footing, so that adaptations such as the addition of working tables do not need to be arranged ad hoc.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The two-year PSP systematically, objectively, and annually monitors significant indicators, such as key performance indicators, the profile of the student population, students' academic progress, completion and dropout rates, student satisfaction with the program, the availability of learning resources and student support services, as well as student participation in the planning and implementation of the above processes. In addition, the programme has the ability to monitor any other indicators that the Coordinating Committee considers important for its development and advancement.

There are several methods for monitoring and collecting data:

1. The University has implemented a digital monitoring system (Psifiako Alma)

that collects and manages data from each department. The system includes comprehensive information on the student body (enrollment, academic progress, scholarships, etc.), administrative procedures (course registration, master's theses, etc.), and faculty activities (student progress monitoring, schedules, grading system, etc.).

2. Through MODIP, students' evaluations are collected and maintained anonymously.

3. The teaching platform e-Class gathers and organizes the online educational material for each course.

4. OPESP functions as the internal quality assurance system of the institution, which supports the accreditation processes for the Study Programs and the Internal Quality Assurance Systems of the academic units.

5. "Alexandrea", a digital tool from the University of Patras, promotes and showcases the research profiles and academic work of faculty members, by retrieving relevant data from reliable bibliometric databases.

6. Furthermore, OMEA serves as the annual internal evaluation committee responsible for ensuring and maintaining academic quality.

II. Analysis

The fact that the Department of Philology at Patras attracts a high number of applications demonstrates the competitiveness of the program. The analysis of the data reveals that the current two-year cycle of the M.A. Program of the period 2022–2024 commenced with a total student enrollment of 16 postgraduate students. The smooth operation of the Program is also demonstrated by the fact that there has not been a single case of a postgraduate student who failed to successfully complete the attendance requirements and final examination of any course.

The academic unit has compiled and analyzed data from previous years, identifying several concerns:

a) Related to the class schedule, infrastructure, and communication dissemination. To address these concerns, the unit provided digital material to the students for their information.

b) Related to the low mobility of the students with the Erasmus+ programme. This is a challenging social issue to address, as many students work and lack the financial support to participate.

c) Related to the low participation of the students in the evaluations of the classes. They were encouraged to participate more actively. During the spring semester, the number of postgraduate students participating in the electronic evaluation of the M.A. Program increased to 10 out of 16.

d) Related to the low participation of the students in scholarly events organized by the unit, in addition to their classes. The faculty members addressed this issue by encouraging the students to organize and participate in a MA conference, which students enthusiastically embraced.

Overall, the academic unit has implemented national, institutional and departmental tools for collecting data and analysis.

III. Conclusions

The documentation submitted (M7.1, M7.2, M7.3 and M7.4) demonstrates that the PSP is fully compliant with Principle 7.

Panel Judgement

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

Panel Recommendations

none

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Postgraduate Study Programme (PSP) “Studies in Classical, Byzantine, and Modern Greek Literature / Studies in Classical, Byzantine and Modern Greek Literature” offered by the Department of Philology at the University of Patras demonstrates a high level of transparency and information accessibility. The PSP maintains a dedicated and comprehensive section on the official website specifically for its promotion, visibility, and detailed documentation.

Crucially, the PSP website provides detailed information in both Greek and English, satisfying the requirement for a bilingual public communication platform. The English version of the portal contains a substantial amount of information, ensuring full accessibility for international students, external evaluators, and international stakeholders. It features full translations of the program's identity, the entry and application guidelines, the course catalogue, and the European Credit Transfer and Accumulation System (ECTS) allocations, which specify that 120 credits are required for graduation. The bilingual infrastructure also explicitly covers international student mobility through the Erasmus program, foreign language learning opportunities, and essential contact directories. A minor point, is that the Philology department's website overall has general information in English, but then links are in Greek, to things such as study guide/rooming and other relevant information for students.

