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Accreditation Report for the Postgraduate Study Programme of:

Ancient Greek Theatre: Educational & Philological Approaches

Department: Mediterranean Studies

Institution: University of the Aegean

Date: 27 May 2024



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 **Ancient Greek Theatre:**
Educational & Philological Approaches of the **University of the**
Aegean 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 **Ancient Greek Theatre: Educational & Philological Approaches** of the **University of the Aegean** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Dr. Vasilis Kallis (Chair)**
University of Nicosia
- 2. Dr. Elias Pimenidis**
University of the West of England, U.K.
- 3. Dr Stella Baraklianou**
University of Huddersfield, U.K.
- 4. Ellie Chlorou-Konsta**
University of Peloponnese
- 5. Panagiotis Fafoutis**
Cinematographer, Patra's Drama School

II. Review Procedure and Documentation

The accreditation review took place remotely over two days, May 27 and May 29, 2024. During this time, the panel members participated in videoconference meetings with various stakeholders associated with the graduate program “Ancient Greek Theatre: Educational & Philological Approaches.”

Initially, the panel convened with administrative and teaching stakeholders from the PSP, the Department of Mediterranean Studies, and the governing academic bodies of the Aegean University. This gathering included the Department Head, the PSP Director, members of the Aegean University MODIP, the Department’s Steering Committee, and faculty members. Following a brief presentation on the department's history, goals, and composition, the discussion transitioned to the strategic aims, operational matters, and current status of the PSP. Subsequently, the panel engaged with current students, alumni, and other stakeholders, including employers and social partners. These sessions provided the panel an opportunity to ask questions and discuss the department's operations, students' learning experiences, academic life, and the challenges and opportunities faced by the academic unit. Additionally, the panel was offered a virtual tour of the facilities available to the students of the PSP “Ancient Greek Theatre: Educational & Philological Approaches.”

The panel meticulously examined all pertinent documents and online resources provided on the Aegean University's website, especially those pertaining to the Department of Mediterranean Studies.

Decisions regarding compliance with the 10 Principles and the formulation of the accreditation report were made with equal participation from each panel member and were unanimously approved through a consensus-building process. The EEAP members wish to emphasize that the academic bodies of the Aegean University and the Department of Mediterranean Studies fully collaborated with the panel throughout the accreditation process, delivering the requested additional information and clarifications promptly and professionally.

III. Postgraduate Study Programme Profile

The PSP 'Ancient Greek Theatre: Educational & Philological Approaches' of the University of the Aegean was established in 2016 with a different name: 'Theatre as a Social and Political Institution in the Mediterranean During Antiquity' ['Το Θέατρο ως Κοινωνικός και Πολιτικός Θεσμός Κατά την Αρχαιότητα']. The program was reconstituted [επανιδρύθηκε] in 2018 under new state legislation governing tertiary education. In 2019 it changed its name to 'Ancient Greek Theatre: Educational & Philological Approaches' and remains as such until today.

It is hosted in the Department of Mediterranean Studies which also embraces another three (3) postgraduate programs. The particular department along with the Department of Education and the Department of Preschool Education Sciences and Education Design form the School of Humanities. Broadly speaking, the Program aligns with and upholds the Department's mission to cultivate and promote knowledge about the language, ancient and modern history, ancient civilization, and economic and political structures of the Mediterranean countries, with an emphasis on the south and southeast Mediterranean.

The Department hosts eighteen (18) permanent faculty (DEP), four (4) EDIP, and one (1) EEP constituent. It is supported by a secretariat comprised of three (3) members.

The PSP offers a single, unified degree, awarded upon the successful completion of the curriculum and the accumulation of 90 European Credit Transfer and Accumulation System (ECTS) units over three academic terms, including the preparation of a master's thesis.

Tuition is set to 2,800 Euros for the whole degree (3 semesters). The number of admissions per year is limited to a maximum of 45 postgraduate students, who all follow a single curriculum.

The PSP 'Ancient Greek Theatre: Educational & Philological Approaches' program primarily focuses on pedagogy. However, its graduates are well-equipped to pursue a wide range of career opportunities. Specifically, they can:

- Be hired in agencies/institutions under the Ministry of Culture such as
 - antiquities ephorates and archaeological museums
 - Archaeology schools in Greece or abroad
- Be appointed to public and private elementary schools and high schools, to teach courses of a cultural nature (i.e. ancient history, ancient civilizations, Byzantine history, museology, etc.)
- Teach in tertiary education institutions in Greece and abroad
- Pursue a career in the media sector (i.e., reportage related to culture and civilization)

Since the FALL 2023 semester, the Program's content (courses) has been delivered fully (100%) online via the synchronous Virtual Class platform Big Blue Button and the asynchronous platform Moodle. Previously, the completion of the Program required three mandatory face-to-face meetings per semester.

