



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaee.gr • www.ethaee.gr

Accreditation Report for the Postgraduate Study Programme of:

Greek Alphabetic Scripts, Writing Materials and their Contents
Department: Humanities
Institution: Democritus University of Thrace
Date: May 2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Greek Alphabetic Scripts, Writing Materials and their Contents** of the **Democritus University of Thrace** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Postgraduate Study Programme Profile.....	7
PART B: COMPLIANCE WITH THE PRINCIPLES.....	8
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT	8
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES.....	11
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT.....	15
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.	18
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES	21
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT.....	23
PRINCIPLE 7: INFORMATION MANAGEMENT	27
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES.....	29
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	31
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	34
PART C: CONCLUSIONS	35
I. Features of Good Practice.....	35
II. Areas of Weakness.....	35
III. Recommendations for Follow-up Actions.....	36
IV. Summary & Overall Assessment	36

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 Greek Alphabetic Scripts, Writing Materials and their Contents of the **Democritus University of Thrace** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. ESPANOL-ECHEVARRIA MANUEL (Chair)
Université Laval
2. CHIKOVANI ANA
Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili
Tbilisi State University
3. Iliopoulou Aikaterini
University of Crete
4. MARKOU ELENI
University College London / UCL
5. MOENNIG ULRICH
Institut für Griechische und Lateinische Philologie, Fachbereich Sprache, Literatur,
Medien II, Fakultät für Geisteswissenschaften, Universität Hamburg

II. Review Procedure and Documentation

The accreditation review of the Postgraduate Study Programme (PSP) “Greek Alphabetic Scripts, Writing Materials and their Contents” was conducted in April 2026, in accordance with the procedures and guidelines of the Hellenic Authority for Higher Education (HAHE). The review process followed the European Standards and Guidelines (ESG 2015) and national accreditation requirements, ensuring that the PSP aligns with recognised best practices in higher education.

The Panel reviewed the full documentation submitted by the Democritus University of Thrace PSP. All files (A0–A11 series), as well as the supporting feasibility and regulatory documents, were examined prior to and during the meeting. Unfortunately, many documents in the accreditation file dated from January 2024. Consequently, the members of the Accreditation Panel had to seek updated information concerning the programme online (Student Guide, etc.) or consult the programme coordinators during the meetings. The Director of the PSP, the teaching staff, and the Steering Committee/OMEA and MODIP members kindly supplied all additional information requested by the EEAP.

The EEAP held a private meeting on the first day of the online visit (Monday, 27 April) to allocate tasks to individual members and establish common terms of reference regarding the accreditation criteria. Following the initial private meeting, the EEAP met the Directors of the two programmes (PSP1, “Greek Alphabetic Scripts, Writing Materials and their Contents” and PSP2, “Texts and Culture”), MODIP staff, including the Vice-rector and MODIP President, and two members of the Steering Committee/OMEA. During this session, each Director presented the programme under his responsibility, followed by a discussion with the EEAP members. The schedule continued with a meeting with the teaching and administrative staff of both programmes to discuss the facilities (libraries, labs, classrooms, etc.) and learning resources available to the PSPs. Given that the PSP “Greek Alphabetic Scripts, Writing Materials and their Contents” is an inter-institutional programme, several faculty members also presented the facilities available at the National and Kapodistrian University of Athens for the students of the programme. The discussion was supported by a video prepared for this purpose. This first day of the visit concluded with a debriefing meeting where the EEAP members reflected on their initial impressions and prepared for the second day of the online visit.

On Tuesday, 28 April, the EEAP met the teaching staff of the PSP to discuss professional development opportunities, mobility, adequacy in relation to learning outcomes, workload, student evaluations, the link between teaching and research within the programme, staff involvement in applied research and projects directly related to the programme, and potential areas for improvement. This session was followed by a meeting with students, during which issues such as student satisfaction, workload, available facilities, and matters related to student life and welfare were discussed. A subsequent meeting with graduates of the PSP provided the EEAP with insights into their study experience and career trajectories. The EEAP then met with external stakeholders from both the private and public sectors to

gather their impressions of their collaboration with the Department, the PSP under evaluation, and the PSP graduates. After a brief internal debriefing, the EEAP held an informal meeting with the Director of the PSP, MODIP representatives (including the Vice-rector and MODIP President), and members of the Steering Committee/OMEA to discuss points requiring further clarification and to present the EEAP's preliminary key findings. Due to the absence of one member of the EEAP, the sessions on Monday 27 and Tuesday 28 April were recorded with the explicit consent of each and every participant.

Throughout all meetings, the EEAP encountered a very open and participatory attitude from all participants. This attitude demonstrates the commitment of the faculty, the students, and the institution as a whole to a culture of quality assurance and continuous improvement.

