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ΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:
Philosophy
Institution: University of Patras
Date: October 12, 2019

ΑΡΙΣΤΕΙΔΟΥ 1 & ΕΥΡΥΠΠΑΔΟΥ, 105 59 ΑΘΗΝΑ
Τηλ.: +30 210 9220944, FAX: +30 210 9220143
Ηλ. Ταχ.: adipsecretariat@hqa.gr Ιστότοπος: <http://www.hqa.gr>

1, ARISTIDOU ST., 105 59 ATHENS, GREECE
Tel.: +30 210 9220944, Fax: +30 210 9220143
Email: adipsecretariat@hqa.gr Website: www.hqa.gr



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Philosophy** of the **University of Patras** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of Philosophy of the **University of Patras** comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Prof. Dr. Nikolaos Psarros** (Chair)
University of Leipzig (Leipzig, Germany)
2. **Prof. Dr. Haralambos Symeonidis**
University of Kentucky (Lexington KY, USA)
3. **Assoc. Prof. Dr. Spyridon Tzounakas**
University of Cyprus (Nicosia, Cyprus)
4. **Prof. Dr. Christopher Vassilopoulos**
Eastern Connecticut State University (Willimantic CT, USA)

II. Review Procedure and Documentation

Monday, October 7, 2019, Briefing in Athens

Accreditation Panel and members of the HQA met at the headquarters of HQA. The accreditation panel was informed on HQA mission, standards and guidelines of quality assurance accreditation process, national framework of HEIs. At 13.00 the accreditation panel traveled to the Department site of Philosophy in Patras.

After arriving in Patras, the accreditation panel checked in at the hotel and later they had a discussion on the proposal report allocating the task and listing issues for the site visit.

Tuesday, October 8, 2019, Patras

The accreditation panel had its first welcoming meeting in the morning with the Vice Rector/President of MODIP Prof N. Karamanos & the Head of the Department Prof M. Paroussis. A short overview of the Undergraduate Programme (history, academic profile) current status, strengths and possible areas of concern was presented to the accreditation panel.

Another meeting followed with OMEA representatives, Profs P. Kontos (coordinator), E. Kaleri, J. Zeimbekis, & MODIP representatives, Profs Nikos Karamanos (Vice Rector/President of MODIP), Ath. Karalis, J. Giannikos. They discussed the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation - Review of students' assignments, thesis, exam papers & examination material.

Around 12.30 accreditation panel met with teaching and staff members Assist. Prof A. Michalakis, Assist. Prof. M. Mouzala, Assist. Prof E. Perdikouri, Assist. Prof G. Sagriotis, Assist. Prof. S. Stavrianeas, Dr. A. Ntoka, Dr C. Raspitsos. The main focuses of the discussion were professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

During a lunch break between 13.15 and 14.15 the accreditation panel had the opportunity to reflect upon impressions of meetings and complete information where necessary.

After the break the accreditation panel met with a group of undergraduate students and discussed their satisfaction from their study experience, Department/Institution facilities and priority issues concerning student life and welfare.

A meeting with the following graduates followed: Dr. J. Papachristou, Dr. N. Soueltzis, Dr L. Petridou, M. Zisimopoulou (Leiden), D. Koutris (Utrecht), G. Alisandratos (Thessaloniki), Ms St. Kakosimou, Ms Ath. Theofilopoulou, Ms El. Grigoriou. The main focus of the discussion was their experience of studying at the Department and their career path.

At 16.30 the accreditation panel met via skype with employers and social partners: Dr. Vasiliki Mollaki (Representative of the National Bioethics Commission), St. Trachanas (Director of the Center of Open Online Courses mathesis, Foundation of Research and Technology, Crete), Ms Pola Kapola (Director of Nissos Press, Athens), Dr Em. Petrakis (Director of the Lyceum "Ar-sakeion Patras"), and teachers at the Secondary State Education: Dr. Z. Antonopoulou-Trechli, Mr A. Bozis, Ms K. Beikaki. They discussed relations of the Department with external stakeholders from the private and the public sector.

At 17.30 the accreditation panel had a debriefing meeting at the hotel reflecting on impressions and preparing for the second day of visit.

Wednesday, October 9, 2019, Patras – Athens

Accreditation panel visited a classroom and other facilities and observed a class of 3rd-year students. The accreditation panel evaluated facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate to ensure a successful provision of the programme.

A short debriefing meeting followed where the accreditation panel discussed on the outcomes of the visit and began planning the oral report.

