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HELLENIC REPUBLIC



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# Accreditation Report for the New Undergraduate Study Programme in operation of:

**Philosophy**

**Institution: University of Ioannina**

**Date: 6 May 2023**



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 HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Philosophy** of the **University of Ioannina** 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 new undergraduate study programme in operation of **Philosophy** of the **University of Ioannina** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. Prof. Dr. Nikolaos Psarros (Chair)**

University of Leipzig, Germany

**2. Prof. Dr. Maria Antoniou**

Pace University, New York, United States of America

**3. Prof. Dr. Panagiotis Christias**

University of Cyprus, Nicosia, Cyprus

**4. Stud. Phil. Alexandra Sakizli**

National and Kapodistrian University of Athens, Athens, Greece

## II. Review Procedure and Documentation

The accreditation procedure took place in digital form on May 2<sup>nd</sup> and May 3<sup>rd</sup>, 2023. Prior to the sessions, the members of the External Evaluation & Accreditation Panel (EEAP) had the opportunity to study all accreditation support materials supplied to them by HAHE in advance, including:

- HAHE Materials such as P12B\_Guidelines for EEA Panel, P13B\_MAPPING GRID & ASSESSMENT GUIDE, European Qualifications Framework, P1B Standards New UGP in operation EN.
- Social Policy DUTH Material, and
- the Department's Proposal for Accreditation along with several annexes.

In the early afternoon of May 2<sup>nd</sup>, 2023, the EEAP met to discuss the process and to divide tasks among its members. The sessions with the Department took place on May 2<sup>nd</sup>, 2023, between 18:00 h and 23:00 h EEST and on May 3<sup>rd</sup>, 2023, between 16:00 h and 21:45 h EEST.

The EEAP members were welcomed by Prof. Dr. Professor Panagiota Kanti, Vice-Rector for Academic and Student Affairs / President of MODIP and Prof. Dr. Golfo Mangini, Head of the Department, who presented the history, profile, and current status of the Undergraduate Study Programme. Following a short break, EEAP discussed the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation with:

- a) OMEA members Prof. Dr. Golfo Maggini, Associate Prof. Dr. Konstantinos Rantis, Assistant Prof. Dr. Konstantinos Gkaravelas, Assistant Prof. Dr. Christos Zagkos, Assistant Prof. Dr. Antonios Kalatzis, Assistant Prof. Dr. Stavros Kouloumentas, Assistant Prof. Dr. Aikaterini-Aliki Michou, and Assistant Prof. Dr. Spyridon-Orestis Palermos.
- b) MODIP members Prof. Dr. Anastasios Emvalotis and Associate Prof. Dr. Nikos Mpenos.
- c) MODIP-Secretariat Staff Mrs. Persefoni Griva, Mrs. Paraskevi Alexoudi, and Mrs. Evaggelia Tagkareli.

The representatives explained in detail the program's internal evaluation processes, answered a series of questions addressed to them by the EEAP members, and provided supplementary information when requested. The meeting was informative, lively, and fruitful. The first day of the visit closed with a short informal debriefing meeting of the EEAP members.

On the next day, the sessions included subsequent meetings with:

- a) **Teaching staff members** Prof. Dr. Konstantinos Petsios, Associate Prof. Dr. Iordanis Markoulatos, Assistant Prof. Dr. Christos Grigoriou, Assistant Prof. Dr. Spyridon Kaltsas, Assistant Prof. Dr. Eleni Leontsini, Assistant Prof. Dr. Aglaia (Lia) Mela, Assistant Prof. Dr. Athanassios Sakellariadis, and the special teaching staff member Dr. Panos Eliopoulos. The Panel discussed professional development opportunities, faculty mobility, student

evaluations, the link between teaching and research, and the student-centred functioning system and the teaching.

**b) Undergraduate Students of the Department:**

The EEAP discussed with eight (8) students from the 1<sup>st</sup> to the 4<sup>th</sup> year of the New UGP in Philosophy and with two (2) students who are still enrolled in the old study program of Philosophy, Pedagogics and Philosophy that is phased out in the next years. The students reported about their experience of studying at the Department and about their career plans. All students expressed very positive opinions about their respective study programs and the good study relationships with the members of the teaching staff. The EEAP was particularly interested in the possibilities they had of participating in research activities and their expectations concerning their labour markets prospects. The EEAP members had the opportunity to ask the students about the possible weaknesses of the study programme. Regarding the new UGP all students expressed the wish to reduce the pedagogics classes in favour of more classes in Philosophy and philosophy related subjects.

**c) A guided tour** in situ was not possible because of the digital format of the accreditation. The Department prepared, however, a very informative film of the premises including general facilities like the library and the student restaurant. The EEP had also the opportunity to discuss the condition of the premises with Prof. Dr. Golfo Maggini, Associate Prof. Dr. Konstantinos Rantis, Assistant Prof. Konstantinos Garavelas, Assistant Prof. Dr. Christos Zagkos, and Assistant Prof. Dr. Antonios Kalatzis.

**d) Employers and social partners:** The majority of the social partners represented institutions of the public sector, including the secondary education, local and regional administration, and foundations. One of the participants was the representative of a local publishing house and one other a research director at the Institute of Electronic Structure and Laser (IESL) of the Foundation for Research and Technology Hellas (FORTH). All stakeholders emphasised good cooperation with the Department. Special merits were given to the institution of practical exercise that is part of the UGP. Because of the location of the University of Ioannina in a predominantly rural region the possibilities of cooperation with the private sector are limited, a fact reflected in the composition of the stakeholder group. A very interesting and promising aspect is the cooperation of the Department with the Institute of Electronic Structure and Laser (IESL) of the Foundation for Research and Technology Hellas on topics related to ethics in technology, especially in the development of AI systems. This cooperation is the more important considering that the cooperation partner is located on the island of Crete, at the southern end of the Greek territory.

Following this meeting, the EEAP held a debriefing session to discuss first findings, critical points and to prepare the last meeting.

The digital visit concluded with a closing meeting with the representatives of MODIP and OMEA including the Head of the Department Prof. Dr. Golfo Maggini and Prof. Dr. Professor Panagiota Kanti, Vice-Rector for Academic and Student Affairs / President of MODIP. During this meeting,

the EEAP discussed their first impressions and received the Department's feedback. It also requested and received supplemental materials from MODIP.