III. Postgraduate Study Programme Profile

Since 2022, the Department of Greek Philology at the Democritus University of Thrace, in collaboration with the Department of Philology at the National and Kapodistrian University of Athens, has offered the interinstitutional and interdepartmental Postgraduate Studies Programme (PSP) entitled “Greek Alphabetic Scripts: Writing Materials and their Contents”, in accordance with the provisions of Ministerial/University Decision ΦΕΚ 5848 Β’ 15/12/2021.

The interdepartmental and interinstitutional nature of this PSP enables two pre-eminent departments to pool their expertise, creating a unique programme of study within both the Greek and European academic landscapes. This partnership combines the contributions of renowned specialists from both departments with the infrastructure and facilities of both institutions, such as the Papyrology Laboratories at the Democritus University of Thrace and the National and Kapodistrian University of Athens.

The primary objective of the PSP is the in-depth study of Greek texts—primarily literary—preserved on papyrus and other related writing materials (such as ostraka, wooden tablets, and textiles), as well as on manuscripts and inscriptions.

Furthermore, through the final Master’s dissertation, the programme provides an initial, high-level introduction to extensive academic research. The PSP aims to train specialised scholars for careers in teaching, research institutes, the civil service, and academia. The programme also prepares students for doctoral studies and the completion of a PhD in the fields of Papyrology, Palaeography, and Epigraphy, as well as broader Classical Studies and History. The significant number of graduates who progress to third-cycle studies demonstrates the programme's success in achieving this goal.

To be awarded the Master’s degree, students must complete 120 ECTS credits. These are distributed as follows: 90 credits are obtained from nine taught courses (10 credits per course), and 30 credits are awarded for the Master's dissertation. The duration of the programme is four semesters; during the first three, students attend nine courses (three per semester), and the fourth semester is dedicated to the completion of the thesis. The programme also organises support seminars for students who require them.

The maximum intake is 70 students per year. Tuition fees for the entire programme are €4,400. The PSP attracts a high volume of applicants from across Greece, typically holding undergraduate degrees in Classics, Greek Philology, History, Archaeology, Theology, Archival Science, Librarianship, or Museum Studies.

Three scholarships of €500 each are awarded at the end of the second semester. These are granted based on academic performance during the first two semesters of the programme.

Under the Erasmus+ programme, students may complete a portion of their studies abroad. The Department of Greek Philology and the Democritus University of Thrace more broadly have established an extensive network of bilateral agreements.

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 PSP "Greek Alphabetic Scripts, Writing Materials and their Contents" has established a quality policy fully aligned with the quality policy of the Department of Greek Philology and the Democritus University of Thrace. This quality policy is

developed across three distinct levels:

- a) the development of the PSP to meet contemporary scientific demands in the three fields of study (palaeography, epigraphy, and papyrology) and to ensure learning outcomes and qualifications are in accordance with level 7 of the European and National Qualifications Frameworks for Higher Education;
- b) the application of institutional quality assurance mechanisms (evaluations, internal audits, the establishment of the Academic Study Advisor, etc.);
- c) the qualitative and quantitative improvement of research within the PSP (internationalisation, participation in conferences, research projects, etc.).

The quality policies of the PSP, the Department, and the University are public and accessible via numerous Democritus University of Thrace webpages, including those of the PSP and the Department, as well as the University's central site: <https://duth.gr/politiki-diasfalisis-poiotitas/>.

As a result of the annual review and audit of the PSP's quality assurance system—conducted through the cooperation of the Internal Evaluation Group (OMEA) and the Institution's Quality Assurance Unit (MODIP)—the PSP has established a targeted quality assurance framework (Document M1.2). This framework is designed to enhance academic performance, research excellence, international engagement, and the overall learning environment. It includes goals, Key Performance Indicators (KPIs), clear targets, defined responsibilities, and concrete actions to be achieved by 31 December 2025. This document specifies the following general strategic objectives for the PSP:

- 1. Continuous improvement, modernisation, and reform of core academic activities;
- 2. Support for and development of research activities, innovation, and research excellence;
- 3. Strengthening the connection between the PSP, society, and the labour market;
- 4. Enhancement of the PSP's internationalisation and visibility, including its integration into international rankings;
- 5. Upgrading the University Environment – improvement of infrastructure and human resources development.

II. Analysis

Overall, the evidence shows that the PSP is supported by a robust strategic framework and a comprehensive quality policy, with clearly stated goals and procedures. The level of sophistication in the planning for quality policy improvement—as demonstrated by the strategic objectives and proposed implementation measures mentioned above—is noteworthy.