Around 11.45 the accreditation panel had a closure meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP representatives. They discussed on several points/findings which needed further clarification and an informal presentation of the accreditation panel key findings followed.

At 13.00 the accreditation panel departed from Patras to Athens.

Thursday, October 10, 2019, Athens (*AP members only*)

The accreditation panel met at Stratos Vassilikos Hotel to work on the draft of the Accreditation Report.

After a short lunch break the accreditation panel continued working on the draft of the accreditation report and finished around 16.00. The accreditation panel decided that Prof. Psarros was going to draft the study programme profile and Prof. Symeonidis was going to draft the review procedure and documentation. The drafts were distributed among the members of the accreditation panel for review.

III. Study Programme Profile

The Department of Philosophy of the University of Patras was established in 1999 and was until the recent reform of the Greek university landscape the only department in the humanities sector of the Greek university system that was devoted solely to the discipline of Philosophy. Since its establishment the department has used the chances offered by its unique character and achieved a top position among the other related departments regarding its international reputation and standing in philosophical research as well as in the training of young philosophers.

The current undergraduate study programme was developed in the wake of and as a reaction to the evaluation of the department in 2013 and reflects the willingness to implement the recommendations of the evaluation committee, as well as the necessity to comply with the guidelines set by the so-called “Bologna-process”. In its efforts to realize the spirit of the reform of the European university studies, the new undergraduate study programme introduced a transparent relationship between the study workload and the awarded ECTS points of each course. Additionally, reflecting the aim of the department to implement a stronger interplay between academic research and teaching, the new programme made use of teaching forms like seminars, reading courses, and workgroups (in the Greek terminology “laboratories”) that were hitherto mostly neglected in Greek undergraduate programmes in the humanities.

The programme has a duration of four years and is subdivided in semesters. The complete attendance of the courses offered in each semester is awarded with 30 ECTS points, so that the four-year programme offers 240 ECTS points.

The courses of the first two years have a more introductory character and are offered in form of lectures that include discussions with the students as well as the dealing with philosophical texts.

In the subsequent two years the courses are offered more in form of seminars and working groups that include the personal supervision of the students by their academic teachers.

Especially in the first two years of the programme, the students are offered courses in other fields of the humanities, as well as courses in pedagogics and an introduction into the basic concepts of computer science and in the use of software that is relevant for their studies.

In the second half of the programme, i.e. in the third and the fourth year, the programme is enriched with a variety of elective courses that cover a broad spectrum of philosophical topics and authors. The studies are concluded with the composition of diploma thesis.

Apart of the traditional methods of teaching, the study programme also implements e-class teaching methods.

Furthermore, the students are strongly encouraged to participate in the ERASMUS exchange programme. Incoming ERASMUS students are offered a selection of courses in foreign languages, especially in English and German.

Since in Greece the humanity studies provide by law the right to apply for employment in the secondary education sector, the department offers also school internships in cooperation with the schools of the region.

The department is in the campus of the University of Patras in the municipality of Rio. The teaching takes place in lecture halls that are equipped with adequate audiovisual instruments. The department has also a well-stocked library that is free accessible to the students during the opening hours.

The faculty complement consists currently of thirteen professors, five lecturers (EDIP) and a varying number of auxiliary tutors employed on a term contract basis.

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

The graduation rate is 65%, which is quite remarkable, however, the average score lies with 6,5 slightly above the middle of the grading scale of 5,0. The department endeavors the raising of the graduate average score by strengthening its efforts in the application of student-centered teaching methods.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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

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

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labor market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

Study Programme compliance

The institution complies with the principle. It applies a quality assurance policy as part of its strategic management. This policy expands and is aimed (with collaboration of external stakeholders) at all institution's areas of activity, and particularly at the fulfilment of quality requirements of undergraduate programmes. This policy is published and implemented by all stakeholders.

Panel judgement

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

Panel Recommendations

No recommendations necessary. The committee encourages the institution to continue with their good practices

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organization, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labor market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The general outline of the undergraduate study programme is well conceived and enables the smooth introduction of the students into the very complex field of philosophy providing at the same time to the students the opportunity to specialize in the areas that make up the focuses of the department's research activity. Following the general tradition of the humanities in the Greek academic system, the undergraduate study programme provides also enough space for courses in non-philosophical subjects, like pedagogic, literature, history etc., that enable the graduate students to pursue a career in the Greek secondary education system.

This mixture of philosophical and non-philosophical courses is well balanced and does not alter significantly the philosophical character of the study programme.