### III. New Undergraduate Study Programme in operation Profile

The Department of Philosophy of the University of Ioannina was established in its current form by Law no. 4559/2018 in succession of the previous Department of Philosophy, Pedagogics and Psychology that was founded in 1985 following the dissolution of the then Philosophical Faculty in the Departments of Literature and History and Archaeology, and Department of Philosophy, Pedagogics and Psychology in the year 1984. The original Philosophical Faculty was the first Faculty of the University of Ioannina, which was founded in 1964 as an external part of the Aristotle university of Thessaloniki.

The Department of Philosophy in its current form offers one four-year Undergraduate Study Program, two two-year Postgraduate Studies Programs (Interdisciplinary MSc Program “Greek Philosophy and Philosophy of Science” and MSc Program “Education Sciences”) and two Doctoral Programs (“Philosophy” and “Greek Philosophy – Philosophy of Science”). The structure and organisation of the Undergraduate Study Program is fully harmonised with the European Credit Transfer System (ECTS) and has a scope of 240 ECTS points. The MSC Study Programs offer 120 ECTS points.

Furthermore, the Department operates six research laboratories:

1. Laboratory of Sociology and History of Education
2. Laboratory of Educational Research and Study of School Life
3. Laboratory for the Documentation & Study of the History of Social & Political Ideas
4. Laboratory for the Philosophical Research of Science, Technology and Culture
5. Laboratory for Platonic and Aristotelian Studies
6. Laboratory for the Research of Modern Greek Philosophy)

and the Spiros and Maria Malafouris Library and Museum (Hernani). All six laboratories and the Museum have their own premises.

The Department has 16 (+1 pending appointment) professorial members, two laboratory teaching staff (EDIP), three adjunct lecturers, and three administrative staff members.

The Department publishes since 1985 its own Philosophical Yearbook “Dodoni” (Δωδώνη).

The educational and research infrastructure of the Department is adequate and well maintained within the financial limits imposed by the Department’s general budget.

The curriculum of the Department of Philosophy is structured across three “dimensions”: a) courses in Philosophy (compulsory and elective), b) supportive courses in other fields of knowledge, namely in Greek Literature and Pedagogics, and c) courses in Foreign Languages (English, French and German). The supportive courses provide a complete education for the graduates who will be called upon to teach in secondary education. Philosophy courses are divided into compulsory and elective. The compulsory courses cover all branches of philosophy, while the electives are structured in such a way that students can choose their

areas of specialisation. In addition to the lectures, the curriculum includes a practical internship.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

### **Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit**

**Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.**

*By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.*

*The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.*

*More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.*

*During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:*

#### **a. The academic profile and the mission of the academic unit**

*The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).*

#### **b. The strategy of the Institution for its academic development**

*The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.*

#### **c. The documentation of the feasibility of the operation of the department and the study programme**

*The feasibility of the operation of the new department should be justified based on:*

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

**d. The documentation of the sustainability of the new department**

*Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:*

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

**e. The structure of studies**

*The structure of the studies should be briefly presented, namely:*

- ***The organisation of studies:*** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- ***Learning process:*** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- ***Learning outcomes:*** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

**f. The number of admitted students**

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

**g. Postgraduate studies and research**

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

**Relevant documentation**

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

## **Study Programme Compliance**

### **I. Findings**

#### ***a. Academic profile and mission of the academic unit***

The Department of Philosophy comprises a broad field of philosophical research with foci on Continental, Modern Analytic, Ancient and New Greek Philosophy, as well as on Ethics, Esthetics, and Philosophy of Technology.

The mission of the Department is threefold:

1. active participation in national and international philosophical research.
2. providing undergraduate students with a profound philosophical education without neglecting the skills that are necessary to achieve employment in the secondary education sector.
3. enabling postgraduate and doctoral students to achieve excellence in philosophical research and to pursue an international career.

#### ***b. Strategy of the Institution for its academic development***

The Department applies an active development strategy that includes the publication of an academic journal, the cooperation and the exchange with international partners, the organisation of conferences and workshops, and the cooperation with external partners, regional and nationwide, mainly in the public sector.

In fulfilment of this this strategy the Department:

1. publishes since 1985 the yearbook "Dodoni"
2. operates six laboratories that are devoted to specialised philosophical and pedagogical research, enabling students to actively participate in the research process.
3. participates actively in the ERASMUS+ program of the EU.

#### ***c. Feasibility of the operation of the department and the study programme***

The Department is recognized as an important academic and educational institution in the local and regional civic society. In contrast, the cooperation with the private sector is not well developed, a fact owed mainly to the predominantly rural character of the region of Epirus. Exceptions are the very good cooperation with a local publishing house and the Institute of Electronic Structure and Laser (IESL) of the Foundation for Research and Technology Hellas on Crete.

The UGP program is regarded by the students as well suited for providing them with the knowledge and the skills needed for successfully pursuing careers in the public and the private sector.

#### ***d. Sustainability of the new department***

The Department has solid infrastructural foundations and a scientific staff that has the qualifications and the age structure that are necessary to sustain and to further improve its operation.

#### ***e. Structure of studies***

Following the general demand of the Greek society and the State, to provide students with employment in the secondary education sector, the UGP aims at reconciling the providing of a profound philosophical education with the aim to provide the students with the skills necessary to achieve employment in the secondary education system. This leads to an imbalance in the structure of the program because the courses necessary for obtaining pedagogical competence and scientific proficiency in the non-philosophical subjects occupy almost 48% of the curriculum with respect to the number of the courses. This amount shifts to an even unfavourable 52% if the number of the ECTS points awarded is taken into account.

#### ***f. Number of admitted students***

The number of the admitted students decreased in the first four years of the operation of the new UGP from 267 in the year 2020 to 180 in 2022. Taking into account the increase of the number of the teaching staff in the same period these numbers do not put a high stress on the Program's resources and the capacity of the Department. Far more important is the fact that the admission scores of the students were quite low. However, after establishing a least admission base score in the last year, the quality of the admitted students has increased significantly.