The PSP is self-financed, with its operational costs entirely reliant on revenue from student tuition and fees.

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 "Ancient Greek Theatre: Educational and Philological Approaches", has been delivered as an online post-graduate program, offered by the Department of Mediterranean Studies of the University of the Aegean. It was first delivered in the academic year 2016-17 when it was titled "The Theatre as Social and Political Institution in the Mediterranean during Antiquity". There have been changes to the course, most notably the change of the name from the former name, to its current one as "Ancient Greek Theatre: Educational and Philological Approaches". (2018-19).

This is the first External Evaluation to take place exclusively for the PSP, as part of the accreditation process. The last External Evaluation that took place was conducted with regard to the overall Department of Mediterranean Studies at the University of the Aegean. Therefore, the previous External report regarding the evaluation of the Department is that of 2014, related to the Undergraduate and Postgraduate courses in general of the Department of Mediterranean Studies. The post-graduate program aims to promote the study and understanding of Ancient Greek theatre, through deeper analysis and closer examination of political, social, literary, archaeological, and other sources of antiquity.

The duration of the program is three semesters, (18 months) with the third semester devoted to the writing of the Thesis. The course is offered at 2,800 euros and equals 90 ECTS. Since undergoing changes in 2018, it is now delivered entirely online via e-class, Moodle platform, and Big Blue Button for video conferencing.

The Panel was provided with the relevant Quality Assurance Policy of the PSP, in the digital evaluation folder that was made available to the Panel beforehand. The Panel was provided with the overall strategic goal setting of the Department as well as other key documents, including the report of the internal accreditation committee (MODIP) of November 2023. (43353/22.11.2023)

Further to this, during the presentation by academic members and the Director of the PSP, Spyros Syropoulos, the Panel was presented with the goal-setting strategy of the program. The presentation also included the organizational structure, curriculum design and delivery, brief presentation of teaching staff as well as financial data related to the distribution of income from the PSP course fees.

II. Analysis

Following the External Evaluation report of 2014, there was a recommendation for the Department of Mediterranean Studies to develop and offer future post-graduate courses.

It is in response to this that many new post-graduate programs were offered, including this one, “Ancient Greek Theatre: Educational and Philological Approaches”.

It was evident from the presentations and meetings with course director Spyros Syropoulos as well as the academic teaching staff, and current and graduate students, that the PSP offers a very high level of teaching and academic rigor. The organization and structure of the taught program adhere to Level 7 Master’s education in accordance with the ECTS framework. Throughout the delivery of the modules, students can expect to deepen their understanding of Ancient Greek Theatre, including text analysis, dramaturgy, and analysis of Ancient Greek Theatre for the tertiary education sector. There are also modules aimed specifically at expanding knowledge and understanding of the function of the stage and dramaturgy specifically of Ancient Greek Theatres.

The level of teaching and academic staff is exceptional and well-suited for this PSP. This is evidenced in the strong track record of academic publications of the teaching staff. Students commented on the high calibre of teaching staff and the individual support they receive. E-class, Moodle, and Big Blue Button are the main teaching platforms, and these are well-equipped and recognized platforms for online synchronous and asynchronous teaching.

With regard to the fulfilment of the labour market, the PSP has achieved a rather unique position as it is targeted specifically at philology teachers of tertiary education in Greece.

Further to this, whilst the overall strategic goals and setting are adhered to in principle, the Panel finds that there are some discrepancies between the attainment level of the goals as some, like the research and publication profile of the graduates, have remained at low attainment.

This reflects points raised by the internal MODIP report, related to collaboration between external stakeholders and the PSP.

According to the level of the course offered, its ambitious and overall high-achieving academic members, the PSP should have higher levels of attainment in terms of external research outputs by students and graduates. The PSP would highly benefit from creating relations with relevant stakeholders, and opening the program to international students in order to generate an intake of students that goes beyond the Greek local community of teachers.

The geographic location of the course, situated on the island of Rhodes, is a unique selling point for an international audience wanting to experience firsthand the importance of Ancient Theatre in Greece.

III. Conclusions

The PSP overall adheres to the principles for delivery of a master's program in accordance with the *European and National Qualifications Framework for Higher Education - level 7*.

However, the Panel feels that there are aspects of the Program design that could run the risk of rendering it too insular as it is targeted exclusively at teachers and philologists of tertiary education, with a Greek background.

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

- Promote the course to an international audience
- Plan more in-person workshops, and advertise the PSP on other University platforms, in Greece and abroad.