The quality goals, paired with suitable KPIs, are duly monitored, updated, and communicated. At the same time, the learning outcomes of the PSP are appropriate for level 7, according to the European and National Qualifications

Frameworks for Higher Education. The PSP has established a comprehensive and efficient quality assurance framework aligned with institutional priorities and national standards, setting measurable indicators, target values, responsible bodies, and concrete actions.

III. Conclusions

The PSP demonstrates full compliance with Principle 1. The PSP's QA policy is comprehensive, transparent, and anchored in institutional procedures. The Panel finds the PSP's quality goals both ambitious and realistic, and the internal monitoring system functional. Two points for further improvement could be:

- a) The introduction of a programme-level mechanism for student feedback. Beyond the standard course evaluation questionnaires of the institutional QA system, the development of structured, programme-level processes for collecting and using student feedback is encouraged (for example, an annual survey and/or focus groups with current students and recent graduates). These should explicitly address issues such as the blended/distance-learning model, the overall organisation of the PSP, and student support.
- b) The incorporation of a student representative into the process of establishing strategic objectives (Document M1.2); for instance, through student participation in the PSP Steering Committee.

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

Develop programme-level evaluation mechanisms involving current students and recent graduates.

Formalise the involvement of student representatives in the process of defining and reviewing the strategic goals for the PSP.

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

Inter-University Postgraduate Study Program “Greek Alphabetic Scripts, Writing Materials and their Contents” has been designed and operates within a defined legislative and institutional framework. Its establishment and approval follow national regulations (Laws 4485/2017 and 4957/2022), as well as a formal approval process involving departmental assemblies, postgraduate committees, university senates, and final ministerial approval.

The academic profile of the PSP addresses a specialized and underrepresented field: papyrology, palaeography, and epigraphy. The PSP outlines clear objectives, focusing on advanced scientific knowledge, development of research skills, and preparation for both academic (PhD studies) and professional careers in education, research institutions, and cultural organizations.

Learning outcomes are comprehensively described and divided into general and subject-specific competences. These include analytical, research, and transferable skills, as well as discipline-specific expertise in handling primary sources (papyri, inscriptions, manuscripts) and the use of digital tools and databases. The PSP structure is coherent and clearly presented. It spans four semesters (120 ECTS), with a logical progression from introductory compulsory courses (first year) to more specialized coursework (third semester) and culminating in a master’s thesis (fourth semester). The workload distribution aligns with ECTS standards, and course content is organized across the three main disciplinary pillars.

There is evidence of mechanisms for curriculum monitoring and adjustment. The Programme Coordinating Committee periodically reviews course content, workload, and alignment with learning outcomes. Proposals for new courses undergo detailed evaluation, including content, relevance, workload, and bibliography.

Stakeholder engagement is partially evident. Students contribute through course evaluations and structured meetings with programme leadership. Systematic consultation with graduates and employers is planned. External input is indirectly incorporated through international research trends, conferences, and collaboration with visiting scholars.

Students are exposed to current research through seminars, conferences, guest lectures, and participation in digital humanities projects. Opportunities for mobility (e.g., Erasmus+, CIVIS) and engagement with research activities are present, although current participation rates remain modest. Information regarding programme structure, objectives, learning outcomes as well as student services is documented in the Student Guide and publicly accessible (via PSP websites).

II. Analysis

The PSP is based on a structured and documented framework that ensures a transparent and well-defined process for its design and approval. The involvement of multiple institutional bodies ensures alignment with national standards. However, the process appears predominantly compliance-driven, with limited explicit evidence of systematic use of external benchmarking or labour market intelligence during the initial design phase.

In terms of academic standards, the curriculum aligns with internationally recognized fields within Classical Studies. Its focus on papyrology, palaeography, and epigraphy corresponds to established academic sub-disciplines offered in leading international institutions. The inclusion of research-oriented training, engagement with primary sources, and use of digital tools reflects current disciplinary practices. The programme's claim to address a national gap enhances its strategic relevance; moreover, the organization of excursions and educational visits provides additional opportunities for student interaction with the academic environment, further reinforcing its student centred character. Nonetheless, a more systematic comparison with similar international programmes would provide stronger evidence of alignment and strengthen its overall positioning.

The structure of the PSP is rational, coherent, and pedagogically sound. The progression from foundational to advanced and research-focused components is appropriate for postgraduate level. The equal distribution of ECTS across semesters and the clear culmination in a thesis demonstrate internal consistency. Nevertheless, the absence of elective diversity may restrict academic flexibility and individual specialization.

Regarding curriculum review, there is a functioning internal mechanism through the Programme Coordinating Committee, which periodically evaluates course content and workload. This indicates an embedded quality assurance process. However, the review process appears primarily internally driven and informal in its description; a more clearly codified and cyclical review framework would strengthen transparency and accountability.