#### ***g. Postgraduate studies and research***

The postgraduate programs have a high degree of excellence and very clear profiles. The principle of connecting teaching to research is fully implemented and enables the students to achieve the proficiency needed for a further academic career.

## **II. Analysis**

The EEP gained a **very good** impression of the UGP. Compared with other similar UGPs in Philosophy in Greek Universities the UGP of the Department of Philosophy of the University of Ioannina has achieved the most within the existing restrictions imposed on Greek UGPs by the demand to provide pedagogic sufficiency and training in literature and humanities so that the graduates obtain the right to be employed in the Greek secondary education sector. Thus, the critical remarks regarding the structure and the contents of the UGP made here should be understood as suggestions for the further optimization of the UGP and not as diagnosis of structural shortcomings and flaws.

The following two general remarks should also be understood in the same spirit:

1. The EEP found that the majority of the professorial teaching staff is at the level of Assistant Professor. This results in a distortion of the level pyramid. Measures should

be taken to encourage the members of the staff to seek promotion as soon as their academic development allows, so that the staff is more equally distributed among the academic levels.

2. The EEP found that presently the Department does not participate significantly in national or international research programs, apart from the ERASMUS+ program. The EEP understands that this is mainly due to the fact of the recent appointment of many new academic staff members. The EEP thinks that in the medium term the acquisition of research grants will increase the national and international visibility of the Department, which also will positively affect the teacher to student ratio.

### **III. Conclusions**

The total judgement is that the Department is fully compliant with the provisions of principle 1.

## Panel Judgement

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit</b>	
<b>a. The academic profile and the mission of the academic unit</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>b. The strategy of the Institution for its academic development</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>c. The documentation of the feasibility of the operation of the department and the study programme</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>d. The documentation of the sustainability of the new department</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
<b>e. The structure of studies</b>	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
<b>f. The number of admitted students</b>	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
<b>g. Postgraduate studies</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The panel recommendations regard mainly the structure of the UGP and are summarised in part C of this report.

## Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

*The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.*

*The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.*

### **Relevant documentation**

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

### **Study Programme Compliance**

#### **I. Findings**

The Department of Philosophy has a full functioning departmental quality assurance group and conducts evaluations of the performance of the teaching staff and the department on a regular basis. The Department has formulated a development policy that is closely monitored by the departmental Quality Assurance unit (QAU).

The QAU provided the EEP data regarding the results of the quality monitoring. The data show that regarding the academic excellency of the teaching staff, the teaching competence and the research activity the Department has a very good national and international standing.

The interviews with selected students showed that there is a high degree of satisfaction with the structure and the contents of the UGP, and with the teaching and the mentoring provided

by the academic staff. The only complaint was that the relative number of courses in pedagogics is too high and that it should be reduced.

The data of the evaluation questionnaires provided by the QAU corroborate the results of the students' interviews. However, the average feedback quote is lower than 20% of the respective course participants. The low feedback quote is connected with the digital format of the surveys and reflects a wider trend in European Universities.

## II. Conclusions

The overall impression of the EEP is that the quality assurance practices and structures are adequate and fulfil their purpose.

### Panel Judgement

<b>Principle 2: Quality assurance policy of the Institution and the academic unit</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

### **Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes**

Institutions should design the new 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.

*The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).*

#### **Relevant documentation**

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

## **Study Programme Compliance**

### **I. Findings**

The Department ensures:

1. the integrity of the structure and organisation of the UGP, as well as the provision of a high-quality education for an integrated learning experience. In addition to the provision of scientific knowledge, the aim is to cultivate skills that help the student in his/her transition to the labour market, especially in the final years of study,
2. to improve the performance, achievement and satisfaction of students and graduates through the performance and satisfaction of students, graduates and alumni through targeted actions. A key role in this respect is to be played by the Student Adviser and the use of the results of the evaluation of the programme by students and graduates,
3. the production of research of high quality and international impact and its connection with the educational process,
4. the strengthening of the extroversion and visibility of the Department through the connection of the educational process with the labour market by encouraging the participation of the members of the Faculty in mobility programmes, RTD, networking and publicity activities,
5. the upgrading of the infrastructure, as well as the administrative, support and electronic support, support and administrative procedures of the Department

### **II. Analysis**

The academic orientation of the Department is oriented around two main axes: (a) the educational, scientific and professional training of future teachers of Secondary Education, with emphasis on philosophy courses, and (b) the promotion and development primarily of philosophy and secondarily of the sciences of education, which was cultivated in the context of the new UGP provide both the pedagogical and teaching competency courses in related departments, and in departments of the sciences, which also train future teachers for Secondary Education of our country.

### **III. Conclusions**

The UGP curriculum follows both the national and international standards of philosophy curricula and includes, on the one hand, compulsory courses and, on the other hand, optional compulsory courses, while in the future, when the scientific potential of the Department allows it. In the first stage of studies, the compulsory courses include compulsory philosophy courses of general background and development of basic skills and competences, but also compulsory courses in pedagogy and teaching, which are inextricably linked to the pedagogical and teaching competence of graduates. At the same time, compulsory optional courses in philology and history are offered, which broaden their scientific constitution and form a solid professional identity as future teachers in order to work seamlessly, productively and creatively in Secondary Education. In the second stage of studies, from the fifth semester onwards, compulsory elective

courses are offered with a specialisation and special background character to deepen the particular cognitive and professional interests of each student, to broaden the connection with relevant scientific fields in the context of strengthening the interdisciplinarity of knowledge, as well as for the individualisation of the programme on the basis of the needs of each student. student's needs.

### Panel Judgement

<b>Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The Department should focus on the disciplinary courses and curriculum, avoiding any superfluous and overrated “necessity” for pedagogical sufficiency. Pedagogical courses should only be allowed in reference to philosophical doctrines, and any extra-disciplinary courses on literature, history or philosophy should definitely have a philosophical perspective.

## Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new 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.