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 “Ancient Greek Theatre: Educational & Philological Approaches” of the University of the Aegean was established in 2016 with the (different) title: ‘Theatre as a Social and Political Institution in the Mediterranean During Antiquity’ [‘Το Θέατρο ως Κοινωνικός και Πολιτικός Θεσμός Κατά την Αρχαιότητα’]: Government Gazette Issue FEK B’ 896/01.04.2016

The Program was reconstituted [επανιδρύθηκε] in 2018 under new state legislation governing tertiary education, following the University Senate decision during its assembly 34/25.04.2018: FEK (reestablishment) 2885/19.07.2018. In 2019 the Program changed its name to ‘Ancient Greek Theatre: Educational & Philological Approaches’ and remains as such until today: FEK 2137/07.06.2019.

The Department of Mediterranean Studies and the University of the Aegean have established institutional bodies, including OMEA and MODIP, tasked with evaluating, adjusting, and revising their offered programs. These bodies are reported to periodically conduct internal assessments of the PSP under review and recommend improvements. However, during their meeting with students, the Panel members learned that students are not represented in the Department’s General Assembly, thereby playing a minimal role in the processes related to the assessment and revision of the Program’s curriculum.

The PSP “Ancient Greek Theatre: Educational & Philological Approaches” reflects the Department’s orientation toward cultivating the broader fields of Classical Philology, Educational Science, and Archaeology. More specifically, the PSP notably integrates an interdisciplinary approach in the study and teaching of Theatre Philology and its educational applications. It seeks to deliver high-quality higher education aligned with internationally recognized standards. The program focuses on the practical implementation of theoretical knowledge by investigating the applications of theatre education principles in both educational settings and research. Additionally, it leverages the European Erasmus+ Student Mobility Program to enhance these applications.

With regard to educational objectives, the PSP was created to provide a postgraduate specialization in Philology, Teatrology, and Education to students and professionals interested in delving deeper into the aforementioned fields. The Program offers a single pathway, without concentrations

The program holds a distinctive presence both nationally within Greece and internationally. As stated in the Accreditation Proposal, an effort is being made periodically to collect data regarding relevant degrees offered in Greece or abroad. The latest such effort unveiled: i) a demand for such programs, and ii) the unique position of the PSP under review among these programs. There are four three (3) universities in Greece besides the University of the Aegean that offer postgraduate programs focusing on ancient theatre: the National Kapodistrian University of Athens, University of Patras, and Aristotle University of Thessaloniki. With respect to master programs offered abroad, there is no PSP that focuses solely on ancient theatre; instead, the particular subject area appears as an aspect of various other degrees.

The structure of the program is straightforward, and its curriculum content aligns well with the overarching philosophy and aims of the PSP. It corresponds to and complies fully with the European Qualifications Framework (EQF) Level 7. Semesters 1 and 2 contain compulsory courses (30 ECTS per semester); during the 3rd semester, the students focus on their master thesis. To obtain the Master's degree, successful completion of eight (8) mandatory courses out of a total of eleven (11) offered courses, as well as successful examination of the Master's Thesis, is required. Upon completion of the aforementioned requirements, the student will have accumulated the 90 credit units (ECTS) required for graduation.

II. Analysis

The Department offers comprehensive information on its website and in written documents about its operations and educational process/experience. The Student Guide carries a detailed curriculum structure and suggested area pathways, remaining highly beneficial, comprehensive, concise, and well-suited for its purpose. The PSP curriculum effectively aligns with the objectives and learning outcomes established by the faculty, with well-documented and clearly communicated course outlines that are appropriate in content.

The teaching staff brings a wide range of expertise and highly esteemed professional skills, which are effectively applied in their respective classes.

III. Conclusions

The Panel concludes that the Postgraduate program "Music Education in Formal and Informal Environments" fully adheres to this principle. The structure, content, allocation of ECTS, and course outlines of the Program are well-suited and support the students' educational journey.

We commend the Department's initiatives in reviewing its operations and curriculum, and for setting specific, achievable annual goals to drive its growth and improvement. However, the Panel wishes to underscore that students, along with all other stakeholders, should be permitted and encouraged to participate in the curriculum revision process.

Panel Judgement

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

Panel Recommendations

The Department and PSP faculty should find ways to include student representatives in the Department's General Assembly to ensure their participation in decisions pertaining to the structure and content of the Program's curriculum.

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 institution has regulations for supporting the requirements of students with differing learning needs. The Program adheres to these regulations, and staff seek relevant support from the institution's services wherever possible. Where a form of alternative requirement for delivery or assessment is identified, staff will appropriately adjust the teaching style and assessment mode to support the students.

Teaching staff have confirmed that cases of students requiring flexible learning paths are rare.

The academic staff has confirmed that an annual review takes place at the end of the taught semesters to review the program delivery. This review might consider the responses of students to the evaluation questionnaires of the survey addressing different modules. There is no clear evidence though that the questionnaires reflect any needs for change and there is little transparency as to the process for change in the curriculum and delivery. Furthermore, the feedback loop of changes implemented is not transparent to the students. One of the reasons is a clear lack of interest on behalf of the students to be involved and engage with the process.