Prospective and current students can easily access specialised documents directly from the PSP website in both languages, including the updated Internal Regulation of the program, the Academic Calendar, and detailed course outlines. Furthermore, the PSP publishes a highly detailed Alphabetical Student Guide

ranging from A to Z, which provides thorough instructions on administrative, academic, and practical university issues linked to student life. This guide covers vital topics such as academic identity and transit passes, student care benefits including housing and dining, library usage, internships, wireless networks, and the Student Advocate. Contact details, telephone numbers, and designated public hours for the Secretariat are also clearly posted to assist students.

II. Analysis

The analysis of the gathered findings indicates that the PSP fully meets the operational criteria established under Principle 8 for public information. The availability of a structured, dedicated web portal allows stakeholders, prospective applicants, and the public to navigate the characteristics of the postgraduate program in a direct and readily accessible way.

The content provided online by the PSP is highly objective, clear, and up to date, avoiding ambiguous language and offering concrete breakdowns of the academic workload, including course specifications and the credit system. The extensive amount of information available in English via the bilingual web portal ensures that the PSP is fully accessible to the international academic community and prospective foreign students, reinforcing its outward-looking character and international visibility.

The compilation and digital publication of the Alphabetical Student Guide represent an excellent practice in student support and public transparency. By consolidating academic guidelines with student welfare services, such as social care, psychological support, and gender equality committees, the PSP ensures that current students are fully aware of their learning opportunities and institutional rights. This public transparency effectively supports students throughout their academic lifecycle and provides external stakeholders with an honest, comprehensive overview of the program's environment and operational standards.

III. Conclusions

In conclusion, the PSP achieves a good level of compliance regarding public information. It successfully utilizes its digital infrastructure to distribute reliable, clear, and comprehensive data regarding its postgraduate offering in Greek and English. The Philology department website that is linked out to for more information requires additional work on the English version. The information is systematically organized, regularly updated, and easily retrievable by both domestic and international audiences. Consequently, the panel considers the PSP to be fully compliant in its public reporting duties.

Panel Judgement

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

Panel Recommendations

- Ensure the appropriate level of information is provided in English, even on sites that are linked out to for "more information"
- Develop a dedicated tracking section or publish regular reports on the website regarding the employment perspectives and career paths of the program's graduates to enhance prospective students' understanding of market integration.
- Implement a structured, periodic schedule for reviewing and updating broken or outdated hyperlinked documents on the bilingual pages to maintain seamless navigation and information accuracy.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
 - b) the changing needs of society*
 - c) the students' workload, progression and completion of the postgraduate studies*
 - d) the effectiveness of the procedures for the assessment of students*
 - e) the students' expectations, needs and satisfaction in relation to the programme*
 - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

Literature / Studies in Classical, Byzantine and Modern Greek Literature" operates within a well-defined internal quality assurance framework governed by its updated Internal Regulation. The monitoring, review, and overall management of the program are overseen by a hierarchical structure of specific governing bodies. These include the University Senate, the Departmental Assembly, the Coordinating Committee, the Director of the PSP, and the university-wide Postgraduate Studies Committee.

The Coordinating Committee holds the explicit administrative responsibility to compile the Annual Internal Evaluation Report of the PSP. This report functions as

an integrated appendix to the broader annual internal evaluation of the department, and its approval is processed through the Internal Quality Assurance Committee (OMEA) before being submitted to the Departmental Assembly. This evaluation process covers student data and feedback, as the regulation specifies that at the end of each academic semester, an electronic evaluation questionnaire is distributed to postgraduate students. This mechanism allows students to evaluate every course and instructor regarding content quality, teaching methods, educational materials, alignment with program philosophy, literature usage, and grading timeliness.