*In the implementation of student-centered learning and teaching, the academic unit:*

- ✓ *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 application of 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*

### **Relevant documentation**

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

### **Study Programme Compliance**

The Department of Philosophy of the University of Ioannina is formed in a way that stimulates the will of knowledge of its students. The students of the program feel especially motivated to pursue philosophy inside and outside the campus boundaries. Student initiatives have conducted interviews to guest speakers that came to the university and there is a will from the faculty to help the students organise the collected material in a coherent way perhaps in the form of a movie. This possibility could be entertained because of the Department's already successfully established movie viewings that combine philosophy and cinema. The students seem to be keen on this initiative.

The main teaching approach applied from the Department is an ex-cathedra one. Even though the faculty seems to attempt more of a seminar-like method when the attendance of students is small, seminars are not official courses at any of the four years that the program normally lasts. The undergraduate students can participate in some limited laboratories, but surely the number of them that have the chance to join is relatively small and subsequently most undergraduate students will not have the opportunity to work closely in research. This lack of research from the undergraduate students transcends also through the lack of a BA Thesis. There are surely many factors that influence why the undergraduates in this program do not

write a thesis such as the small number of faculty that come from a philosophical background, which is dictated by the lack of funds the Department faces.

Even though the students do not write a thesis, the Department offers a wide range of institutions for paid traineeships, mainly in the public sector. These institutions have a close working relationship with the Department of Philosophy in matters of traineeship, as well as other events that are organised in partnership with these institutions and the Department. In some cases, the heads of these institutions noted that the students that visit them for the traineeship have played an important role in bringing a new perspective that is beneficial both for the institutions as well as the students.

The assessment of the students' performance is conducted through the combination of different methods of examination such as written exams, oral exams, and projects. The assessment of the students' papers is done by one examiner, but when students want a re-evaluation, a three-person-committee is established to re-examine their paper. Regarding students with special needs in terms of learning or other difficulties, alternative ways of examination are provided.

#### **Panel Judgement**

<b>Principle 4: Student-centred approach in learning, teaching and assessment of students</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

#### **Panel Recommendations**

Introduction of officially acknowledged seminars with an obligatory small number of students that will be able to analyse in depth philosophical texts under the guidance of their professors. These seminars could award a higher ECTS score than "normal" courses due to their approach towards research.

## **Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes**

**Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).**

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

*as well as*

- ✓ *the terms and conditions for enhancing student mobility*

*Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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).*

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

### **Relevant documentation**

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

*Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies*

### **Study Programme Compliance**

The Department of Philosophy of the University of Ioannina has put in place systems that monitor student performance and has provided the committee with statistics of undergraduate student's overall performance. The way that students are admitted in the program varies, but most of the students are admitted after their performance at the panhellenic exams. Most of the students that prefer this specific Department are from the north of Greece, as the

Department of Philosophy of the University of Ioannina is the only philosophical Department in this area. During the first week of the academic year the Department organises events that accustom these students from different places of Greece with the campus and the study program that they will participate in years to follow. The information regarding all activity of the Department is also approachable through their website and the admissions office. Each student is assigned to an academic advisor that they will be able to approach with their concerns. The students of later years that have used their academic advisors seem to be pleased with this practice and the immediate response when contacting the faculty.

### ***Student Mobility***

The Department has an academic partnership with thirty European Universities, and it informs its students about Erasmus+ announcements through its website. Regarding the smooth and uninterrupted partnerships of Erasmus+, the Department is directly in communication with the Department of International Relations of the University of Ioannina. It is also very important that the Department offers an immediate recognition and matching of the course's students take in other European Universities, which certainly helps when students try to figure out courses of equivalent ECTS. According to the information provided to the committee, the Department has already partnered with various institutions in the context of Erasmus+ throughout Europe such as Universities in Germany, Turkey, Poland, the Czech Republic, and Italy just to name a few.

### ***Monitoring Student Progression***

The Department of Philosophy of the University of Ioannina has provided the committee with data regarding the monitoring of their students' progression. The students admitted to the program in the last admissions of 2022 are noted to be 180, a number that is significantly smaller than previous years. In 2020 and 2021 the Department admitted 267 and 258 undergraduate students respectively. The students that the committee communicated with seem to be pleased with the Study Program and generally with the opportunities provided to them by the Department. In the exams of last winter semester (2022-2023), the percentage of success was 71,11%. The highest success rate in exams is presented in the years 2020-2021 where it reached a percentage of 80,08%. This result is surely affected by the lack of physical presence for exams due to covid regulations.

### ***Awards of Degree***

Following the completion of exams and assignments and receiving the necessary number of credits, students receive the appropriate documentation, explaining their qualifications, learning outcomes and the section of their degree. These are stated clearly in their Diploma Supplement.

## Panel Judgement

<b>Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The Department should endorse the establishment of student mobility programmes in Greece for the students to have the opportunity to attend classes in the fields of their interests from other renowned professors as well.

## **Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes**

**Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

### **Relevant documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

### **Study Programme Compliance**

#### **I. Findings**

The Department's unique identity is being shaped to a great extent by a group of high quality, dedicated faculty members (ΔΕΠ) and special teaching staff (ΕΔΙΠ). They maintain high standards in their teaching and research duties. Specifically, the academic staff comprises 16 faculty members (ΔΕΠ) and 1 faculty member that has been recently appointed as Assistant Professor, 2 Special Laboratory Teaching Personnel (ΕΔΙΠ), and 3 Adjunct Lecturers.

The faculty are all active in research, publishing and presenting their work in appropriate venues. Additionally, the faculty are participating in significant research programmes and networks on a national and international level. The faculty have been appointed and promoted through the ranks following the established Greek framework (N.4009/2011, N.4386/2016, N.4405/2016, N.4452/2017, N.4485/2017, N.4521/2018 and is taking place on the information system found at [www.apella.minedu.gov.gr](http://www.apella.minedu.gov.gr).

There is a tenure & promotion committee that includes members from other universities and follows a rigorous evaluation of the research and teaching credentials of the faculty under consideration. These rather complex rules are common to all Greek Universities. The department has set up and follows transparent processes for the recruitment of qualified faculty. Special emphasis is given in highlighting the importance of teaching and research. In cases of the promotion of existing faculty members to a higher rank, students' evaluations, and the teacher's ability to implement pedagogical approaches in the classroom are considered of vital importance.