At the same time, there is an evident overly relaxed approach by the program team to inspire the students to elect representatives that will be involved and voice the needs, views, and suggestions of the students for the improvement of the program. As evidenced by the provided information, the only effort to engage students with the process is limited to a few emails sent by the Program administrators, reminding them of this requirement by the institutional regulations.

The institution and the Program in compliance with this regulation, operate a teaching quality review at the end of each academic year. This involves anonymized student questionnaires that evaluate the performance of modules and that of teaching staff involved in the delivery of those modules. The results of student survey questionnaires are considered, but there is no transparent process as to how these considerations impact the evolution of teaching and assessment practices. At the same time, participation in such a survey is very low when compared to other postgraduate programs within the same institution.

There are institutional procedures that support student autonomy and allow for a forum where students and staff can engage in a mutually respectful collaborative spirit in the management and development of the program. The institution appears to have robust processes for handling complaints. It appears though that lack of student representation in the various departmental and institutional bodies makes it difficult to explore how effectively such mechanisms operate. Evidence provided by current students and graduates shows that the need for applying such regulations is very rare though and that students have minimal engagement with such processes, primarily due to the fact that the administrative and teaching staff are easily accessible, and the vast majority of problems are addressed swiftly, and informally.

The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field. This has been confirmed by the team of teaching staff and their claim is confirmed by the students and recent graduates. They all believe that the interaction between student and thesis supervisor is at a very good level. Many good students are encouraged to publish their work beyond that of the submitted thesis at the end. There is good evidence that a few students are inspired to further pursue the work of their thesis by further expanding their studies into the field of research and pursuing a doctorate.

Evidence is provided in the program documentation that there is adequate clarity as to the assessment criteria and methods throughout the program. This is made available to students from the start of the program through the program's web page and other materials available for individual modules through the e-class system. Students have confirmed that they are satisfied with the level of support from staff and that they receive appropriate and constructive feedback whenever required or requested.

Assessment is consistent, fairly applied to all students, and conducted in accordance with the stated procedures. All stakeholders, students, staff, and graduates agree on this. Talking to all stakeholders it appears that double marking is utilized where appropriate. The robustness of the assessment system appears to be satisfactory to both staff and students, with very few complaints, if any.

There appears to be little evidence that a procedure for handling complaints is active, but the institution has specific policies on how student complaints are handled. What all stakeholders have agreed is that any issues arising are always dealt with within the confines of the program. Cases that are escalated to a formal complaint that reaches the institutional committees are very rare. Here again, the lack of participation in departmental and institutional fora through formal student representation could impact the rights of students.

There appears to be little evidence that the function of the academic advisor has been active, but staff, students, and graduates have all confirmed that there is a very good relationship and high availability of staff whenever required. It appears that with students mostly being professionally engaged away from the university for most of the time, the need for such a role is limited. Maybe this is an area where more clarity should be offered in the documentation and the information available on the program's web page. Students currently appear to be relaxed about the slack adherence to this role, but this could be a risk factor giving rise to many complaints should an issue arise. There is a systemic need for this role to be active and directly contributing to regular student engagement.

II. Analysis

The institution and the department appear to respect the procedures set out and support student development and the key principle of student-centred learning.

There appear to be very few complaints that arise and even fewer that will escalate beyond the confines of the department. This reflects the good climate in the student-staff relationship, but it may lead to student ignorance of rules which may lead to relaxation of some of these rules in the future.

The institution has a robust system of capturing student feedback on the evaluation of teaching and assessment, but student participation is considerably limited, and the value of such results and the subsequent consultation could be reduced due to the small size of the sample. Maybe the department and the program team should do more to engage students with this procedure, to overcome cultural biases that might prevent students from participating. Also, students should be offered a full information loop as to the results of such evaluations and the impact they might have in the subsequent shaping of the program's delivery, teaching, and assessment. This will demonstrate the strength of student-centred program development and further elevate the value and quality of learning.

The role of student representation to the various bodies of the institution is important here and the department should ensure that this is promoted appropriately for students to engage with. The apparent student lack of engagement with the committees and procedures could prove a degrading factor in the future development of the program.

The role of the academic advisor is available but possibly underutilized. It appears that with students mostly being professionally engaged away from the university for most of the time, the need for such a role is limited. Maybe this is an area where more clarity should be offered in the documentation and the information available on the program’s web page. The value of such a role is extremely important to the students and should work in a formal way to allow students to feel comfortable and secure at every phase of their studies.

III. Conclusions

Overall, the program appears to conform well with the requirements of this principle. Students appear to be working in harmony with staff and the outcome is quite successful at present. The new mode of operation of running the program fully online could yield new challenges.

Student engagement with the program management and auditing procedures appears to lag behind that of other programs in the same institution. Students appear to be relaxed as to this apparent lack of interest in this very important role and procedure. The program team should intensify their actions in motivating and inspiring student engagement with program management, review, and further development processes.

