Accreditation Report
for the Postgraduate Study Programme of:

The Athens MA in Ancient Philosophy

Department: History and Philosophy of Science

Institution: National and Kapodistrian University of Athens

Date: 18/02/2025

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **The Athens MA in Ancient Philosophy** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of The Athens MA in Ancient Philosophy of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Christias Panagiotis (Chair)
   Τμήμα Γαλλικών και Ευρωπαϊκών Σπουδών, Σχολή Ανθρωπιστικών Επιστημών, Πανεπιστήμιο Κύπρου

2. Prof. Antoniou Maria
   Pace University

3. Prof. Croitoru Ion
   Valahia University of Târgoviște, Romania

4. Ms. Kampa Anna
   Aristotle University of Thessaloniki

5. Prof. Psarros Nikolaos
   Universität Leipzig

II.   Review Procedure and Documentation

Prior to their meeting, the EEAP read all the necessary documents of the HAHE and the MODIP / OMEA / Department of the NKUA for the evaluation of the Athens MA in Ancient Philosophy Programme.

On their first day, after a private meeting to discuss on the accreditation proposal, the allocation of tasks, and the list of issues for the on-line meetings , the EEAP met with the Director of the PSP, the Head of the Department, MODIP members, members of the Steering Committee, OMEA members. After a concise and thorough presentation of the programme by the Director of the MA, prof. Thanassas, the EEAP exchanged with the participants on various matters regarding the structure, the recruitment and the organization of the programme. The discussion was cordial and informative. The first day ended with an on-line tour of the classrooms, lecture halls, libraries, laboratories, and other facilities related to the MA. A discussion followed about the facilities presented in the video produced for this purpose, with the administrative staff members, and teaching staff members of the MA.

The next day, the EEAP met consecutively with the teaching staff of the MA, students of the MA, MA graduates, and employers and social partners of the MA. Discussions helped deepen the understanding of the stakes and various subjects arose regarding the orientation of the MA, its international implications and matters concerning scholarship in Athens. Discussions were cordial and all parties were deeply implicated in the welfare of a programme that all agreed was excellent and offered unique opportunities both to the students and the Universities implicated, not to say to Greek academic community. Special praise was made by all participants to the high quality of the teaching staff and, accordingly, to the teachings dispensed.

The EEAP met right after to discuss last matters and prepare for the oral presentation of the evaluation outcomes.

The last meeting of the evaluation procedure took place in the evening of the second day, in the presence of the EEAP, with the Director of the MA, the Head of the Department, MODIP, MA Steering Committee, and OMEA members. The EEAP first congratulated the Director of the MA for the excellency of the programme and then presented a number of issues that needed the attention of the steering committee. The discussion was cordial.

III.   Postgraduate Study Programme Profile

The Athens MA in Ancient Philosophy is an intensive one-year graduate program providing in-depth knowledge of Ancient Philosophy and advanced research training in its various fields.

Established in 2022, The Athens MA welcomed its first students in 2023. The Program promotes the study of Ancient Greek Philosophy in its entire historical and thematic scope, from the Pre-Socratics to the philosophers of Late Antiquity, covering topics in metaphysics, ethics, epistemology, etc. It is the only program in Greece (and among a few worldwide) that focuses solely on Ancient Philosophy as a subject of systematic study and research, laying also special emphasis on the historical background and modern reception of Ancient Philosophy.

The Athens MA is the result of a collaboration between three major Greek universities, which have joined forces to create a establish a highly competitive Program, cooperating in teaching and supervision. Participating Departments:

Department of historuy and philosophy of science, National and Kapodistrian University of Athens

Department of philosophy, University of Patras

Department of philosophy, University of Crete

A steering committe follows the progress of the programme:

Prof. Panagiotis Thanassas, Director (National and Kapodistrian University of Athens)

Prof. Katerina Ierodiakonou (National and Kapodistrian University of Athens)

Assoc. Prof. Pantelis Golitsis (Aristotle University of Thessaloniki)

Assoc. Prof. Chloe Balla (University of Crete)

Assoc. Prof. Irini-Fotini Viltanioti (University of Crete)

Prof. Pavlos Kontos (University of Patras)

Assoc. Prof. John Demetracopoulos (University of Patras)

Courses are taught in Athens by professors from Greek universities and visiting scholars from international institutions. Upon completion of the Program, students will be equipped to conduct independent and collaborative research and will be well prepared to undertake doctoral studies.

The Athens MA in Ancient Philosophy is offered exclusively as an intensive full-time, in person program and admits up to 20 students per academic year.

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 Quality Assurance Policy of the Department of History and Philosophy of Science is fully aligned with the Quality Policy of the National and Kapodistrian University of Athens.

The Department of History and Philosophy of Science at the National and Kapodistrian University of Athens is committed to implementing quality assurance processes for its postgraduate program. These processes are detailed in the University's Quality Assurance System (QAS) Manual and are applied with necessary customization for the postgraduate program. The department collaborates closely with the University's Quality Assurance Unit (MODIP) to ensure all procedures are inspected, reviewed, and revised annually by the Internal Evaluation Group (OMEA).