## **II. Analysis**

Faculty are evaluated in all areas of their work using the process determined by the institution's Quality Assurance Committee (ΜΟΔΙΠ) through its internal quality assurance system and through the process determined by the Committee on Internal Evaluation (ΟΜΕΑ). This process follows global best practices and includes student evaluations of classes taught, annual collection and review of faculty scholarship and administrative service.

The faculty have the opportunity for a sabbatical, or a leave to teach at other institutions via Erasmus+. The department offers one semester of sabbatical leave every three years. Due to the recent pandemic, there was zero mobility but everyone in the Department expressed the need and the certainty that this will change in the near future, after the end of the pandemic, and the hiring of additional faculty members.

The research activity of the academic staff is clearly one of the strengths of the department, as evident by the number of publications in high-quality journals and reputable conferences. We did observe a significant effort of the teaching faculty to bring quality research into the undergraduate classrooms, although students' involvement in research projects is limited. The choice of a final year thesis (πτυχιακή), which is going to be included in the next review of the UG programme, will help students to familiarise with basic research procedures.

The link between teaching and research is also documented and strengthened by the operation of the six Laboratories of the Department, which contribute significantly to educational and research activities, cooperate with research centres, institutes and universities both in Greece and abroad, and help undergraduate and postgraduate students to become familiar with a variety of research activities (study of primary sources, management of information, publication of papers).

The six Laboratories are:

- (i) Laboratory for Educational Research and the Study of School Life
- (ii) Modern Greek Philosophy (K.E.N.EF)
- (iii) Laboratory for the Documentation & Study of the History of Social & Political Ideas
- (iv) Sociology and History of Education (LASHE)
- (v) Platonic and Aristotelian Studies

(vi) Philosophy Research Laboratory on Sciences, Technology, and Culture (EFEETP)

The Department also publishes the annual journal “Dodoni” (Δωδώνη) since 1985 and organises various events like lectures by guest speakers from abroad, summer courses, and colloquia aiming to strengthen the discussion about fundamental philosophical issues not only in the academia but in the public as well. It maintains strong bonds with the local authorities, especially through the cultural centre of the city of Ioannina, and various public and private stakeholders.

The Department also houses the Spiros and Maria Malafouris Library and Museum (Hernani), acquired after a donation of Spyros D. Malafouris, Inspector of Secondary Education, philologist, historian and writer. The Library contains about 6.000 volumes dated since 1610, about 900 manuscripts, and also paintings and engravings.

The teaching workload seems reasonable, and staff can be engaged in research and other personal development activities. The average teaching load on an undergraduate level is at least 6 hours per week (delivering lectures). To these we should add additional workload for the preparation of course materials and meeting with students, depending on the nature of the course being taught. In addition to that, faculty supervise undergraduate, Master’s, and Doctoral theses, either as the chair or a committee member. Based on the above responsibilities the teaching workload could be many times increased to 9 hours per week, especially when they offer courses in the two PG programmes, or they act as substitutes for a colleague on Sabbatical.

It is important to note that students unanimously praised faculty for their consistent presence and availability either online or in their offices every day of the week and the strong interpersonal bonds among the various members of the department’s academic community. Faculty members are being evaluated by students with the use of digital questionnaires, but they are not offered the opportunity of self-assessment or peer-assessment. Based on students’ questionnaires, an issue that needs improvement is the integration of technology to traditional teaching (delivering lectures) (e.g., use of video and interactive learning platforms).

Faculty pointed out that bureaucracy, administrative workload and the lack of sufficient funds are real burdens in their work and emphasised the need for the hiring of personnel both at the academic and administrative level. The appointment of a Special Technical Personnel (ΕΤΕΠ) would be of great significance for supervising all kinds of technology related issues, like improvement of the website, assisting students in the computer labs, collection, and analysis of various data.

All course materials (content, material for examination, documents/files [supporting teaching], module convenor’s announcements, essay assignments) are available to students in a digital form (asynchronous learning). This is obtained through the “e-course” platform, a complete Online Modules Management System.

### III. Conclusions

Overall, the faculty in the department are productive scholars, committed teachers, with a record of continuous professional development supported by the department and the university, and engaged public intellectuals through their service to the profession, the region of Ioannina, Greece in general, and international institutions and organisations. Based on the above findings and data analysis, the UGP programme in Philosophy is fully compliant with principle 6.

#### Panel Judgement

<b>Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- Develop a strategy and a programme for professional development, properly communicated to academic staff, including training to pedagogical theories and approaches in teaching and learning in higher education.
- The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year. This will help the faculty to prepare their tenure and/or promotion dossiers and provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.
- Ensure that more research-informed teaching is delivered in undergraduate courses, with the addition of a final year thesis (“πτυχιακή”).
- Integration of new technologies in teaching.
- Establish an algorithm for the fair allocation of sabbaticals.
- Establishment of a transparent workload model that considers and balances teaching, administration, and research activities across the academic staff.
- Establish an award for teaching excellence («Βραβείο Αριστείας») offered annually to the faculty member who obtained the highest score in the students’ evaluations report.

## **Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes**

**Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their 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 resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.*

### **Relevant documentation**

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*

### **Study Programme Compliance**

Due to the reason the meetings with the Department were through the zoom platform and not face-to-face, the Department provided the committee with an analytical video that presented the campus facilities. Through this video evidence the facilities seem adequate to the study program. The building infrastructure for teaching purposes and the library are more than satisfactory to student needs, as the building is still relatively new. The library, according to a large percentage of the people that the committee interviewed, is considered a “gem” in the local community. However, some of the faculty regarding the heating of the University mentioned that the classrooms with big capacity such as the auditorium are not always sufficiently heated. This is definitely a problem since the city of Ioannina reaches very low temperatures in the winter.

The University employs up-to-date communication technologies, including e-learning platforms and conference software. The teachers have modern audio-visual equipment at their disposal

at all their classrooms and auditorium. The committee was informed that some of the laboratories also have individual computers for research. This adequacy in technological means is in spite of the small budget provided to the Department and is owed to faculty initiatives to apply for extra grants. The faculty applies for ESPA grants as well as other domestic or European grants also for research purposes.