The other area that the program could benefit from is improving the transparency of the completion of processes and that of closing the feedback loop to the students, in areas that reflect on the evaluation of performance and its impact on future program developments.

Panel Judgement

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

Panel Recommendations

- The department and the teaching team should promote the engagement of students with the departmental and institutional bodies, through active student representation.
- The department and teaching team are advised to promote student feedback survey completion as an active and essential means of program further development. Offer incentives in terms of participating in developing more sustainable programs that cater to better employability profile building of graduates. Maybe engage students in the publication of results in the form of scientific papers in educational program design.

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

There is ample evidence in the documentation provided that the University has established a set of robust procedures that enable and direct the operation of postgraduate study programs. The evidence suggests that the team that runs and delivers this program adheres to the procedures and regulations appropriately.

The research ethics regulation is comprehensive and comparable to those of other institutions at the same level of studies. The program adheres to this regulation and its constituent components appropriately. Any research conducted as part of the taught modules, or the thesis is appropriately compliant with the institutional regulation.

There are detailed regulations that govern the core of the studies, any internships (if they apply here), mobility, and student coursework assignments. Evidence witnessed and verification from staff, students, and graduates, confirms these findings.

Finally, the degree certificate supplement provides all the necessary information that complements the actual certificate and acts as an appropriate source of the desirable information that supports the graduate.

II. Analysis

The program is well supported by a set of competent and robust institutional procedures and regulations. It appears that these are adhered to at the appropriate and expected level of compliance. This offers relevant, consistent, fair, and efficient support to students during the admission, study, assessment, and completion and graduation phases of their engagement with the program. Students and graduates have confirmed that all

processes are applied fairly and consistently.

III. Conclusions

The program is run through adhering to the institutional regulations for student admission, teaching, assessment, and certification award. This is consistent across the institution and is comparable to similar awards at other national and international institutions for this level of study.

Panel Judgement

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

Panel Recommendations

The Panel has no further recommendations regarding this principle.

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 Postgraduate Program “Ancient Greek Theatre: Educational & Philological Approaches” is supported by the faculty and academic staff of the Department of Mediterranean Studies at the Aegean University. During the 2022–2023 academic year, the program was supported by

- I. Ten (10) faculty members (DEP); seven (7) from the Department itself, one (1) from the Pedagogical Department of Elementary Education of the Aegean University, and two (2) external Professors (visiting faculty)
- II. one (1) EDIP member

The faculty members bring a diverse range of expertise and research interests to the Postgraduate Program and its curriculum. The inspection of the faculty’s expertise, and research interests and activities (available on the PSP’s website) indicates that they cover sufficiently the broader subject areas nurtured by the PSP, namely Classical Philology, Pedagogical Science, and Archaeology.

The student-to-teacher ratio for the Program, which supports ninety (90) students every fall semester and at

least 45 every spring semester is, perpetually, approximately 9:1 (fall semester) and 5:1 (spring semester). The Postgraduate Program adheres to the mandates of current legislation regarding the recruitment and promotion processes of faculty members. By using the state-governed electronic platform APELLA, all steps of announcement, selection, promotion, and hiring are open to candidates and evaluation committee members, guaranteeing transparency and ensuring a merit-based outcome. Additionally, all final decisions concerning faculty recruitment and promotion are taken at the Department of Mediterranean Studies General Assembly, upholding transparency and respect for both new and senior faculty members.

As per the University's and Department's regulations, all faculty members are regularly evaluated by the students through comprehensive surveys. Each semester, an anonymous evaluation of the quality and effectiveness of the teaching for all offered courses is conducted. This evaluation is carried out using questionnaires distributed to the students. The questionnaire aligns with the department's educational philosophy and teaching/assessment methods. Its primary aim is to gather extensive feedback on the quality of each course and identify ways to enhance it, ensuring the continuous improvement of the students' learning experience.

As stated in the Program's Accreditation Proposal (p. 26), the Department of Mediterranean Studies encourages and supports research activities and teaching innovation. It also emphasizes mutual respect among faculty members and respect for all students. The department provides support for research programs, ensures an equal distribution of teaching workloads, and facilitates the participation of teaching staff in both undergraduate and postgraduate programs. Additionally, it maintains a steady flow of sabbatical leave opportunities and ensures the uninterrupted potential for faculty advancement.

It should be noted that the Department of Mediterranean Studies has not established a comprehensive regulation concerning the teaching load for faculty (DEP), apart from stipulating that the minimum teaching hours per week cannot be less than six (6) as per the Greek state law governing tertiary education. As a result, some of the Program's faculty might need to teach nine (9) or more hours per week. There are also additional hours of contact with students per week for thesis/project supervision and student advising. The permanent faculty is de facto engaged in administrative responsibilities, but there is no information regarding the allocation of administrative duties and other relevant aspects in the documents submitted for the Program's evaluation.