An important, almost unique, feature of the programme is the implementation of seminars in the third and fourth year of studies, in which the students are directly confronted with original philosophical texts and are thus forced to form their own philosophical thinking by the direct interaction with these texts.

However, also the classical form of teaching at Greek universities, the lecture, is realized in a way that allows the students to participate actively and to debate with the professors on the topics presented.

A particularly interesting aspect of the study programme is that in the first semester the introduction of the students in philosophy does not only involve a, more or less 'standard', introductory lecture, but also a course in political philosophy, which serves very well the purpose of introducing the students in philosophy, because it uses their "mundane" knowledge of political terms and paves so the way to their philosophical conceptualization.

A further positive feature of the study programme is, that there are several courses offered in languages other than Greek, especially in English and German.

The study programme is completed by an adequate number of elective courses reflecting a broad spectrum of philosophical research.

Unfortunately, the programme suffers from three flaws, the two of which are of a more technical nature and can be easily repaired and the third relies on the general "examinatory" nature of the Greek university system that can be ameliorated only in the long run.

The first technical flaw is the fact that almost the totality of the courses, with the only exception of those offered in foreign languages, is closed to international students, especially to students participating in the ERASMUS programme. However, the ERASMUS programme relies on the participation of the exchange students in courses in the native language of the receiving institution. We recommend therefore to open the courses in Greek language to international students on the provision that they have an adequate command of the Greek language (level B1/B2) to enable their active participation.

The second technical flaw of the programme is that in its printed form the structure is not clearly described. The study guide focuses on the specific information about the courses. However, the object of the accreditation is not the content of the study programme, but its formal structure. Also not adequately described is the rationale of the general teaching units. The description, for example, of the aforementioned introductory course in political philosophy does not make explicit the reason of its placement at the very beginning of the studies.

The third flaw is related to the number of exams and the number of the ECTS points awarded in each course. Most of the courses includes three hours of teaching per week and are concluded by a written exam, mainly in form of a test, which award only five ECTS points. This sums up to about forty exams during the four-year studies programme, which is definitely too much, compared with the international average.

The panel is aware, that this last problem cannot be resolved easily, but it should be a priority for the development of the study programme.

Panel judgement

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

Panel Recommendations

1. *Open the majority of courses in Greek for Erasmus students.*
2. *Provide sufficient description of the structure of the study programme.*

3. *Reduction of the number of final exams and increase the number of ECTS points awarded per course by merging courses.*

Principle 3: Student- centered Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centered learning and teaching process

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

In addition :

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

While current students think that they are being adequately served, when compared to the experience of the alumni of the University of Patras, who studied abroad, there seem to be some deficiencies. For example, there was inadequate emphasis on original scholarly work by the students.

Following a procedure that is usual in Greek universities, the students prepare during the courses small essays that are supervised by their professors and discussed with them. This is a

highly recommended practice because it allows students to be gradually introduced into the skill of expressing an idea or a thesis and defend it in written form. However, the performance of the students in formulating and defending a thesis is not put into the scrutiny of an exam. Almost all exams are administered in the form of a written test, where the students must reproduce the material that they learned during the course.

The practice of written exams may be convenient to manage large numbers of students and suppresses plagiarism and fraud, which are difficult to trace and address adequately. It misses, however, the essence of the study of philosophy, which is not only to provide students with knowledge, but mainly to train their ability to autonomously formulate, defend and criticize philosophical theses and ideas by providing arguments. If the students are not challenged seriously in doing so by only taking exams, this ability cannot be cultivated adequately.

This deficit becomes obvious to those students who continue their studies abroad, especially in competitive environments, where one's progress relies on their ability to put forward new ideas and to participate in a critical dialogue.

Panel judgement

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

Panel Recommendations

Increase or introduce courses in which the final grade is mainly based on an original, analytical essay of the student's own choosing.

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

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme compliance

The undergraduate programme follows the institution's regulations covering all aspects and phases of studies. Admission to the undergraduate programme follows the rule of admission to higher education of the structures of Greek state. There are rules ensuring students progression. Student mobility is based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments according to the principles of the Lisbon Recognition Convention. Institution provides students with a Diploma Supplement after successfully completing their undergraduate studies.