Regarding the counselling of the students, the Department deploys a system of academic advisors that are appointed to each new enrolling student and accompany them during their studies. The students that the committee interviewed seem to be content with this established practice and some of them informed the committee that their academic advisors have been of valuable help to them.

### Panel Judgement

<b>Principle 7: Learning resources and student support of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Regarding the infrastructure, the Department and perhaps specifically the faculty and students interested in practical ethics could partner with other Departments of the University and initiate the establishing of more eco-friendly forms of energy.

## **Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes**

**The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.**

*Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.*

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department has established procedures for the collection of data regarding student body, teaching methods and student progression. There is no data yet about the employability and career paths of graduates, since the first admission of students took place in 2019, after the formation of an independent Department of Philosophy.

The Department maintains the overall accountability for overseeing the continuous improvement of its academic provision, research outputs, and the performance standards of its students. The Committee on Internal Evaluation (OMEA) and the Department's Secretariat are responsible for the collection, management, monitoring and dissemination of a variety of data concerning students, teaching staff, course structure and organisation, and teaching and learning.

#### **II. Analysis**

The departmental information resides on the following databases: 1) the centralised information system network of the university, 2) the department's online secretariat records, 3) the National Information System for Quality Assurance in Higher Education (NISQA). Based

on the above, there is a valuable collection and in-depth interpretation of the demographic information of the students' body.

The ΜΟΔΙΠ of the University of Ioannina is responsible for supervising the constant improvement of its academic provision and research outputs, as well as the efficient operation of its academic services, in accordance with international practices and the guidelines required by HAHE.

The EEAP has been given access to sets of statistical data, with ample visualisation using graphs, tablets etc. This wealth of information should also be accessible to the academic community and the public through the Departmental portal.

As it is demonstrated in the yearly KPIs documents (available data for the academic years 2019/20 and 2020/21) a list of KPIs has been established. The Panel recommends that KPIs should have Specific, Measurable, Achievable, Realistic and Timely-time bound (S.M.A.R.T.) goals that are monitored, adjusted, and re-defined at regular intervals (e.g., annually).

Student evaluations are obtained with the completion of questionnaires (with quantitative and quality questions) at the end of the semester and for each course they attended, but this is not mandatory. The result is a satisfactory, but not very high response rate. According to the analysis of data by the Head of the Department, the students' participation rate is currently quite low, but the Department aims to achieve higher numbers in the future. During the current academic year, students' evaluations have been submitted electronically, replacing the former printed ones, and were anonymous. The faculty members pointed out that the use of the previous method of printed questionnaires, which were handed inside the classrooms, was in fact more successful.

### **III. Conclusions**

Given the department's limited resources and its very recent establishment as an independent Department, the current system of collecting, analysing, and using information relating to an efficient management of the Undergraduate Program is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions. As such, the Department is in agreement with the institutional principles which govern the collection of data regarding students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates.

The UGP in Philosophy is fully compliant with principle 8. The panel's recommendations stated below, create room for improvement.

## Panel Judgement

<b>Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- The department should conduct student surveys on a regular basis, targeting a variety of student bodies (students in their first 3 years of study, graduating students and future alumni).
- Encourage the establishment of faculty and administration staff surveying on a regular basis and ensure that they are properly analysed.
- Take actions to improve the response rate of student evaluation questionnaires.

## **Principle 9: Public Information Concerning the New Undergraduate Programmes**

**Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.**

*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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.*

### **Relevant documentation**

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

## **Study Programme Compliance**

### **I. Findings**

The Department shows a particularly good ability to publish and disseminate key information through its website. Specifically, the Department provides pertinent information about its academic and educational activities in a direct and accessible way. Guides are regularly published and are available online. Additional course-specific information is provided by the e-course platform. By email the faculty and the Secretariat can offer information on issues pertaining to the curriculum, student queries and related activities. The website is regularly maintained and updated.

### **II. Analysis**

The EEAP explored the publicly available information at the website as well as sample material from coursework (exams, assignments) made available by the Department to the panel members via email. The EEAP expresses its satisfaction and gratitude for the Department's willingness to offer such a detailed presentation.

Intended learning outcomes and professional qualifications are well-publicised at the department's website. The faculty's professional qualifications are based upon national legislation and are uniform for all Greek higher education institutions. The teaching, learning and assessment procedures used in the Department are all explicitly presented at the website; and the information is accurate and appears to be regularly updated. In its online meeting with the president and members of the OMEA, the EEAP had the opportunity to watch a detailed you tube video regarding the facilities, labs and other resources of the Department. The fact that this video is available in the general public is considered an additional positive element.

The e-course and classweb websites perform important roles in terms of the digital resources used for the operation of the UGP in Philosophy. The e-course platform directly supports the educational process by providing detailed course content, teaching and learning material and related bibliography, useful links and valid digital open access manuals. The classweb platform records registered students and their performance, providing students with personalised information about their education (grades, grading history, course statements, etc.) while reducing bureaucratic procedures. Also, other media aid teaching and foster social networking (i.e., Facebook “Erasmus+ Department of Philosophy, University of Ioannina, Greece”).

The different sections of the Department’s website also include general information, in Greek and in English, about the Department (Structure and Mission, Quality Assurance Policy, Registry of Electors, information about the cultural cooperation of the Department and the Rizarios Ecclesiastical School-the Rizarios Foundation, the connection with the city of Ioannina and an online artwork exhibition). Other sectors of the website include detailed information about all aspects of the Undergraduate, Postgraduate and Doctoral Studies, the entry exams, the academic advisors, the Erasmus + programme, and a students’ initiative under the name “Moth” (“Skoros”).

The Department is particularly strong in various research activities and the website successfully reflects this, as it contains information about the six different labs, the Spyros and Maria Malafouris Library and Museum, and the annual journal “Dodoni”. It also includes the CVs and publications of the full time and part time faculty members, their research interests, and the courses they teach. Other sections of the Department’s website include links associated with vital issues in students’ life, like the Counselling Centre, the Employment and Career Centre, the Internship office, and also the Library and the Evdoxos platform for the acquisition of the textbooks.