Stakeholder involvement is currently limited in practice. While student feedback is systematically collected and incorporated into programme development, there is no formal involvement of employers, alumni, or other stakeholders in the design process. Strengthening such participation would enhance the programme's relevance and responsiveness to labour market needs.

The Student Guide provides essential information on the programme's mission, structure, learning outcomes, course descriptions, quality assurance, student support services, and available resources, ensuring students have clear guidance for their studies.

Overall, the PSP demonstrates strong academic coherence, well-defined objectives, and clear alignment with disciplinary standards. However, the limited engagement of external stakeholders and the absence of fully developed feedback mechanisms from graduates and the labour market represent areas for improvement. Enhancing these dimensions, together with the formalization of periodic review procedures, would significantly strengthen the programme's capacity for continuous development and quality assurance.

III. Conclusions

The PSP meets the core requirements of Principle 2, demonstrating a solid academic foundation and coherent structure. Opportunities for further enhancement in the formalization of periodic review processes, the broadening of stakeholder engagement, and the enrichment of curricular flexibility in line with evolving international practices.

Panel Judgement

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

Panel Recommendations

- Establish a more formalized and regularly documented cycle for curriculum review and updating.
- Broaden systematic stakeholder engagement, particularly with external experts and the labor market and integrate their input into programme development.
- Consider enhancing flexibility in the curriculum by introducing optional or elective components.

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 PSP's quality policy and the Accreditation Proposal state explicitly that the programme adopts a student-centred approach to learning, teaching and assessment, aligned with the institutional quality assurance policy and the HAHE Principle 3 on student-centred learning. The documentation describes a mix of lectures, seminars, workshops, research-oriented activities and supervised thesis

work, designed to foster active participation, independent study and involvement in research projects in the fields of papyrology, palaeography and epigraphy.

Modes of delivery include both face-to-face and distance-learning components, with a dedicated Distance Education Regulation, allowing employed and geographically distant students to participate while also maintaining on-site activities such as visits to archives, libraries and specialised laboratories. Teaching and assessment methods (seminar presentations, written assignments, examinations, thesis) are described in the Regulations of studies and in the course documentation, where assessment criteria are linked to intended learning outcomes and communicated to students through the Student Guide and course outlines.

Formal regulations exist for the function of academic advisors and for the management of complaints and appeals, and these are integrated into the PSP's quality documentation and made publicly available on the programme website. The quality-target document (M1.2) sets specific indicators and targets for student participation in internal evaluations and for pedagogical innovation (e.g. number of pedagogical actions, proportion of students participating in internal evaluation), accompanied by planned actions and responsible bodies.

The internal evaluation report by the institutional QAU (M9.1) confirms that procedures for student-centred learning, assessment, academic advising, complaints and appeals in the PSP are consistent with the Institution's IQAS and with the HAHE Principles. During the online meetings, students and graduates reported that the timetable is negotiated with them and adapted to their professional obligations; that deadlines are flexible but clearly structured; that they receive extensive guidance in identifying and using primary and secondary sources; and that small cohort size enables close interaction and personalised feedback. They also emphasised that distance-learning provision is indispensable for their participation, while on-site activities and field trips are essential for building a strong sense of community and for working directly with original materials

II. Analysis

The PSP's clear commitment to student-centered learning and assessment as described in the quality policy and in the accreditation proposal is aligned with institutional policy and HAHE Principle 3. Small student cohorts permit intensive interaction, personalised feedback and flexible, negotiated scheduling and deadlines, as confirmed by students and graduates. In addition, there is coherent combination of distance-learning and on-site activities that both widens access (for working and remote students) and maintains strong research-based, experiential learning through direct contact with primary sources. Evidence from student and graduate testimonies strongly corroborates the written documentation: students perceive the learning environment as supportive and demanding, highlight the accessibility and responsiveness of teaching and administrative staff, and affirm that they are encouraged to engage actively in seminars, research activities and thesis work. Taken together, the documentary

evidence and panel discussions indicate that student-centred learning and assessment are not only formally adopted but are embedded in everyday practice.

Formal, published regulations for academic advising and for the management of complaints and appeals are integrated into the programme's quality documentation and acknowledged in the internal evaluation process, while students are urged to utilize them.

Finally, the systematic use of student evaluations and explicit quantitative targets to increase participation in internal evaluation, with planned actions for feedback and follow-up, demonstrates a culture of continuous improvement.

III. Conclusions

The PSP has established a student-centered approach both formally and in practice. It sets ambitious quantitative targets for student participation in internal evaluation processes and for involvement in pedagogical and research activities. On the basis of the documentation provided and the online discussions with staff, students and graduates, the panel concludes that the PSP is fully compliant with Principle 3.