The PSP aligns with and gains from the Department's policy of fostering and supporting research. It is heavily involved in funded research and motivates its faculty members to pursue collaborative research through their participation in the institution's ELKE [ΕΛΚΕ: Ειδικός Λογαριασμός Κονδυλίων Έρευνας]. As evidenced by the faculty's research and publication record, available on the Department's website, the faculty members involved in the PSP have a wealth of national and international publications, including monographs, books, collaborative volumes, articles, and other works. They are also actively engaged in creative activities, conference presentations, public lectures, and funded projects.

II. Analysis

The EEAP affirms that the Postgraduate Program "Ancient Greek Theatre: Educational & Philological Approaches" within the Department of Cultural Technology and Communication at Aegean University upholds notably high standards for its teaching staff. All current faculty members are highly qualified professionals with significant contributions to their academic fields. Additionally, the Program promotes faculty development opportunities, encourages scholarly research activities, supports the development and use of new technologies, and facilitates faculty mobility. Concurrently, the Department consistently applies quality assurance processes for all its teaching staff concerning recruitment, qualifications, evaluations, and overall scientific and artistic competence.

III. Conclusions

The EEAP concludes that the Graduate Program “Ancient Greek Theatre: Educational & Philological Approaches” fully complies with this principle. We encourage the Program to maintain its commitment to excellence regarding the quality standards of its teaching staff.

Panel Judgement

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

Panel Recommendations

The Department of Mediterranean Studies is encouraged to find ways to lower the average teaching load of the faculty (DEO). The current load of nine (9) hours or more per week for a number of faculty members (DEP)

hinders their ability to engage more in scholarship and creative activity.

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, 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 Panel was provided with login details that allowed access to the online resources and teaching materials of the program (<https://aegeanmoodle.aegean.gr>). The content is easily accessible and organized effectively, with all teaching material and content organized appropriately. The information is updated and all-important documentation pertaining to the students' exams, dissertations, etc. can be found within each individual module. Contact details for module leaders are provided as well as timetables and all necessary information for the running of the semesters. Previous recorded lectures (conducted through the Big Blue Button platform) are also available.

II. Analysis

The postgraduate program is conducted exclusively through distance learning, which seems to suit the needs of the students, most of whom are already working or have family obligations. Nonetheless, alumni of the program emphasized the importance of in-person meetings for students, their relationships with each other, and their dedication to their studies when the program still offered in-person sessions.

The academic council oversees the quality and effectiveness of the postgraduate program. They ensure that each student has a designated tutor with weekly meetings, and they monitor student satisfaction regarding support and access to online materials. The council consults with student representatives to address any concerns, ensuring that students are well-supported and guided throughout their professional and academic development.

The Academic Advisor (ΑΣΣ) manages communication with the students, whether in-person, by phone, or online. The collaboration hours are posted on the postgraduate program's website. Meetings can be conducted individually with each student or in groups to discuss topics of common interest. Students have commented positively that this is adequate time to cover their needs and answer questions.

Since all of the courses are conducted via distance learning, students are exclusively served by the electronic library.

The website of the Library of the University of the Aegean (<https://www.lib.aegean.gr>) provides various resources and services to its students. It offers access to academic books, journals, databases, and electronic resources. The library also supports research activities by providing tools and assistance for finding and managing information. Additionally, it offers services such as interlibrary loans, information literacy training, and study spaces.

The University also provides an electronic student information system where students can check their grades and request certificates electronically (<https://uni-student.aegean.gr>).

III. Conclusions

Following consultation with the student representatives, it is evident that the students are satisfied with the support and access to online teaching materials. Additionally, they are generally content with the support and guidance they receive for completing their assessments and dissertations.

Panel Judgement

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

Panel Recommendations

The Panel concludes that the Graduate Program “Ancient Greek Theatre: Educational & Philological Approaches” fully complies with Principle 6. We encourage the Program to maintain its commitment to excellence in addressing the teaching and learning needs of its postgraduate students.

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

This is the first External Accreditation for the PSP Ancient Theatre to take place. In accordance with HAHE Principles, all post-graduate programs are responsible for the collection of administrative data for the accurate record keeping of students' progression, monitoring of progress, evaluation, and graduation.

The Panel was provided beforehand with data collection statistics and examples of completed Feedback Questionnaires related to modules of the PSP.

Further to the above, the Director of the course, Spyros Syropoulos in his online presentation to the Panel, presented detailed statistics and data pertaining to the evaluation of teaching, and delivery of the course by students.

II. Analysis

It is evident that the PSP collects and collates administrative data related to student's progression and graduation. Whilst the completion rates vary from each academic year, with the first year notably being very high (83%) declining rates are exhibited in the number of students responding to the evaluation questionnaires. Nevertheless, some interesting points can be drawn up from the findings.

