



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



Εθνική Αρχή  
Ανώτατης Εκπαίδευσης  
Hellenic Authority  
for Higher Education

Αριστέιδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Euripidou str. • 10559 Athens, Greece  
T. +30 210 9220 944 • F. +30 210 9220 143 • E. [secretariat@ethaee.gr](mailto:secretariat@ethaee.gr) • [www.ethaee.gr](http://www.ethaee.gr)

# **Accreditation Report for the Postgraduate Study Programme of:**

**Latin American and Iberian Studies**

**Department: Spanish Language and Literature  
Institution: National and Kapodistrian University of  
Athens**

**Date: 12 November 2023**

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Latin American and Iberian Studies** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Latin American and Iberian Studies** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. MORALES ORTIZ ALICIA (Chair)**

Departamento de Filología Clásica, Facultad de Letras, Universidad de Murcia

**2. CHIKOVANIANA**

Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University

**3. PAPTHEUCATERINA**

University of Catania (Italy)

**4. MPOUNTZA GEORGIA MARIA**

Ionian University

## II. Review Procedure and Documentation

The Accreditation Review of the Postgraduate Study Programs (PSPs) German Philology: Theory and Applications and Latin American and Iberian Studies of the National and Kapodistrian University of Athens took place remotely between Monday 30 October and Wednesday 1 November 2023.

A few days before the on-line visit, the External Evaluation and Accreditation Panel (EEAP) had at its disposal on the HAHEE platform the documentation concerning the PSPs under review. On Friday 27 October, the EEAP also received information about the accreditation process (orientation meeting) via email from HAHEE. The EEAP studied the documentation provided by HAHEE as well as the websites of the Department of Spanish Language and Literature (<https://en.spanll.uoa.gr/>) and of the PSP (<http://www.hispanicstudies.spanll.uoa.gr/>) and of the Department of German Language and Literature (<http://en.gs.uoa.gr/>) and of the PSP (<http://postgrad.gs.uoa.gr/to-pms-germaniki-filologia-8ewria-efarmoges.html>) and <https://master.gs.uoa.gr/>).

On the first day, meetings were held for the two PSPs under review, while meetings on the second day were dedicated exclusively to the evaluation of PSP German Philology: Theory and Applications and those on the third day to the PSP Latin American and Iberian Studies.

On Monday 30th before the start of the on-line meetings, the EEAP held a private meeting to discuss the documentation and organise the tasks. The meetings during the virtual visit were scheduled as follows:

Monday, 30/10/2023:

17.00-18.00: Meeting with the Directors of the two PSP, Professor Dafni Wiedenmayer and Professor Dimitrios Drosos; the Heads of the two Departments, Professor Katerina Karakassi and Professor Anthi Papageorgiou; MODIP staff members, Mr. Konstantinos Bourletidis and Mr. Theodoros Chajitheodorou; Steering Committees members, Professor Anastasia Antonopoulou, Professor Viktoria Kritikou and Associate Professor Maria Tsokou; OMEA member, Ms. Stavroula Vasilopoulou.

In this first meeting the Directors of both PSP made a brief presentation and were discussed general questions concerning the structure and objectives of the PSPs, Quality Assurance System, profile of the students, etc.

18.00-18.30: Meeting with representatives of both PSPs: Professor Angeliki Tsokoglou, Professor Katerina Mitralixi, Professor Marios Chrissou and Professor Anastasia Antonopoulou (German Philology); Professor Dimitrios Drosos, Professor Viktoria Kritikou, Associate

Professor Maria Tsokou and Ms. Stavroula Vasilopoulou (Spanish Philology).

The EEAP had previewed the videos prepared for the on-line tour and at this meeting discussed teaching and learning resources, equipment, and other facilities (especially services offered by the Library of the School of Philosophy) and funding.

18.30-19.00: the EEAP had a private zoom meeting to exchange views and prepare for the second day of the review.