Panel judgement

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

Panel Recommendations

Students could be more encouraged to participate at different mobility programmes provided by European and bilateral agreements. Currently, the number of Erasmus outcoming students is relatively low but the department seems to be committed to increase it. We hope the extended discussions we had will prove helpful in this endeavor. Academic advising is being introduced during the current academic year for the incoming students. The committee highly recommends this good practice and strongly suggests this to expand for every academic year. We believe that a more effective advising programme would help students to successfully conclude their studies on time.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

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

Study Programme compliance

As the first Department of Philosophy in Greece, the vision of its programme encompasses the pursue of philosophy in a broader context but also creating three areas of excellence, namely a) ancient Philosophy, b) continental philosophy, and c) analytical philosophy. As a result, the recruitment of properly qualified teaching staff follows the areas of interest of the department. Teaching skills are taken into account for promotion of teaching staff. The department follows quality assurance processes of all staff members. Policies to attract highly qualified academic staff undergo the hiring procedures of the Greek state. However, internal departmental incentives are offered to attract qualified teaching staff. Teaching staff seem eager to bring their research into classroom.

Panel judgement

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

Panel Recommendations

Innovation of teaching methods and the use of new technology in classroom is limited. We encourage the department to optimize the unique qualities of the talented faculty. We hope that the new faculty will have synergistic effects with a view to a building a team. There is a lack in hiring new faculty. To complete the faculty, the department urgently needs new faculty and not “auxiliaries” to be able to maintain excellence. Staff seems willing to extend their knowledge in teaching methods.

Principle 6: Learning Resources and Student Support

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

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organized in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme compliance

In comparison to the results of the evaluation of 2013, there has been a significant improvement regarding all aspects of student support and learning resources. As an example, there is an improving in the classroom, funding has achieved adequate level, and there have been established institutions dealing with psychological and social support of the students including a student Ombudsman. The committee believes that an effective student support relies on the students trust to their professors which seems to be the case at the Department of Philosophy.

Panel judgement

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

Panel Recommendations

No recommendations necessary. The committee encourages the institution to continue with their good practices

Principle 7: Information Management

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

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme compliance

The department has effective procedures for collecting information on the undergraduate programme and other activities feed data into the internal university system of quality assurance.

Panel judgement

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

Panel Recommendations

There are software issues regarding certain courses that cannot be updated or changed in the system. The committee recommends an update of the software system in order this problem to be solved.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

The public has easy access to the activities of the department. The website provides accurate and updated information on faculty, study programme, and general information for prospective and current students.

Panel judgement

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

Panel Recommendations

The panel suggests improving the accessibility of the website to persons with disabilities and special needs.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- the changing needs of society*
- the students' workload, progression and completion;*
- the effectiveness of the procedures for the assessment of students*
- the students' expectations, needs and satisfaction in relation to the programme;*
- the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analyzed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme compliance

The department is one of the first institutions in Greece to introduce voluntarily a regularly internal evaluation believing that this process would further help them improve. The panel was very satisfied with the implementation of all recommendations of the evaluation of 2013.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations necessary. The committee encourages the institution to continue with their good practices

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

HQA is responsible for administrating the programme accreditation process, which is realized as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme compliance

The undergraduate programme of the department has internalized evaluation process by panels of external experts appointed by HQA.

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations necessary. The committee encourages the institution to continue with their good practices

PART C: CONCLUSIONS

I. Features of Good Practice

1. *Study programme follows the principles of quality assurance.*
2. *Adequate and transparent objectives of undergraduate programme.*
3. *Clear aims to establish a student-centered learning environment.*
4. *Efficient implementation of the undergraduate programme and related activities, in an integrated, effective, and easily accessible way.*
5. *An exceptionally strong outreach programme.*
6. *Excellent cooperation between the Department and MODIP.*
7. *A harmonious relationship among administration, faculty, and students.*
8. *A continuous willingness to improve the programme and an acceptance of external suggestions for improvement.*

II. Areas of Weakness

1. *Inadequate system of faculty development.*
2. *Insufficient development of student autonomy.*

III. Recommendations for Follow-up Actions

1. *Fulfill the faculty complement.*
2. *Reduce the number of courses and exams.*
3. *Strengthen student's ability for autonomous philosophical thinking.*

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

2, 3

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 Accreditation Panel

Name and Surname

Signature

1. **Prof. Dr. Nikolaos Psarros**
University of Leipzig (Leipzig, Germany)
2. **Prof. Dr. Haralambos Symeonidis**
University of Kentucky (Lexington KY, USA)
3. **Assoc. Prof. Dr. Spyridon Tzounakas**
University of Cyprus (Nicosia, Cyprus)
4. **Prof. Dr. Christopher Vassilopoulos**
Eastern Connecticut State University (Willimantic CT, USA)