Regarding the academic staff and their expertise, knowledge, and quality of teaching, the feedback points to a high satisfaction rate, with a rating of consistently over <4 (with 5 being excellent.)

Students are overall very satisfied with the guidance received as well as marking and assessment criteria for their modules.

What is an area for improvement, is however the resources, as the feedback score for library facilities and access to specialized research material is consistently low, below >3. There are some points raised regarding the students' ability to improve their grades or marks, after their assessment, and this is perhaps a point that needs to be addressed, in conjunction with the participation of students in the feedback and evaluation procedures, as noted above.

III. Conclusions

The number of students completing the evaluation questionnaires for the academic year (2021-22) was notably low.

Students note that access to the library and specialized research material is below average (>3 indicator in the feedback evaluations).

Panel Judgement

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

Panel Recommendations

- Increase the number of students completing feedback and evaluation.

- Provide incentives for students to complete evaluation questionnaires.

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

Both the University's website and the various subdomains (e.g. the Erasmus office, the Library and Information Centre, etc.) have a well-organized structure and make available all the necessary information. Content is available in Greek and English.

The University of the Aegean's website provides comprehensive information on various aspects of their postgraduate programs, including academic support, research opportunities, campus life, international collaborations, and Sustainability and Ethics.

II. Analysis

The PSP website is very well organized and provides the necessary information relating to:

- The PSP's description, scope, learning outcomes, and general information including the gazette regulation, the regulation amendment gazette, and the PMS quality policy.
- Information about the teaching staff.
- Detailed curriculum and course structure.
- Ongoing events and activities related to the program, including alumni's past activities.
- Information about the financial contributions and the admission requirements.
- Contact details and communication forms.

The University is also very active on social media (Facebook, X [ex Twitter], YouTube, and Instagram), promoting its programs and the exchange of ideas among students.

III. Conclusions

In terms of content, the PSP’s website seems to be up-to-date, clear, and easily accessible, although updating the visual design to be more contemporary and visually appealing could enhance user engagement.

Panel Judgement

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

Panel Recommendations

The Panel determines that the Graduate Program “Ancient Greek Theatre: Educational & Philological Approaches” meets this principle entirely. We urge the Program to continue its dedication to excellence by ensuring that the university’s websites and informational resources for the master’s program remain of high quality.

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:

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
the changing needs of society
the students' workload, progression and completion of the postgraduate studies
the effectiveness of the procedures for the assessment of students
the students' expectations, needs and satisfaction in relation to the programme
the learning environment, support services, and their fitness for purpose for the 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

The annual internal evaluation of the PSP of the Department of Mediterranean Studies is implemented by OMEA in collaboration with MODIP. For the evaluation of the PSP, the following are taken into account: 1) The Guide and the Study Program. 2) The existing teaching staff. 3) The Student Directory. 4) The evaluation of the courses by the students. 5) Views of teaching staff.

This evaluation focuses on the teachers, the organization of the modules, the commercial educational material, the logistical infrastructure, and the administrative services. The evaluation takes place in electronic form via the Internet and the data is then used in an algorithm to calculate the average level per targeted module.

The results obtained form the basis on which statistical and qualitative analyses are carried out with the ultimate aim of creating useful information on the quality of the educational process from the class-group level, in a subject unit, to the overall evaluation of the Program of Studies,

In the online evaluation, students as well as the coordinators of the modules - only for the evaluation of the lecturers - have the right to be evaluated in the modules they coordinate. In addition, all members of the

teaching staff can evaluate the teaching material. Evaluation by students is done by filling in a questionnaire

The electronic system fully ensures the anonymity of the participants while solving many problems such as those of student influence by the teaching staff who were in the classrooms, the issue of not being able to check the validity of the envelopes with completed questionnaires (several arrived unopened), etc.

II. Analysis

The annual internal evaluation contributes to the process of revising the curriculum, reassessing, adapting and updating course material, to the establishment of the modern character of the learning environment of PSP

The report contains both analytical and aggregated and comparative assessment data for each class, curriculum, deanery, and for the whole Institution. In addition, each faculty member is provided with the opportunity to be informed about the evaluation given to him/her by students and coordinators for knowledge and improvement of overall performance in the educational process.

The implementation of this transparent internal evaluation process provides the opportunity to collect and record difficulties and suggestions for improvement, resulting in the easy creation of a plan for future improvements.

III. Conclusions

Admittedly, the insufficient response of students to the course evaluation process, combined with the high Proposal for Academic Certification of the PMS "Ancient Theatre: Educational and Philological Approaches" rating of the courses in the completed questionnaires, makes it difficult to identify the negative points of the curriculum.