II. **Analysis**

The processes and procedures for monitoring and continuously improving the quality of the Athens MA in Ancient Philosophy program include implementing a quality assurance policy with specific actions to ensure the program operates within a defined quality framework. Resource management ensures optimal allocation of personnel, funding, infrastructure, and equipment to create a conducive environment for achieving the program's goals. Measurable and observable annual quality goals are set through consultation between the department's administration and the postgraduate program. The program undergoes an annual internal evaluation and assessment of all processes in collaboration with the University's Quality Assurance Unit (MODIP). Effective procedures are in place for collecting and analyzing information related to the program, including student data, teaching staff, course structure, teaching, and services provided to students. Ensuring all program-related information is accessible, up-to-date, objective, and clear, with dedicated spaces for program promotion and content review. The program undergoes periodic certification by the Hellenic Authority for Higher Education (HAHE) through external evaluation by independent experts.

The implementation of the quality assurance procedures for the Athens MA in Ancient Philosophy program ensures the program's structure and organization are suitable, aligns learning outcomes with European and National Qualifications Frameworks for Higher Education at level 7, and promotes teaching quality. It also ensures the qualifications of teaching staff are appropriate, sets and reviews annual quality goals, monitors the demand for graduates' qualifications in the labor market, provides high-quality support services for students, efficiently utilizes financial resources, and conducts annual internal evaluations and reviews of the quality assurance system.

The postgraduate program has defined quality goals, including a high graduation rate of postgraduate students, enhancement of quality culture in the program,

activation of academic counseling, and active participation of students and graduates in internal evaluation processes. It also aims to ensure the quality of the research work produced by the program's instructors based on publications and scientific impact, participation of program students in research processes, and connection of the program with doctoral studies. Additionally, the program focuses on implementing actions linking it with the labor market, utilizing, collaborating, and networking with the department's and program's alumni, attracting foreign students to the program, and attracting instructors from foreign institutions.

The Quality Policy Statement is available on the program's website. At the start of each academic year, the Quality Policy is electronically communicated via email to the teaching, administrative, and technical staff involved in the program, as well as to new students at the beginning of each program cycle. Additionally, it is presented during the welcome event for new students, and social partners and organizations collaborating with the Athens MA in Ancient Philosophy program are also informed. The panel, following the presentation and discussion that ensued and the study of the relevant documents is satisfied that to the extent that it is possible to predict the program is well designed in that it serves the stated strategic aims which are set both at institution level and at department level but which are in effect forged at national level and form part of the strategic planning of many institutions. As far as the judgement that this panel is called to make - namely whether the strategic planning is thorough, and whether the appropriate resources are made available for the delivery of the program, the plan seem to us to be appropriate and relevant.

III. Conclusions

Based on the above analysis, the EEAP finds that the PSP fully complies with Principle 1 and all sub-principles.

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

N/A

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 PRORAMME 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 "The Athens MA in Ancient Philosophy" is conceived as an autonomous one-year study program of 75 ECTS points with 1 ECTS point corresponding to 30 hours of study (including individual study and preparatory time). The study year is partitioned in two full academic semesters and one short summer term that is devoted to the preparation of the MA thesis.

Each of the two academic semesters is comprised of three courses of 10 ECTS points each. All three courses of the winter semester are mandatory. The spring term includes two mandatory and one elective course.

All courses take place in presence and are comprised of 39 hours of class teaching including lectures, discussions and student presentations. The remaining hours are reserved for individual studies, person to person discussions with the professors responsible for the courses, the preparation of presentations, and the final essays.

The topics of the courses cover a wide spectrum of Ancient Greek Philosophy that spans almost nine centuries of philosophical development. The core of the program is comprised from mandatory courses covering the milestones of the development of philosophical thinking in the Hellenic world – from the Presocratic philosophers to the philosophers of the late Antiquity. The elective courses cover specific themes like relations between Science and Philosophy in Antiquity, or Topics in Ancient Philosophy, the latter focusing on specific philosophical ideas and developments with contents that change on a regular basis.

The teaching language is English, and every course includes a final examination in form of a written essay. The relative weight of the written essays in the overall score of a course varies between 30% and 60%. The rest of the score is formed from the participation in the classes and from other activities related to the topic of the course.

Additionally, the PSP organizes a variety of activities, including excursions in archaeological sites of philosophical interest, participations in colloquia and workshops on various topics related to the PSP, especially the Athens Colloquium in Ancient Philosophy.

Students can use the resources of the NKUA via the internet, especially the e-class platform, the library of the Department of History and Theory of the Sciences and the central library of the Philosophical Faculty. Due to legal reasons the study program does not offer opportunities for practical exercise or internship during the studies.

Student mobility is provided by the participation of the NKUA in the ERASMUS+ and the CIVIS programs.
The tuition fees amount to € 3000 in total. Successful applicants must pay the first installment of the tuition fee (€1500) by the deadline specified in the Letter of Acceptance and promptly provide proof of payment to the Secretariat. The second installment of the tuition fee (€1500) must be settled between January 1-10.