The establishment and continuous operation of the PSP are strictly linked to institutional certification. The initial launch of the program requires prior accreditation by the Hellenic Authority for Higher Education (HAHE). To maintain its operational status, the PSP must undergo periodic re-certification every five years as part of the wider evaluation of the academic unit it belongs to. The Internal Regulation itself acts as a key component of this ongoing quality cycle, aiming to clarify all terms, structural details, and conditions from student admission through to graduation. The regulation was compiled by the Departmental Assembly, approved by the University Senate, published in the Government Gazette, posted on the web, and submitted to the Ministry of Education, Religious Affairs and Sports.

II. Analysis

The analysis of the structural findings reveals that the PSP has institutionalised an effective, ongoing monitoring cycle that fully aligns with the expectations of Principle 9. By utilizing multiple layers of governance, the programme ensures that academic and administrative checks are consistently performed. The explicit task given to the Coordinating Committee to draft an Annual Internal Evaluation Report ensures that qualitative and quantitative data are formally recorded and embedded into the institution's broader quality assurance strategy.

The mandatory student evaluation process at the end of each semester serves as an essential mechanism for assessing student satisfaction, workload balance, and the overall educational environment. By giving students an anonymous digital channel to critique both course structures and faculty responsiveness, the PSP secures direct stakeholders' input for continuous improvement. This feedback loop is legally protected and integrated into the programme's management, ensuring that weaknesses can be identified and addressed systematically.

Furthermore, the five-year external certification requirement by the Hellenic Authority for Higher Education enforces external accountability. This standard ensures that the internal reviews are not merely insular exercises but are validated against national and European quality frameworks. The transparent legal publication, web posting, and ministerial communication of the internal operating regulations further demonstrate that the program respects the

principle of communicating its quality status and structural updates to all interested parties.

III. Conclusions

The PSP demonstrates complete compliance regarding ongoing monitoring and periodic internal evaluation. It possesses an established, legally backed internal quality assurance system that blends internal data collection with external regulatory reviews. Through annual reporting, semester-based student feedback, and mandatory five-year HAHE re-accreditation cycles, the programme maintains its educational standards, ensures its curriculum remains up to date, and sustains an effective learning environment. Consequently, the panel registers a judgment of full compliance.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Establish a clear mechanism to formally communicate the aggregated results of the annual internal evaluations and any subsequent corrective actions back to the postgraduate students to strengthen transparency and engagement in the quality loop.
- Create a dedicated section within the annual report that specifically tracks the long-term effectiveness of student assessment procedures and dissertation grading consistency across the three program specialisations.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes

Study Programme Compliance

I. Findings

The PSP Studies in Classical, Byzantine and Modern Greek Literature programme is evaluated as part of the periodic accreditation of the academic unit by the National Authority for Higher Education (EQAAE). The following are assessed in this context: the overall evaluation of the work carried out by the PSP; the extent to which the objectives set at its inception have been met; its sustainability; the absorption of graduates into the labour market; the extent of its contribution to research; its internal evaluation by faculty members; the advisability of extending its operation; and other factors related to the quality of the work produced and its contribution to the national strategy for higher education (paragraph 1 of Article 87 of Law 4957/2022).

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II. Analysis

The PSP Studies in Classical, Byzantine and Modern Greek Literature programme works closely with the Quality Assurance Unit (MODIP) at the University of Patras, in line with the quality assurance procedures set out in the university's Internal Quality Assurance System Quality Manual. The programme's quality assurance procedures are subject to annual inspection and review by the Master's

Programme Coordinating Committee (CC) and the Department's Internal Evaluation Team (IEA), in collaboration with the Institution's Internal Quality Assurance Unit (IQAU).

Additionally, the panel found that the Master's programme's quality policy is reviewed annually and revised when necessary. This may occur, for example, in the following cases:

- improvement suggestions arising from internal evaluation by the Internal Evaluation Committee;
- changes to the current institutional framework;
- adaptation to updated guidelines and decisions of the EΘAAE;
- feedback from the programme's faculty members;
- decisions by the Senate and the Internal Quality Assurance Committee regarding the quality system;

Informal suggestions for improvement may also have come from academic collaborators or employers/workplaces associated with the programme's academic disciplines

III. Conclusions

The panel concluded that the PSP complies fully with all relevant procedural specifications relating to external evaluation.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

The Panel identified the following features of good practice in the programme:

The programme's seminar-based pedagogical model is a particular strength, creating an intellectually engaged learning environment that encourages student autonomy, critical thinking, and research orientation from an early stage. The low student-to-advisor ratio reinforces this, allowing for meaningful and sustained academic mentoring that is genuinely felt by students.