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 PSP demonstrates a well-structured and formally regulated framework governing student admission, progression, and certification. Admission criteria are defined, including eligible academic backgrounds and verification procedures for foreign qualifications through official national registers, ensuring transparency and consistency. Information on admission procedures and required documentation is publicly available on the PSP website.

Students have access to institutional services and academic support structures, including libraries, laboratories, and administrative services, and are encouraged to participate in seminars, research activities, and scientific events.

Student progression is monitored through structured academic requirements, including attendance, coursework submission, and examinations. Mechanisms are in place to address insufficient performance, including re-examination procedures, while provisions for temporary suspension of studies offer flexibility.

The PSP participates in mobility schemes such as Erasmus+ and CIVIS, although student participation is mainly limited to short-term mobility due to employment commitments.

The ECTS system is fully implemented, and a structured Student Guide outlines academic rules, procedures, and expectations. The Guide includes basic

information on the Master's Thesis, focusing on technical specifications, submission timelines, evaluation procedures, and final submission requirements. A Code of Academic and Research Ethics is in place, including plagiarism declarations. The Diploma Supplement is automatically issued, free of charge, in Greek and English, in line with European standards.

II. Analysis

The PSP demonstrates a coherent and transparent framework across all stages of the student lifecycle, aligned with European standards. Admission and progression procedures are defined and consistently applied, ensuring academic integrity and structured student development. Student support is adequate, though largely embedded within general institutional services rather than tailored specifically to postgraduate needs.

While the programme supports research quality through formal requirements and preparatory activities, the guidance provided for the Master's Thesis remains limited. The Student Guide focuses primarily on procedural and technical aspects and does not provide a comprehensive framework for thesis development.

Student mobility is institutionally encouraged and supported through established international programmes and agreements. Nevertheless, actual participation patterns indicate that students overwhelmingly opt for short term mobility opportunities, primarily due to employment commitments that make longer stays abroad difficult to pursue.

Overall, the programme demonstrates strong regulatory organisation and transparency, with some areas where further academic support structures could enhance the student experience.

III. Conclusions

The PSP demonstrates a well-regulated and transparent framework covering all key stages of postgraduate study, in line with European higher education standards. Academic procedures are clearly defined and consistently implemented, ensuring structured progression and reliable certification. The programme is coherent and academically sound, with established quality assurance mechanisms, while some enhancements in targeted academic support could further strengthen its effectiveness.

Panel Judgement

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

Panel Recommendations

- Develop a dedicated Thesis Handbook
- Increase participation in international mobility schemes by introducing targeted incentives and stronger promotion of available opportunities.

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

When evaluating candidates for faculty positions, the process—following national law and established practice—assesses both research/scientific merit and the candidate's ability to teach independently, as well as their professional record. Research is evaluated against minimum criteria aligned with the national regulations for the election of professors. Teaching competence—particularly for candidates who have not previously held teaching roles—is tested through trial lectures organized prior to the election. Students and departmental members may attend these trial lectures, and election committee members also participate. The detailed teaching assessment procedure is defined in a university statutory decision. All election and promotion procedures are conducted transparently through the national electronic APELLA system. Electoral boards are constituted by a random draw and include both internal and external members. For the specific PSP, teaching staff are expected to have strong specialization in papyrology, palaeography, epigraphy, or closely related fields, supported by documented teaching achievements and a strong record of publications. As the

PSP is interuniversity, some courses are taught by staff from other departments or institutions. Teaching assignments are determined by the Department following a recommendation by the Steering Committee. The EEAP compared data commissioned by the MODIP with information available on the websites of the respective institutions and can confirm the high qualifications and specialisation of the teaching staff. Compensation for teaching within the PSP may be funded only from the PSP's resources, not from the state budget or public investment funds, subject to specific limits and conditions. The institution provides support for attracting high-level academic staff and for their development through research funding, competitive grants, and assistance from the research committee. In addition, there is a Teaching Excellence Award, the Teaching and Learning Support Center, staff mobility (Erasmus), as well as support for conference participation and educational leave.

II. Analysis

The main advantage of this interuniversity PSP is that it brings together a cluster of specialists that a single institution could hardly provide.

III. Conclusions

The Department's practice is fully compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

None

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 Inter-University Postgraduate Study Program “Greek Alphabetic Scripts, Writing Materials and their Contents” is hosted in a recently renovated central building of the Democritus University of Thrace, with energy-efficient infrastructure, fully equipped classrooms, laboratories and library spaces dedicated to the programme’s needs, as documented in the detailed description of infrastructures and services (M6.1) and confirmed by student testimonies. Teaching staff reports that previous problems in facilities and logistics have been resolved thanks to the move to the new building, which they describe as well organised and conducive to study and teaching.