Greek citizens may qualify for an exemption from program fees if they meet the relevant legal requirements.
US-citizens may apply for a Fulbright and graduates of German universities may apply for a DAD-scholarship. Greek or foreign students who have been admitted to Athens MA in Ancient Philosophy but face serious financial difficulties may apply for a Hypatia Scholarship which provides them with a tuition waiver.

Additionally, the Ioannis Loizides Award of Excellence, amounting to € 1500 is granted to the best student of each year upon successful completion of their courses and MA thesis.

II. Analysis

The structure of the courses is adequate for the topic. The workload of four courses per semester is adequate for a specialized postgraduate study program. The quality of the teaching staff is excellent. The tuition fee of € 3000 in total is tolerable with respect to the Greek standard. It is, however, very competitive on the international level, especially regarding the quality of the studies offered.

The individual courses are very well structured and transparent regarding the aims and demands of each course. The provided literature is adequate and includes the most relevant works for each topic. The quality of the teaching staff is excellent, and the standards for recruiting additional teaching staff are very high.

However, since the program has a unique character, the EEAP has some suggestions that can increase the impact and the quality of the program:

1. The structure and the content of the courses offer no visible connections to the further historical development of Philosophy, especially in the Middle Ages and to other philosophical traditions, e.g. similar developments in Ancient Indian and Chinese Philosophy.

2. There are also no visible connections to contemporary developments, especially with the recent discourse on the "decolonization" of Ancient Philosophy in the Americas.

III. Conclusions

Having carefully examined the structure of the PSP "The Athens MA in Ancient Philosophy", the EEAP concludes that, in its current form, the PSP fully complies with the needs and the aims of a modern specialized postgraduate study program.

Panel Judgement

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

Panel Recommendations

1. Include courses providing connections to the further historical development of Philosophy, especially in the Middle Ages and to other philosophical traditions, e.g. similar developments in Ancient Indian and Chinese Philosophy.

2. Include courses or topics providing connections to contemporary developments, especially with the recent discourse on the "decolonization" of Ancient Philosophy in the Americas.

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 Athens MA in Ancient Philosophy is an intensive one-year graduate program offering in-depth knowledge of Ancient Philosophy and high-level research training in its various fields. The Program promotes the study of Ancient Greek Philosophy across its entire historical and thematic range, from the Pre-Socratics to the philosophers of Late Antiquity, covering topics in metaphysics, ethics, epistemology, etc. It is the only program in Greece (and among a few worldwide) that focuses solely on Ancient Philosophy as a subject of systematic study and research, laying also special emphasis on the historical background and modern reception of Ancient Philosophy.

The organization of the educational process will be implemented with a blended learning process, i.e., with conventional face-to-face classroom teaching in 70% and with the use of modern distance learning methods in up to 30%.

The Program lasts for a full academic year, running from October 1 to September 30, and consists of two Semesters and a Summer Term. Throughout each Semester, students are expected to take three courses (30 ECTS), and during the Summer Term they will be preparing and submitting their MA thesis (15 ECTS). The Master's Thesis is submitted by the end of August, with the possibility of extension. The curriculum includes six (6) theoretical and practical courses [five compulsory courses and one elective course (10 ECTS each)]. Courses are taught in Athens, primarily in person. Each course meets once a week, for a 3-hour session, and for a total of 13 weeks.

The MA awards an award of excellence to the first student of each year, upon completion of the courses and the thesis. The award has no financial benefit, and is signed by the Director of the MA.

The teaching of up to one course per semester will be conducted using distance learning methods, in particular modern teaching via the Webex platform. If a course is assigned to distance learning, the first two (2) three-hour periods at the beginning of each academic semester will be taught face-to-face. The remaining eleven (11) weekly three-hour periods for the full teaching coverage of each course will be conducted using the modern distance learning method, through the Webex platform, with electronic simulation of the classroom.

In addition, students have electronic access to general bibliographic material and academic journals through the national network HEALINK, as well as to databases to which the University of Athens is a subscriber. At the same time, support is provided by the Library, in cooperation with the teaching staff of the Program of Studies, for ordering new books and other modern textbooks.

The digital educational material consists of a wide range of modern, interactive, user-friendly services and infrastructures that include both academic material and

a set of practical scientific tools and applications, to support the educational process of the Program. The digital educational material includes, indicatively, the lecturers' deliveries of each course during face-to-face and modern distance learning, as well as the video-recorded material of previous lectures of each course, providing students with the possibility of re-watching them during the semester.

The assessment of students in distance learning courses will be done through written assignments, which will be prepared and sent electronically to the lecturers. There is therefore no question of using digital assessment methods for the students attending the courses.

II.   **Analysis**
In order to encourage students to take an active role in the learning process, they receive standard questionnaires for the evaluation of the Program. Then, there are provided a statistical processing of questionnaires and a commentary on results and proposals, so that to be analyzed all the weaknesses of the Program.