The Accreditation Panel recognizes that more systematic information is needed for students, with further mobilization of the Director and teachers, about the importance of evaluation, so that participation in the evaluation process of courses increases and they are created. The internal assessment also helps to achieve the improvement of learning outcomes of the Master: it improves the quality of students' work, enriches the library, and improves the interactivity of teaching

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

There must be found ways for students to participate in the Assemblies and in general in decision-making for the Department.

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

There has been no previous external evaluation report specifically for the PSP "ANCIENT THEATRE: EDUCATIONAL AND PHILOLOGICAL APPROACHES". Therefore, the panel's judgment is based on the description regarding the utilization of the recommendations of a) the External Evaluation of the Department (2014), b) the External Evaluation of the Institution (2015), and c) the Certification of the PPS of the Department of Mediterranean Studies, to which the PMS belongs. The PSP "ANCIENT THEATRE: EDUCATIONAL AND PHILOLOGICAL APPROACHES" is fully harmonized with the practices of the TMS

It's also based on interviews with members of the teaching staff, students, graduates, alumni, and stakeholders.

II. Analysis

The PSP "ANCIENT THEATRE: EDUCATIONAL AND PHILOLOGICAL APPROACHES" during its establishment (2016) took into account all the requirements of the Foundation and was fully harmonized with all the PSP that operated in the Foundation, in the exact way that is reflected in the external report of the institution EXTERNAL EVALUATION REPORT UNIVERSITY OF THE AEGEAN 2015, Pg. 18-19). For example, he made the necessary recommended actions for financial support for the students of the program and actions in the direction of further strengthening and promoting Theatre studies through publicity.

The PSP "ANCIENT THEATRE: EDUCATIONAL AND PHILOLOGICAL APPROACHES" has a state-of-the-art evaluation procedure in operation. This is testified by the institutional implication in the procedure, the excellent organization, and the means and dispositions that helped realize this first external evaluation.

III. Conclusions

The Panel acknowledges that the PSP "ANCIENT THEATRE: EDUCATIONAL AND PHILOLOGICAL APPROACHES" is fully compliant with the requirements of Principle 10.

Panel Judgement

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

Panel Recommendations

The Panel has no further recommendations regarding this principle.

PART C: CONCLUSIONS

I. Features of Good Practice

- The program follows best practices related to quality assurance, in coordination with the University quality assurance unit, under the quality assurance framework that is followed by all public Greek Universities. It is clear that the program takes this process seriously and does not treat it as a formality
- The program holds a distinctive presence both nationally within Greece and internationally
- The curriculum is well-designed and balanced. The course content and learning outcomes are clearly stated and the number of ECTS/courses follows common practices for graduate degrees across the European Union
- It is clear that both the current graduate students and the alumni of the program highly value what they learned, and have high respect for the faculty members involved in the program
- There are clear procedures for admission, student progression through the program, and graduation, following standard practice in Greece and the European Union more generally.
- The program has a steady number of students (perpetually reaching the set target), a fact that enhances its financial viability
- Teaching staff are of high academic esteem and offer a breadth of specializations within the field of Ancient Theatre

II. Areas of Weakness

- The students' participation in departmental and institutional fora through formal student representation is very low
- Student engagement with the PSP management and auditing procedures appears to lag behind that of other programs in the same institution. Students appear to be relaxed as to this apparent lack of interest in this very important role and procedure.
- It is not possible for the Department to assess the quality of teaching because of the low interest and participation of the students in the feedback survey
- Student feedback on access to the library and specialized research materials has been below average, indicating a need for improvement in this area of academic support.
- Collaborations and agreements with external stakeholders appear to be limited
- The program primarily attracts students from the tertiary education sector, particularly philologists, which could result in a somewhat insular academic environment
- Transitioning to an online course has proven beneficial for both students and the program. However, in the long term, this shift may lead to an insular program, as students miss out on joint or communal activities that are crucial for deepening their understanding and knowledge of Ancient Theatre.

III. Recommendations for Follow-up Actions

- The Panel, based on comments and suggestions by stakeholders, believes that the PSP and its students would benefit notably from planned in-person workshops
- The PSP could be advertised on other University platforms both in Greece and abroad, to attract a diverse cohort of students
- Internationalize the Program by offering modules in English
- The Panel suggests strongly that the Department of Mediterranean Studies should find ways to persuade the students to participate in the various institutional bodies
- The Department must urgently address the below-average student feedback concerning access to the library and specialized research materials, taking immediate steps to resolve the issue.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **3 and 7.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Dr. Vasilis Kallis (Chair)**
University of Nicosia
2. **Dr. Elias Pimenidis**
University of the West of England, U.K.
3. **Dr Stella Baraklianou**
University of Huddersfield, U.K.
4. **Ellie Chlorou-Konsta**
University of Peloponnese
5. **Panagiotis Fafoutis**
Cinematographer, Patra's Drama School