The programme benefits from the combined resources of two universities: PSP students have access not only to the DUTH library, but also to the extensive collections and infrastructure of the National and Kapodistrian University of Athens (UoA), as well as to the libraries of the National Research Foundation, the National Bank of Greece Cultural Foundation (MIET) and the foreign

archaeological schools, through formal collaborations and teaching staff affiliations. According to the accreditation proposal, this network gives students access to a very large number of books, journals and specialised databases relevant to papyrology, palaeography and epigraphy, ensuring that the subject-specific resource requirements of the PSP are met at a high level. The panel was also informed of an upcoming summer school in collaboration with MIET that will further broaden the student's access to resources.

In addition to physical collections, the PSP makes extensive use of digital resources and platforms (e-class, institutional digital libraries, specialised databases such as papyri.info, Trismegistos and others) and promotes digital-humanities approaches, including via Erasmus-funded short-term activities in digital humanities. Students note that teachers actively guide them in identifying, accessing and critically using both traditional and digital resources, and that the amount and quality of educational material provided are more than sufficient for thesis preparation and coursework.

Central student-support structures of DUTH (DASTA, Philologus, DOSYP, Erasmus Office, Student Ombudsman, emergency line, electronic services) are clearly mapped and presented to PSP students through dedicated information material (M6.6) and web-based resources (welcome site, survival guide, video on digital services). The information leaflet emphasises that PSP students can use all central services, including career guidance, counselling and accessibility support, practice-placement coordination, Erasmus mobility, and a full range of digital services, and provides direct links and contact details. During the online visit, the panel confirmed that students are informed about these services and that they are invited to use laboratories, libraries and other facilities. Students recognise that they benefit fully from the “best of both worlds” of the two partner institutions. In addition, students consider mentoring from older students or graduates to be beneficial in providing academic support and helping them navigate available resources.

The programme documentation includes a feasibility study, a tuition-fee utilisation plan and an assessment of the adequacy of human and material resources, which demonstrate that the PSP has a solid financial and organisational basis. The human-resource documentation (M6.5, M6.4, M6.3) shows that administrative support is clearly structured, with named staff and specified duties, and that the department has reviewed the sufficiency of both teaching and administrative staff for the projected number of students. Students repeatedly highlight the responsiveness and guidance offered by administrative staff and the director, and stress that the programme is compatible with their work and family obligations thanks to flexible scheduling, distance-learning provision and the use of digital tools.

Finally, the quality targets document and the internal evaluation report demonstrate that the availability and quality of learning resources and support services are monitored within the institutional quality-assurance framework, with explicit reference to indicators such as student awareness and use of services. The

central data reports from the National Information System for Quality Assurance (ΟΠΕΣΠ/NISQA) provide institutional-level context on resources and services, confirming that DUTH systematically records and analyses information needed to support decisions about resource allocation.

II. Analysis

The available documentation and testimonies confirm that the PSP meets the core requirements of HAHE Principle 6 regarding adequacy of resources, services and student awareness. The combination of recently renovated facilities, specialised library and archival resources, and extensive digital infrastructures provides a particularly strong environment for a research-intensive PSP in papyrology, palaeography and epigraphy. The dual-institution setting (DUTH and UoA) is used as a genuine enrichment of the resources base.

The PSP takes into account the diverse needs of its student population (employed students, students living outside the host city or abroad, students with limited time resources) through the structured use of distance-learning, flexible scheduling and clear information about support services. This is consistent with the POinciple 6 requirement to consider different student categories when allocating resources and organising support. The availability of central services (career office, counselling and accessibility, Erasmus, digital services, ombudsman) and their explicit communication to PSP students show that the programme ensures not only the existence of services but also student awareness and access. Moreover, the mentoring system is viewed positively by the panel.

The feasibility study, tuition-utilisation plan and assessment of human and material resources demonstrate that resource sufficiency is considered on a planned and long-term basis, in line with HAHE expectations, and that the Institution has committed to providing and financially supporting necessary infrastructures and services. The internal evaluation by the QAU and the use of OPESP/NISQA data indicate that evidence-based monitoring of resources and support services is integrated into the institutional quality-assurance framework.

III. Conclusions

The panel commends the PSP's effort to consolidate and systematise the presentation of the multiple resources and services available across the two partner institutions. On the basis of the documentation provided and the online discussions with staff, students and graduates, the panel concludes that the PSP is fully compliant with HAHE Principle 6.

Panel Judgement

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

Panel Recommendations

None

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 PSP makes systematic use of the internal quality assurance mechanisms established by MODIP. The programme effectively collects, analyses, and maintains data regarding student population profiles, academic progression, success rates, completion times, and student satisfaction.