Given the Program's commitment to a student-centered academic experience, the prompt response to any complains or objections made by students is placed within a clear normative context (Student Complaints and Objections Policy Regulation, with complaint form), so as to ensure the fair treatment of all students, the improvement of the Program's operation, as well as securing the Program's reputation.

Each student has an Academic Advisor (see Regulation of the Function of the Academic Advisor), who meets (in person, or online) each student, at least once during each academic semester, advises and supports the student on issues of course attendance, of choice among available courses, and of general academic prospects. The Academic Advisor bears the responsibility of monitoring the student's academic progress. During the Summer Period, the Academic Advisor's tasks are taken over by the Supervisor of the Master's Thesis.

The applied teaching and assessment methods of students, used in the Program, are determined by the teaching staff of each course and are reflected in the outline of the courses. During their studies, the postgraduate students are given the opportunity, in addition to the compulsory courses, to choose the courses they will attend from the optional courses offered, in order to shape their own course in the Program, according to their particular interests.

At the end of each semester, after the completion of the courses, postgraduate students carry out evaluations of each course and each instructor. The evaluation takes place as described in the syllabus of each course. Grading is done on a scale of 1-10. Grades between 1-4 amount to a failure, and the student has to retake

the course.

III.   **Conclusions**

Students of MA, who meet the financial or social criteria and the conditions for excellence during the first cycle of studies, are exempt from tuition fees, in accordance with the applicable legislation. This exemption is granted for participation in a single MA. In any case, the exempted students do not exceed the percentage of thirty percent (30%) of the total number of potentially exempted students admitted to the MA per academic year.

The adoption of a policy that will regulate Complaints and Objections by students of the Athens MA in Ancient Philosophy aims at securing the best possible operation of the MA in a way that exemplifies full respect towards all registered students.

The Academic Advisors, in collaboration with the Student Support Services of the National and Kapodistrian University of Athens, offers advice and support to the students with a view of facilitating their integration in The Athens MA in Ancient Philosophy; they provide information to students on issues pertaining to their course of studies and their professional career.

Students are not obliged to remain in Athens during the Summer Term. They can write their Thesis wherever they prefer and electronically submit it by Sept. 30. Plagiarism has zero tolerance.

In order to enhance the learning process and the active participation of postgraduate students in all the courses of the MA, the lecturers, as reflected in the course outlines, apply a variety of educational techniques and differentiated learning activities, such as practical training, lectures, individual and group work, audiovisual material projections, laboratory exercises, discussion, case studies, preparation of short papers and presentations by students, processing and analysis of bibliographic sources, discussions, etc.

Panel Judgement

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

Panel Recommendations

N/A

PRINCIPLE 4: Sᴛᴜᴅᴇɴᴛ Aᴅᴍɪssɪᴏɴ, Pʀᴏɢʀᴇssɪᴏɴ, Rᴇᴄᴏɢɴɪᴛɪᴏɴ Oꜰ Pᴏsᴛɢʀᴀᴅᴜᴀᴛᴇ Sᴛᴜᴅɪᴇs, Aɴᴅ Cᴇʀᴛɪꜰɪᴄᴀᴛɪᴏɴ.

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 Athens MA in Ancient Philosophy accepts applicants who hold a BA in Philosophy, Classical Philology, or any other field of Humanities or Social Sciences - and exceptionally students from other scientific fields, e.g. Economy or Physics. Prospective students are expected to demonstrate familiarity with the field of Ancient Philosophy, either through their previous studies or other means.

Applicants are also required to provide a Certificate of English language proficiency at level C1 (or equivalent). This language certificate is not necessary for native English speakers or those who have already completed studies in an English-language school or university program. In the absence of a certificate, excellent knowledge of English can also be confirmed during the interview. The other criteria concerning the selection are detailed in the Study Guide.

The Athens MA in Ancient Philosophy is open to all students, regardless of their national origin, sexual orientation and social status, and the Director responds to all allegations of discrimination and harassment and takes steps to ensure that each is handled according to applicable policies and legal requirements.

According to the Internal Regulation of Operation of the MA, the qualifications acquired by successfully attending the MA are: a) familiarity with the scientific field of Ancient Philosophy; b) the acquisition of all the necessary skills for the preparation of autonomous original research, in an individual or collaborative context; c) the preparation for doctoral studies.

The student rights and obligations, the monitoring of student progression, the procedure of award and recognition of degrees etc. are provided in the Regulation of Studies, Practical Training, Mobility, Preparation of Assignments.

The Program's duration is a full academic year (12 months – 75 ECTS): two Semesters of courses are followed by a Summer Term, during which students will prepare and submit a Master's thesis. The language of instruction is English. Knowledge of Ancient Greek and Latin is desirable, but not required.

To obtain a diploma of the MA a total of seventy-five (75) credits (ECTS) are required. All courses are taught weekly and, where appropriate, include lectures

and seminars. The preparation of the diploma thesis takes place during the Summer Term and is credited with fifteen (15) ECTS.