There is a remarkable effort of the Department to get connected with the high school graduates. The Study Program is being presented to prospective students during special orientation events, with the support of the local communities. We believe that this is a positive and effective asset to the Information policy of the Department. Future students are getting familiar not only with the structure of the SP but also with the resources like labs, libraries etc.

### **III. Conclusions**

To sum up the content of the website seems to be up to date, clear and easily accessible.

## Panel Judgement

<b>Principle 9: Public information concerning the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The study guide, instead of being in one huge PDF file of 830 pages, should be converted to a more user-friendly version for students:

- Each course description/outline/syllabus should be available under its own link so students can view what exactly they are interested in.
- Course links could be organised in i.e., semesters and/or core/electives.

## Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the 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 analysed and the programme is adapted to ensure that it is up-to-date.*

### **Relevant documentation**

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

### **Study Programme Compliance**

#### **I. Findings**

The internal evaluation process identifies strengths and weaknesses of the UGP and enhances procedures for improvements in relation to a number of strategic objectives that promote the most representative educational characteristics of the Department.

- The modern character of the subject matter of the UGP: It is recognized that the UGP of the Department is a modern programme of philosophical studies in direct relevance to both international standards and the academic standards of other new and emerging disciplines. It is in line with the international standards of the new and older universities of our country.
- The high quality of the educational process: The results of the evaluation of the courses by the students indicate that the teaching work provided is well received by them. The results of the evaluation - Active engagement with society: The need to improve the link between the Recognition of the need to strengthen the link between the Department of Philosophy and society through:
  - a. the promotion of synergies with local community and local government bodies as well as with (a) promoting cooperation with local authorities, local communities and cultural and educational institutions from the wider public and private sectors in order to the dissemination of scientific knowledge.

- b. the strengthening of the Department's presence in lifelong education (lifelong teaching, lifelong learning, lifelong learning in the public and private sectors, and lifelong learning in the public and private sectors) programmes).
  - c. the intensification of the Department's collaborations with institutions of Secondary Education, schools, educational associations, etc.
- The steady research orientation of the Department implicates the need to improve research indicators through:
  - a. strengthening the research output of the faculty.
  - b. promoting the visibility and impact of the research and writing work of the students promoting the promotion of the research and writing activities of teachers at international level.
  - c. encouraging research activities under the auspices of the Department and other educational and research institutions. research structures (MSc, Laboratories).
  - d. increasing the participation of faculty in research projects (small budget, increase of the number of lecturers in research projects (small-scale, institutional, NSRF, European, international organisations, etc.).
- The acceleration of the processes of internationalisation of studies and research: Recognition of the need to improve internationalisation indicators through:
  - a. enhancing the mobility of teachers/students (Erasmus+, Erasmus Mundus, etc.).
  - b. promoting international scientific cooperation and research projects with international participation.
- The even greater improvement of the educational work provided through the improvement of the teaching and learning process.
  - a) Improving the quality of the educational services provided by improving the structure and organisation of the programme, greater use of technology and student-centred more effective use of technology and the use of student-centred teaching methods.
  - b. the promotion of the interdisciplinarity of philosophy as a scientific discipline and the strengthening of the promotion of the interdisciplinarity of philosophy as a discipline and the enhancement of the extroversion of the MSc and the Department.
  - c. to strengthen the link between studies and the labour market.
  - d. the acceleration of the selection procedures for new faculty members in order to enrich the Department with scientifically valuable new human resources.

## **II. Analysis**

One of the central objectives of the UG Programme is the continuous updating, on the one hand, of the expected learning outcomes, which must be in line with the National and European Qualifications Framework for Higher Education and take into account any modifications and revisions thereof and, on the other hand, of the intended professional qualifications of the students. In order to achieve this twofold objective, it is essential to make effective use of the

findings of internal evaluation in order to prevent the repetition of errors in the educational process and to prevent problems from the early stage of their occurrence. In this sense, it is preferable to update and adapt the course content, change the characteristics of a course and its position in the curriculum (e.g., semester, etc.). The specific procedure, which had been discussed and decided (at the level of the Assembly, Curriculum Committee) has not been activated at the moment, because the Department has a short period of operation and the conclusions that can be drawn about the way, more or less successful, students respond to it are inevitably determined by this limited time horizon of operation of the Department and the new UGP. In addition, for the updating of the programme it has been decided by the Department to take into account the results of the processing of the students' questionnaires, international trends and good practices of similar Departments in Greece and abroad.

### III. Conclusions

Due to its short life, and indeed from March 2020 onwards in the conditions of the pandemic crisis, the Department has not yet had any achievements in terms of improving the Philosophy UGP, while significant changes and revisions have been made to the old one, which mainly concern the course assignments. The members of the Department are however committed through their academic activity to the continuous improvement and quality assurance of teaching and educational work, taking into account internationally accepted teaching and educational practices.

#### Panel Judgement

<b>Principle 10: Periodic internal review of the new study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

After the first graduates, which is after four years of functioning, the Department should consider matters relative to the improvement of the UGP.

## Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

*HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, 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 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.*

### Relevant documentation

- Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.

### Study Programme Compliance

The Department of Philosophy of the University of Ioannina, as a new university department with its present scientific identity has not had any experience of the external evaluation process, although with its previous academic constitution as the Department of Philosophy, Pedagogy and Psychology it underwent an external evaluation process in 2013. This is actually the first external evaluation of the new UGP. The Department provided all the necessary input in the evaluation procedure.

### Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

## **Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones**

**Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.**

*Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.*

*Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.*

### **Relevant documentation**

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

### **Study Programme Compliance**

According to the material provided by the Department, since 1984 there have been more than six (6) consecutive UGP with several modifications at the level of course offerings and even degree rules, largely due to the differentiated course structure among its three Sections. It was thus deemed appropriate to focus the transition procedures on the most recent of the former UG programs, namely the program of the academic year 2016-2017.

The preceding UGPs have been related to this and an attempt was made to make matches on a case-by-case basis for former students who requested to continue their studies.

Based on the UGP of 2016-2017 it was considered appropriate to create a simplified UGP in terms of the rules for obtaining an undergraduate degree for the study program “Philosophy, Pedagogics and Psychology”, which operated on a pilot basis during the academic year 2019-2020. The reason for this was that, in addition to the 62 students who preferred to study

according to this UGP in the academic year 2019-2020, there were at least another 90 students studying according to the older UGPs. It was obvious that there was no practical possibility to accommodate such a large dispersion of courses over a period of 30 years.