The multi-component, transparent assessment framework — combined with systematic course evaluation through MODIP — reflects a mature and student-centred approach to quality that goes well beyond formal compliance. Students and graduates alike confirmed that these arrangements are consistently applied in everyday teaching practice, not merely on paper.

The programme's international dimension has had a demonstrably positive impact on both current students and alumni. Initiatives in this area have shaped academic experiences (and career trajectories) in meaningful ways, and the Panel regards this as one of the programme's most distinctive qualities.

The three-specialisation structure, designed to foster interdisciplinary dialogue across Classical Studies, Byzantine Studies, and related fields, is well conceived and reflects genuine ambition in the programme's academic identity. The coherence maintained across specialisations, despite their distinct disciplinary characters, is a notable achievement.

II. Areas of Weakness

The Panel identified the following areas that merit attention going forward:

The Study Guide, while impressively comprehensive, contains material that is not relevant to students — in particular, a section detailing the internal approval and updating of programme operating regulations. The inclusion of administrative procedural content of this kind reduces the document's clarity and user-friendliness for its primary audience.

Physical accessibility across teaching, laboratory, and library spaces used by the programme — including those accessed through inter-departmental collaboration — is not yet consistently adequate. In some cases, accommodations for wheelchair users are arranged on an ad hoc basis rather than being built in by default, which falls short of the equitable access the programme aspires to provide.

The programme does not yet have a systematic way of communicating the aggregated results of annual internal evaluations — and any corrective actions taken

in response — back to postgraduate students. This limits student engagement in the quality cycle and reduces the transparency that the programme's broader approach otherwise exemplifies.

Information provided in English on the programme's website and on linked external pages is not consistently complete, with some areas that students are directed to for further detail remaining available only in Greek.

III. Recommendations for Follow-up Actions

The Panel makes the following recommendations for the programme's continued development:

1. Strengthen the international dimension of the programme. Given the clear and well-evidenced impact that internationally oriented initiatives have had on students and alumni, the Steering Committee should expand these activities in a planned and sustained way. A useful step would be developing a clear internal policy for the selection and invitation of international guest researchers, with criteria that are explicit, objective, and mapped to specific curriculum aims — ensuring these visits add consistent academic value rather than depending on informal networks.
2. Develop a formal Alumni Network. The programme would benefit considerably from establishing a structured alumni network, with a dedicated section on the PSP website, periodic events, guest lectures by distinguished alumni, and career-orientation activities during term time. Alongside this, the programme should develop a section of its website or annual report dedicated to tracking graduate employment outcomes and career paths, which would be of real value to prospective students.
3. Improve the completeness and maintenance of the bilingual website. The programme should ensure that all pages linked to from the English-language sections of the website provide information at an equivalent level of detail in English, so that non-Greek-speaking visitors are not directed to dead ends. A periodic review schedule for checking and updating broken or outdated hyperlinks on both language versions of the site should also be put in place.
4. Revise the Study Guide and refine the annual internal review framework. The section of the Study Guide covering the internal approval and updating of programme regulations should be removed, as it serves an administrative rather than a student-facing purpose. Within the annual report, the programme should also introduce a dedicated section that tracks the long-term consistency of student assessment and

dissertation grading across the three specialisations, and that monitors student use of advisory, accessibility, career, and welfare services — with anonymised aggregate data published as part of the review.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,2,3,4,5,6,7,8,9,10

The Principles where substantial compliance has been achieved are:

none

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

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

The members of the External Evaluation & Accreditation Panel

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