II. Analysis

Three major Greek Universities (National and Kapodistrian University of Athens, University of Patras, and University of Crete) have joined forces to create a highly competitive Program, cooperating in teaching and supervision. Courses will be taught in Athens, by professors from Greek Universities, as well as by visiting scholars from institutions abroad. Upon completion of the Program, students will be able to conduct both independent and collaborative research and will be well prepared to undertake doctoral studies. The Athens MA in Ancient Philosophy is offered exclusively as a full-time, in-person program and admits up to 20 students per academic year.

The fees of the Program amount to € 3000. Students who have serious financial difficulties, may apply for a Hypatia Scholarship, which provides them with a tuition waiver (exemption from the annual fee: € 3000). The Ioannis Loizides Award of Excellence is granted to the best student of each year upon successful completion of their courses and Thesis. The Award amounts to € 1500.

The Graduation takes place in November, in the presence of members of the Steering Committee, the Director of The Athens MA, the President of the Department of History and Philosophy of Science, and, possibly, a representative of the Rector.

In this MA are accepted university graduates of Departments of Greece or Departments of recognized foreign institutions in the field of Philosophy or Classical Literature or in another field of the humanities or social sciences, as well as TEI graduates, with related cognitive objects.

In addition to the number of admitted students, one (1) member of the EEP, EDIP categories is accepted. The IKY scholars, the foreign scholars of the Greek state, for the same or related academic subject as that of the MA, as long as they meet the terms and conditions for admission to the Program, are accepted without exams.

III. Conclusions

The duration of study at MA leading to the receipt of a Master's Degree (MDS.) is defined as one academic year of full study without student breaks: two (2) academic semesters, as well as the Summer Term, during which the thesis is prepared.

The student completes the studies to obtain a Master's Degree (MDS.) by completing the minimum number of courses and credits required to receive the MDS, as well as the successful completion of the postgraduate thesis. The

Steering Committee certifies the completion of the studies in order to grant the Diploma of Postgraduate Studies (DMS).

Panel Judgement

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

Panel Recommendations

N/A

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 Department of History and Philosophy of Science of the NKUA, which is responsible for the management of the PSP, recognizing the importance of teaching and research, follows a clear, transparent, and fair process for the recruitment of qualified staff to support the program. Attracting highly qualified academic staff is, indeed, a top priority and a diligently followed practice by the Department. The current staff is recruited from the top three Greek Philosophy Departments that excel in Ancient Greek Philosophy studies, namely the University of Athens, the University of Patras and the University of Crete. Despite the withdrawal of the Philosophy Department of the Aristotelian University of

Thessaloniki from the program, there is still one person affiliated with this University participating in the program.

Additional teaching staff is recruited from foreign universities like the University of Munich (Germany), the University of Vienna (Austria), the university of California in Santa Barbara (USA), the University of Oslo (Norway), and the University of Turin (Italy).

The EEAP confirms that the expertise, international background, high qualifications, and enthusiasm of the teaching staff enhance the quality of teaching and research output. All of them are Ph.D. holders, active researchers, productive scholars, and dedicated teachers. Teaching staff and guest speakers from other countries and institutions, also deliver lectures and participate in teaching and other academic activities of the program and the Department. New and appropriate technologies are widely used for teaching in the classroom. Electronic means including teaching platforms, websites, email and social media are also used when interacting with students. The staff-student ratio is very good.

II. **Analysis**

The teaching staff follows innovative and widely used pedagogical practices and instructional methods that meet international standards. There is enthusiasm and skills in utilizing new technologies for teaching, communication and interaction among faculty, students and University services. The EEAP had the opportunity discuss the program with members of the teaching staff and got the impression that they are committed, accessible, understanding, and ready to provide support and guidance to their students. The teaching, encouragement and advising provided by faculty members is of the highest standards and is also appreciated by the students. Overall, the EEAP has the impression that the Departmental and program culture and learning environment are excellent.

III. **Conclusions**

The Department and the University provide encouragement and adequate opportunities for the professional development of the faculty, although there is room for further improvement. All teaching staff should be commended for their firm commitment, concentrated effort, and enthusiasm in maintaining high-quality teaching and research despite external obstacles and difficulties, for which the Department and the University cannot be blamed. It is pointed out that there is a collaborative climate in the Department and the program built on and reflecting mutual respect and collegial spirit, not only among faculty members, but also among administrative staff, the student community and teaching staff.

Panel Judgement

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

Panel Recommendations

1. The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects.

2. The excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced.

PRINICPLE 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 LEARING 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

    In the context of the internal quality assurance process, the quantity and quality of available infrastructure and services are systematically monitored, and it is ensured that students are informed about the services provided to them.

    In cases of deficiencies, corrective actions are initiated.

    II.   Analysis

    The personnel employed in the Athens MA in Ancient Philosophy program consists of 11 faculty members (Teaching and Research Staff) from the four

collaborating Departments, one member of Laboratory Teaching Staff from the Department of History and Philosophy of Science, two administrative staff members from the Department of History and Philosophy of Science, and fourteen External Collaborators who have undertaken or will undertake teaching duties in the program (including the supervision of theses). All the listed employee groups have opportunities to enhance their skills through seminars and conferences. Faculty and Laboratory Teaching Staff, in particular, can also take advantage of educational leave.