Data collection begins at the point of entry. The PSP digitally records and manages incoming student information by tracking applications. Complete records of student tuition fees are maintained and tracked. Student lifecycle records are actively maintained, capturing enrollment data, approved study extensions, and formal suspensions. In addition, data regarding digital infrastructure use is recorded. The educational function is supported by a virtual learning environment, and there is an electronic administration service that students have access to.

Anonymous course evaluations are conducted electronically at the end of each semester (usually in the 8th-11th teaching weeks) via standardised questionnaires, with the results actively reviewed by the Quality Assurance Committee. This integrated information is used effectively to monitor academic activities and support the everyday operational management of the programme.

II. Analysis

The information management systems available provide a complete, evidence-based framework that effectively supports strategic decision-making.

The PSP collects information that can be analysed, including looking at academic performance and trends (an example is evaluating research topics to identify areas of interest and align future course offerings with these trends).

The high degree of organisation within the internal platforms ensures that the academic unit responds promptly to any operational needs. There is an analysis of information from online tools, allowing for identification of any barriers and ensuring accessibility for all students. Staff use the data available both from resource access and from student questionnaires to evaluate pedagogical performance and refine student services. There is scope to move to an automated analytical system, however this does not detract from the already established annual reports which provide all necessary information. Overall, the continuous process of seeking alignment with institutional quality targets underscores a highly functioning administrative environment.

III. Conclusions

The PSP is fully compliant with Principle 7. The existing information mechanisms are thorough, structured, and easily accessible, ensuring that it maintains high standards in tracking and managing educational quality.

Panel Judgement

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

Panel Recommendations

To further build upon its already comprehensive data management framework, the committee recommends that the PSP establishes a formal mechanism to systematically record and evaluate the long-term career paths of its graduates.

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 PSP demonstrates a strong commitment to transparency by hosting all essential documentation on its dedicated website. The site clearly presents the Internal Operating Regulations and formal Study Guide, ensuring students are aware of policies, study duration, and graduation requirements.

Individual course outlines with ECTS credits, teaching staff profiles, and academic policies are shown. Faculty profiles outline research fields. Prospective and current students have direct, intuitive access to up-to-date admission criteria, selection processes, overall costs, and learning outcomes. Information regarding master's thesis defences and general quality objectives is routinely published, serving as a reliable academic resource for the public.

II. Analysis

The website is direct, clear, and ensures that all stakeholders can easily access updated programmatic information. The high level of detail provided regarding course workloads, intended learning outcomes, and evaluation criteria allows prospective students to make well-informed academic decisions. Administrative files, including application forms, quality target declarations, and general announcements, are accessible to the public without requiring login credentials, adding to institutional accountability.

While the published materials in Greek are exhaustive and highly accurate, the English-language version of the specialised website is currently incomplete. Translating these extensive resources will broaden the international reach of the programme without changing its existing operational transparency.

III. Conclusions

The PSP is fully compliant with Principle 8. The website acts as a highly effective

communication tool that ensures all critical academic and administrative information is readily available to the public in an up-to-date and objective manner.

Panel Judgement

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

Panel Recommendations

The committee recommends that the academic unit prioritises the expansion of its specialised English website to match the complete, high-quality information available on the Greek site. Furthermore, explicitly publishing data regarding future career pathways would continue to enhance its transparency.

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

Continuous monitoring and periodic internal evaluation aim to maintain and/or improve the PSP educational quality and learning environment. The annual internal evaluation is conducted in collaboration with the QAU of the University (MODIP) within the framework of the faculty's overall internal process. Each annual report includes consolidated tables covering study program data, educational and research activities, and other services provided over the two teaching semesters of the academic year. Data are collected through the national reporting systems (HAHE) and via MODIP's information system, which is connected to departmental secretariat systems that enter and manage the relevant information. Student evaluation of the teaching process is carried out

each semester during the teaching period through an electronic questionnaire system. The evaluation process for all courses of the semester is managed by the department's internal quality committee (OMEA), while students access the system with personal credentials or special access codes generated by the information system. The student questionnaire contains three groups of items: instructor capabilities, teaching quality, and course quality; the PSP may add extra approved questions. After each semester's evaluation, results are extracted through the system and communicated to instructors and OMEA units following the exam period and grade entry. The annual internal evaluation procedure includes MODIP assigning checks of submitted data, receiving reports and aggregated results, and discussing/approving findings using standardized templates. MODIP then sends decisions and minutes to the departments and the PSP, which review the findings and prepare a final internal evaluation report including an action plan and updated targets. Course content is reviewed and updated through a structured cycle: instructors submit proposals based on scientific developments and student evaluations, the coordination committee assesses course documentation and learning outcomes, and the proposal process leads to re-adjustments approved by the program committee. To address weaknesses and improve program structure and learning, the program uses feedback loops, and its quality strategy is governed by an action plan with strategic goals, measurable indicators, assigned responsibilities, and timelines, followed by re-evaluation and annual reporting to the general assembly of the PSP. The proposal for certification is very detailed in terms of general principles of quality assurance. However, it provides very little information on the aspects relating to the PSP that is subject to evaluation and certification.