It was thus decided that only the UGP “Philosophy, Pedagogics and Psychology” of the academic year 2019-2020 should remain active, and it was also digitalized, so that replacements were created for all new mandatory courses and the students enrolled in it did not have access to the code numbers of the courses of the new Philosophy UGP.

In cases where the new titles were similar to the old ones, they were renamed, and the same codes were kept. The rules for receiving a degree were taken in this UGP “Philosophy, Pedagogics and Psychology” from the most recent UGP of the year 2016-2017.

Regarding the students who transferred from the UGP “Philosophy, Pedagogics and Psychology” in the new UGP “Philosophy”, care was taken to match their compulsory courses, especially those of the first semesters of studies that had non-philosophical or pedagogical content. These assignments were made in an academically correct, scientifically valid and student-friendly way.

To have the right to attend the courses and to take the exams of the UGP “Philosophy” the students of the old UGP program must enrol by declaration in the new UGP.

The students of the old UGP attend and are examined in their elective courses without any distinction from the students of the new UGP. This transition did not have any additional financial cost for the Department.

### Panel Judgement

<b>Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Not applicable.

## PART C: CONCLUSIONS

### I. Features of Good Practice

- Balanced mixture of core philosophical courses and supplementary courses that provide the ability to pursue a career in the secondary education sector.
- Implementation of introductory courses in philosophical research methodology in the first study year.
- Almost even distribution of the awarded ECTS points per course.
- Possibility of choice between the offered compulsory courses in non-philosophical topics.
- Implementation of foreign language courses in English, French and German.
- Strong support by the six existing research labs that give interested students the opportunity to obtain and exercise skills in philosophical research and in the organisation of scientific work.
- Implementation in the study program of a practical internship that gives the students the opportunity to obtain practical skills in various areas in the private and the public sector.
- High qualification of the teaching staff, which consists of persons with a very good to excellent international academic standing.
- Balanced distribution of the teaching staff in the levels of academic hierarchy, and also a good ratio of junior to senior staff.
- Wise recruitment policy that resulted in a good occupational atmosphere combined with a high degree of excellence of the academic staff.
- Very cooperative technical support and administrative staff.
- Good mentoring practice for students, including the opportunity to address issues concerning discrimination, harassment and other problems that may affect the academic and the personal lives of the students.
- Regular evaluation of the quality of the teaching and the performance of the teaching staff.
- Satisfactory infrastructure and services for learning and student support.
- Good visibility of the Department in the local community.

### II. Areas of Weakness

- The structure of the study program is focused on the periodization of philosophy and not on systematic topics.
- The study program has too many exams due to the lack of the combination of related courses to more compact modules.
- The study program is not **organised along philosophical fields** and the study guide is not well structured and hard to peruse. In the study program available at the internet site

of the Department the courses are not hyperlinked with the corresponding descriptions in the study guide. Thus, the study program gives the impression of a good metro system without adequate maps.

- The Department has only weak interactions with the private sector, and a one-sided strong orientation to the secondary education and the wider public sector.
- The teacher to student ratio is unfavourable.
- The admission level of the students is low.
- The department administration is understaffed.
- The budget is insufficient and covers only the very basic expenses of the Department.
- The teaching load is high and has a negative impact on research output.
- The maintenance of the facilities is inadequate due to underfunding.
- There is a lack of technical staff.
- Insufficient funding for the internationalisation of the research of the Department members (publications & conference fees).

### **III. Recommendations for Follow-up Actions**

- The Department should focus on the disciplinary courses and curriculum, avoiding any superfluous and overrated “necessity” for pedagogical sufficiency. Pedagogical courses should only be allowed in reference to philosophical doctrines, and any extra-disciplinary courses on literature, history or philosophy should definitely have a philosophical perspective.
- The Department should develop a strategy and a programme for professional development, properly communicated to academic staff, including training to pedagogical theories and approaches in teaching and learning in higher education.
- The Department is encouraged to establish frequent (once a year) self-assessment procedures for its faculty. This could be facilitated by the creation of a common questionnaire (Faculty Activity Report) for all faculty where they will be asked to report their teaching/research/service achievements and/or participation in the current academic year. This will help the faculty to prepare their tenure and/or promotion dossiers and provide them and any external/internal evaluation committee to glance over their achievements in a particular year or set of years.
- The Department should ensure that more research-informed teaching is delivered in undergraduate courses, with the addition of a final year thesis (“πτυχιακή”).
- The Department should integrate new technologies in teaching.
- The Department should set up an algorithm for the fair allocation of sabbaticals.

- The Department should establish a transparent workload model that considers and balances teaching, administration, and research activities across the academic staff.
- The Department should establish an award for teaching excellence (*«Βραβείο Αριστείας»*) offered annually to the faculty member who obtained the highest score in the students' evaluations reports.
- The study guide, instead of being in one huge PDF file of 830 pages, should be converted to a more user-friendly version for students.
- Each course description/outline/syllabus should be available under its own link so students can view what exactly they are interested in.
- Course links could be organised in semesters and/or core/electives.
- The Department should introduce officially acknowledged seminars with an obligatory small number of students that will be able to analyse in depth philosophical texts under the guidance of their professors. These seminars could award a higher ECTS score than "normal" courses due to their approach towards research.
- The department should conduct student surveys on a regular basis, targeting a variety of student bodies (students in their first 3 years of study, graduating students and future alumni).
- The Department should encourage the establishment of faculty and administration staff surveying on a regular basis and ensure that they are properly analysed.
- The Department should take actions to improve the response rate of student evaluation questionnaires.
- The Department should endorse the establishment of student mobility programmes in Greece for the students to have the opportunity to attend classes in the fields of their interests from other renowned professors as well.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 5, 6, 7, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **4.**

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

**1. Prof. Dr. Nikolaos Psarros (Chair)**

University of Leipzig, Germany

**2. Prof. Dr. Maria Antoniou**

Pace University, New York, United States of America

**3. Prof. Dr. Panagiotis Christias**

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