Four (4) research laboratories have been established and are operational to support the operation of the department's undergraduate and postgraduate programs and to promote research. To meet its educational needs, the Department of History and Philosophy of Science has auditoriums, classrooms, and computer labs. The infrastructure also includes the student reading room of the Department's Library. The Department's Library is part of the Central Library of the School of Science at the University of Athens and participates in the Hellenic Academic Libraries Link (Heal-LINK). Students can also use the Blegen Library of the American School of Classical Studies, after obtaining the necessary written permit from their advisors.

The Athens MA in Ancient Philosophy program offers several key services to its students, including E-Class, a comprehensive electronic course management system supporting asynchronous distance learning, and Electronic Secretariat Services, which provide access to various electronic services through the UniTron Information System. Additionally, the Central Library and Information Center offers access to electronic resources, online information sources, an open public access catalog (OPAC), NKUA journals, bibliographic databases, the "Pergamos" digital library, special digital libraries and collections, thematic portals, article ordering, interlibrary loan services, and the "Ask a Librarian" service. These services are detailed on the program's, department's, and university's websites.

The Athens MA in Ancient Philosophy program offers various services to its students, including academic advising, digital services (such as email and Wi-Fi), counseling for career and psychosocial issues, support for international students, and assistance for students with disabilities. Additionally, students receive an academic ID with reduced fare benefits, have access to a foreign language teaching center, and can participate in a cultural student club that promotes artistic expression.

The resources of the Athens MA in Ancient Philosophy program mainly come from tuition fees, which amount to 3000 euros per student per education cycle. During the 2023-24 period, the program received €47,312.46 from the ESPA Fund as part of the "Support for Actions in the Internationalization of Higher Education" initiative. Additionally, in the first academic year, the program obtained substantial sponsorships that funded the Hypatia Scholarship and the Ioannis Loizides Award of Excellence.

III.   Conclusions

In conclusion, the adequacy of human resources and infrastructure is considered quite satisfactory and fully compliant with principle 6.

Panel Judgement

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

Panel Recommendations

•   Extended library hours, especially since commuting to the Blegen Library and the city center is often very time-consuming.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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

Based on the panel's comprehensive review of the PSP, it is clear that the regulations applied concerning Information Management align with the criteria outlined in Principle 7. The programme committee has followed all necessary procedures to ensure that the overall quality of the programme is effectively monitored. The administrative team, the programme director, the members of the programme committee and the internal evaluation group of the department are all involved in collecting and analyzing data related to the student body, student progression, employability, career paths of alumni, as well as the outcomes of teaching methods and the effectiveness of all courses.

As outlined in the accreditation proposal and confirmed during meetings, the administration of the PSP gathers all necessary data in compliance with the quality assurance framework. To collect the required data, the PSP utilizes UniTron, the Internal Quality Assurance System (IQAS) of the National and Kapodistrian University of Athens (NKUA). Additionally, the National Information System for Quality Assurance in Higher Education (NISQA) is used, while there are also plans to integrate a Business Intelligence (BI) system currently under development by the Quality Assurance Unit (QAU) of the university.

Data and information are forwarded to the department's administration. They are also stored in the archive of the department's secretariat for easy access by any public service entitled to review them. Simultaneously, the internal evaluation group submits data to NISQA as part of an annual procedure. At the end of each academic year, all collected information is shared with the members of the PSP to facilitate an internal evaluation. During the annual meeting, the data is analyzed, leading to conclusions about the PSP's impact and the establishment of new targets for the upcoming academic year.

As the PSP is currently in its second year of operation, the amount of data collected is still relatively limited and does not yet allow for definitive conclusions. However, according to the presentation delivered by the programme director, in 2023-2024, there were 24 applications, of which 18 were accepted, 12 enrolled and 11 graduated as outlined in the student guide. Only one participant required an extension of their studies for a third semester. For the 2024-2025 academic year, there have been 34 applicants, 21 acceptances and 16 enrollments. Furthermore, 82% of the participants (23 out of 28) are international, ensuring the global character of the PSP. In terms of Student Satisfaction Surveys, the participation rate in 2023-2024 was 48%.

An Alumni Association has also been recently created in order to foster connections among graduates, support networking opportunities, and contribute to the professional and personal development of its members.

II. **Analysis**

The PSP follows a well-structured procedure for the collection and analysis of information. All members of the administration, as well as the academic staff and the secretariat, are well informed about the programme's statistics and overall review. However, as the PSP is expected to grow in the coming academic years, leading to the accumulation of significantly more data, there are certain aspects that require attention.

First and foremost, it is crucial that the secretariat is staffed with individuals responsible for the collection and organization of data, ensuring that a clear catalog of graphs and detailed information is provided to the academic staff. As it became evident during meetings with the EEAP, the programme director, along

with other members of the teaching staff, has had to bear the full responsibility of information management. According to the conclusions of the EEAP, this arrangement could gradually diminish the programme's capacity for effective data analysis. A shortage of graphs and specific statistics has already been observed, particularly regarding the availability and accessibility of equipment, IT facilities, social services, etc. Additionally, there has been insufficient data and records concerning the academic background of participants, their academic progress, and the career paths of alumni. The recently established Alumni Association is a measure taken to address this issue.