II. Analysis

Student participation in the course evaluation process is above average. The EEAP believes this is due to students' satisfaction, as the department does not offer specific incentives to encourage participation. The EEAP also formed the impression that the institution's MODIP is very efficient.

III. Conclusions

The Department's practice is fully compliant with Principle 9.

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

Ensure that future proposals are more transparent and are better tailored to the PSP under evaluation and certification.

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 administering 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 External Evaluation took place from 27 April to 2 May, and it was the first of its kind with regard to the specific PSP.

II. Analysis

The EEAP had the opportunity to ensure that recommendations from the overall evaluation of the Department (2019) were duly taken into account. The cooperation between MODIP and the Department (through OMEA) is functional and efficient.

III. Conclusions

The Department's practice is fully compliant with Principle 10.

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 EEAP has identified the following primary features of good practice within the PSP:

1. High-quality and research-active teaching staff: The academic staff of the PSP are distinguished and research-active, with expertise closely aligned with the curriculum. Their publication records, participation in international scientific fora, and involvement in high-impact research foster a robust research-teaching nexus.
2. Strong curriculum design and efficient monitoring: The curriculum aligns with international standards within the fields of specialisation. It incorporates research-oriented training, engagement with primary sources, and the integration of digital tools. The synergy between teaching, mentoring, and research—culminating in the Master's thesis—demonstrates a well-conceived integration of theory, empirical research, and classroom practice. Furthermore, the Programme Coordinating Committee provides an efficient internal review mechanism, periodically evaluating course content and student workload.
3. Embedded quality assurance culture and clear objectives: The PSP is fully integrated into the University's Internal Quality Assurance System, with well-defined roles for MODIP and OMEA. The specific quality objectives articulated in the programme documentation, alongside the systematic use of internal and external evaluation findings, indicate a mature culture of continuous improvement.
4. High-quality learning resources and laboratory infrastructure: The PSP benefits from extensive, high-quality learning resources. Students have access not only to the Democritus University of Thrace library and the Department of Philology laboratories but also to the infrastructure of the National and Kapodistrian University of Athens. Moreover, formal collaborations and staff affiliations facilitate access to the libraries of the National Research Foundation, the National Bank of Greece Cultural Foundation (MIET), and various foreign archaeological schools.
5. Commitment to student-centred learning: The PSP demonstrates a steadfast commitment to student-centred learning. The programme has established ambitious targets regarding student assessment and their involvement in research and pedagogical activities, all of which are consistently being met.

II. Areas of Weakness

No areas of weakness have been identified. Nonetheless, in the following section (Section III), the EEAP provides several recommendations aimed at further enhancing the PSP in specific areas.

III. Recommendations for Follow-up Actions

In light of the findings and judgements across all Principles, the Panel recommends that the programme considers follow-up actions on the following areas:

- Develop programme-level evaluation mechanisms involving current students and recent graduates.
- Formalise the involvement of student representatives in the process of defining and reviewing the strategic goals for the PSP.
- Establish a more formalized and regularly documented cycle for curriculum review and updating.
- Broaden systematic stakeholder engagement, particularly with external experts and the labor market and integrate their input into programme development.
- Consider enhancing flexibility in the curriculum by introducing optional or elective components.
- Develop a dedicated Thesis Handbook.
- Increase participation in international mobility schemes by introducing targeted incentives and stronger promotion of available opportunities.
- To further build upon its already comprehensive data management framework, the committee recommends that the PSP establishes a formal mechanism to systematically record and evaluate the long-term career paths of its graduates.
- The committee recommends that the academic unit prioritises the expansion of its specialised English website to match the complete, high-quality information available on the Greek site. Furthermore, explicitly publishing data regarding future career pathways would continue to enhance its transparency.
- Ensure that future proposals are more transparent and are better tailored to the PSP under evaluation and certification.

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

Name and Surname	Signature
ESPANOL-ECHEVARRIA MANUEL	Signed by ESPANOL-ECHEVARRIA MANUEL
CHIKOVANI ANA	Signed by CHIKOVANI ANA
Iliopoulou Aikaterini	Signed by Iliopoulou Aikaterini
MARKOU ELENi	Signed by MARKOU ELENi
MOENNIG ULRICH	Signed by MOENNIG ULRICH