Nevertheless, the programme's committee appeared to be well informed about students' body. They were aware that a significant portion of the first year's participants had achieved high academic scores (>7) and that many alumni had been enrolled in PhD programmes. Consequently, it is clear that the relatively low number of participants during the short period of operation of the PSP has facilitated the collection of data. It is therefore emphasized that a stronger data management provision will be necessary for the upcoming years and the further development of the programme.

Furthermore, although participation in the Student Satisfaction Surveys has been relatively low, a strong commitment from the academic staff was able to fill the gap. They demonstrated awareness of the students' issues, while they also took measures to address and resolve them.

III.   **Conclusions**

To conclude, the PSP has demonstrated outstanding performance in Information Management. Although the program's short duration prevents us from drawing definitive conclusions, the commitment of the administration and teaching staff has proven effective in maintaining thorough data collection.

Panel Judgement

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

Panel Recommendations

●   Appoint a secretary responsible for information management, ensuring full commitment to the duties of this role.

●   Enhance participation in Student Satisfaction Surveys to obtain more comprehensive feedback. Provide a longer period for the evaluation

    procedures.

●   Expand data collection on equipment, IT facilities, social services and other relevant resources.

●   Strengthen and support the Alumni Association to foster long-term engagement and collaboration.

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**

Regarding Public Information, the strategy of the PSP appears to be fully compliant with the criteria of Principle 8. The programme utilizes a variety of channels to maintain strong communication with its participants, graduates, prospective applicants, sponsors, and social partners.

The primary channel for information and promotion is the PSP website (https://athensma.phs.uoa.gr/). This well-structured, modern and user-friendly platform is available in English and presents all essential information clearly categorized in relevant sections. Among other resources, visitors can access details on the programme's Quality Assurance Policy, internal and external evaluations, general regulations, structure, course outlines, teaching staff, social services, application procedures, fees, the recently established Alumni Association, etc.

Regarding course outlines, in addition to a brief description of each course offered per semester, an attached file provides a detailed introduction to each course's content, teaching hours, ECTS, teaching activities, learning outcomes and final assessment methods. Furthermore, as noted during meetings with the EEAP, the PSP study guide has been recently updated. The website is further enriched with information on the Erasmus and Civic programmes, scholarships and awards for excellence, conferences, and other relevant activities. A dedicated news section

and contact information are also available. The PSP is primarily promoted through the homepage, which provides a concise overview of the programme's key features. Additionally, documents related to policies, regulations, applications and enrollment procedures are accessible online.

Beyond its website, the PSP is also promoted through the official NKUA website, the programme's dedicated Facebook page, newsletters, leaflets, and posters placed in central university locations.

Finally, provisions are in place for the maintenance and regular updating of both the website and the Facebook page. The programme's committee maintains daily communication with the secretariat and administration to ensure that all information remains up to date, while also providing new and engaging content to enhance the programme's visibility and effectiveness.

II. **Analysis**

In general, the Public Information of the PSP is presented in an exemplary manner. The webpage, along with the complementary communication channels, provide all concerned individuals with a direct and easily accessible source of information.

However, the programme's outstanding results, as well as the activities of all members and social partners, create significant opportunities for further development. In this regard, the EEAP identified additional possibilities for promoting seminars, lectures or other activities, through online live streaming. This would open the programme to new audiences, attract more applicants and enhance the overall impact of the PSP.

Nevertheless, while the PSP's growth offers great publicity opportunities, it may also lead to an increased workload. Since the programme's committee is primarily responsible for updating the online channels, this could result in fatigue and a gradual decline in effectiveness. It would therefore be essential to allocate dedicated personnel to handle the workload and ensure the continuous promotion and maintenance of Public Information.

III. **Conclusions**

In conclusion, the Public Information of the PSP is up-to-date, comprehensive, direct, and readily accessible to all students and interested individuals. Additionally, provisions are in place for maintaining the webpage and all communication channels.

Panel Judgement

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

Panel Recommendations

● Assess the possibility of utilizing additional communication channels to showcase the work of the PSP through live streaming of events and

lectures.

● Explore the feasibility of allocating dedicated personnel for the daily maintenance and updates of online channels.

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**

The NKUA includes all those procedures - processes required by the institution for the systematic evaluation (internal and external) and improvement of all the educational and research work carried out at the School, as well as the implementation of procedures for the accreditation of its curricula as required by law. The scope of the NKUA is the academic accreditation of the Institution's Curricula, the accreditation of the NKUA as well as the implementation of quality assurance in the academic and service units and human resources.

Since the establishment of The Athens MA in Ancient Philosophy, procedures

have been adopted, quality assurance and evaluation procedures for this MA, which are carried out on the basis of process 4 of the University of Athens, entitled "Internal Evaluation". These evaluation procedures include an assessment of the teaching work, as well as other academic functions and activities. The Curriculum is systematically evaluated on an ongoing basis with the participation of students and the suggestions of other stakeholders.

II.   **Analysis**

All those involved in the implementation of the activities and actions of the postgraduate programme, and more specifically, the students, the members of the teaching staff, the members of the administrative and technical support and the Department's OMEA, participate in the internal evaluation process. The annual Internal Evaluation process highlights the strengths and weaknesses of the MA's operation and aims, among other things, at setting new objectives and matching them with the desired quality levels.

Through this process it is expected to address in a cooperative, creative and constructive spirit, negative or weak points of the structure of The Athens MA in Ancient Philosophy and the learning process. Especially for the second point, that of changes in the learning processes, the members of the teaching staff should be emphasized that they have the possibility to judge any needs for improvement and to make suggestions to the Director of the MA for modifications of their teaching methods and changes in the course content. Student learning performance is also taken into account for this need.

III.   **Conclusions**

All requirements regarding principle 9 are met.

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

Allow more time of platform oppening for students evaluation.

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**

This is a recently implemented program and, as such, it has not been externally evaluated before. The results of the first student evaluation show a high degree of satisfaction with the PSP. The internal evaluation regarding the sufficiency of the facilities and the teaching material revealed also a high degree of sufficiency. During the current external review, the EEAP had the opportunity to assess the initial internal review and accreditation proposal, as well as the documentation provided in accordance with the principles, standards and quality procedures of the Institution's internal quality assurance system. The initial internal review report and accreditation proposal as well as other extensive materials were made available to the EEAP electronically in advance through HAHE. More information and material were made available during the meetings. The PSP, the Department and the Institution have been positive and supportive of the review process and worked diligently in preparing materials, presentations, as well as in organizing and hosting the online virtual meetings with the EEAP. All the meetings included presentations, discussions, and question and answer sessions. The EEAP had the opportunity to meet, talk, and interact with all the participants at all meetings. The discussions were very constructive, informative and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department and the staff supporting the program to answer questions and provide additional information and clarifications during the meetings are worth noting. It is the feeling of the EEAP that the Institution, the Department and the

internal quality assurance units (MODIP, OMEA etc.) performed an excellent job throughout the initial internal and external evaluation process and the objectives of the process have been fully met.

II. **Analysis**

Based on the materials submitted and the information gathered during the online presentations and discussions, the EEAP has the impression that all members of the staff (teaching, administrative, support services), as well as the social partners and other stakeholders are aware of the importance of internal and external reviews, their usefulness and the contribution they can make in improving the PSP. Throughout the current external accreditation process, it was convincingly demonstrated that the Department and the PSP are committed to the letter, spirit and process of quality assurance, internal monitoring and external review.

III. **Conclusions**

It is the impression of the EEAP that the PSP, the Department and the Institution have in place the appropriate quality assurance mechanisms (including MODIP, OMEA, program Steering Committee) and procedures and are committed to internal and external evaluation and monitoring. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach towards quality assurance, internal review, and external evaluation is expected to have a positive impact on the program and contribute to its continuous improvement, while upgrading support services and the learning environment. However, more tangible results and a more meaningful assessment regarding this Principle and the overall progress and success of the program will be possible when an internal assessment and another external evaluation are carried out after its implementation.

Panel Judgement

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

Panel Recommendations

1. Maintain and further enhance the existing positive attitude towards the external review process, its findings and recommendations.

2. The Department's quality assurance committee may wish to consider, if possible and

meaningful, having a more structured procedure – such as regular scheduled meetings and timeframes – to ensure that ongoing monitoring and periodic reviews of the MA are sustained and further enhanced.

PART C: CONCLUSIONS

I.   Features of Good Practice

Excellence of the teaching staff.

Adequacy of the programme.

Impressive networking.

II.   Areas of Weakness

Insufficient formalisation of the abroad networking.

Further developpement of the curriculum is advisable.

More funding should help develop the programme.

The excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced.

Action should be taken to enhance the programme's visibility.

III.   Recommendations for Follow-up Actions

Include courses providing connections to the further historical development of Philosophy, especially in the Middle Ages and to other philosophical traditions, e.g. similar developments in Ancient Indian and Chinese Philosophy.

Include courses or topics providing connections to contemporary developments, especially with the recent discourse on the "decolonization" of Ancient Philosophy in the Americas.

The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects.

Create a common reading place so that the excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced. This would also help strenghten the student's community.

Assess the possibility of utilizing additional communication channels to showcase the work of the PSP through live streaming of events and lectures.

Explore the feasibility of allocating dedicated personnel for the daily maintenance and updates of online channels.

Strengthen and support the Alumni Association to foster long-term engagement and collaboration.

Create a permanent committe of external/international collaborators and arrange for regular formal meetings.

Allow more time of platform oppening for students evaluation.

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**

CHRISTIAS PANAGIOTIS

Antoniou Maria

Croitoru Ion

KAMPA ANNA

PSARROS NIKOLAOS