Wednesday, 1/11/2023

15.00-15.45: Meeting with the teaching staff of PSP Latin American and Iberian Studies: Emeritus Prof. Efthimia Pandis Pavlakis, Assoc. Prof. Aggeliki Alexopoulou, Assist. Prof. Susana Lugo Mirón, Asst. Prof. Spyridon Mavridis, Asst. Prof. Eirini Paraskeva, Dr. Kyriaki Palapanidi, Dr. Aglaia Spathi (Laboratory Teaching staff), Dr. Vasiliki Velliou (Special Teaching Staff) and Dr. Ana María Martín Vico (Researcher of the Centre of Byzantine, Modern Greek and Cypriot Studies, University of Granada). Issues related to teaching staff research activity, links between teaching and research, structure, objectives and learning outcomes of the PSP, master's Thesis, mobility, organisation of activities for postgraduate students, relationship with other institutions or labour market situation, among others, were discussed.

15.45-16.30: Meeting with 6 (six) students of the PSP. Students were asked about their degree of satisfaction with the PSP and with the services and facilities provided by the University and about their participation in the evaluation processes.

17.00-17.45: Meeting with 7 (seven) graduates. Their experience in the PSP and their subsequent professional development were discussed.

17.45-18.30: Meeting with 7 (seven) employers and social partners from different private and public sectors (publisher, educational institutions, non-profit organization, Instituto Cervantes, City University of New York and Universidad de Granada). A conversation was held about their experience with the graduates, their collaboration with the PSP and the situation of the labour market.

18.30-19.00: the EEAP had a private zoom meeting to exchange views and prepare the oral report for the next meeting.

19.00-19.30: Closure meeting with the Director of the PSP, Prof. Dimitrios Drosos, the Head of the Department, Prof. Anthi Papageorgiou, Steering Committee Members, Prof. Viktoria Kritikou and Assoc. Prof. Maria Tsokou, Mr. Konstantinos Bourletidis, Head of the MODIP, Mr. Theodoros Chajitheodorou, MODIP member and OMEA member Ms. Stavroula Vasilopoulou. Some points needing clarification were discussed and the EEAP carried out a brief presentation of some results and findings of the virtual visit.

In general the documentation provided was complete, but the EEAP should note the lack of information on the profile of students and of statistical data concerning the number of students applying/ enrolled in the PSPs, success rates, grades, etc. Some of this information was provided by members of the teaching staff during the meetings.

Furthermore, the panel would like to underline that all meetings were conducted in a friendly and constructive atmosphere and that all participants were willing to provide any information requested and to answer any questions.

### III. Postgraduate Study Programme Profile

The PSP Latin American and Iberian Studies offered by the Department of Spanish Language and Literature, in the School of Philosophy of the National and Kapodistrian University of Athens, was founded in academic year 2017-2018. It was re-founded in 2018-2019 and since then has been operating in its current format. Its aim is to provide specialized knowledge in a broad spectrum of fields in Iberian and Latin American social, cultural, translation, linguistic, and literary studies. It is a philological research-oriented PSP which aims its students to develop skills and competences for their future career path mainly in teaching Spanish as a second language both in public and private education institutions, but also in other professional sectors such as translation, public administration, business and commerce, tourism, international relations etc.

The PSP is organised in four semesters (two academic years), comprises 120 ECTS and offers two specialization tracks: a) Latin American and Spanish Studies which focuses on the historical, economic, political, and social phenomena as well as the Literature and Culture of Latin America and Spain and b) Translation-Linguistics. Theory and Applications to Spanish Language, which focuses on the theory, methodology and practice of translation as well as topics in Spanish linguistics with an emphasis on applied linguistics in the teaching of Spanish as a foreign language.

During the first semester Students must attend 2 compulsory core courses and 3 elective courses, and the second and third semester they have to take 5 elective courses (all courses are worth 6 ECTS, students must, therefore, pass 15 courses and a total of 90 ECTS). The completion of the program requires the writing in the last semester of a Master Thesis (30 ECTS) or, alternatively, three research papers (10 ECTS each).

The PSP takes annually a maximum of 40 students, 20 in each track, who are accepted after a selection process that includes as a requirement a very good knowledge of Spanish(minimumC1),Greek(minimumC1)andEnglish(minimumB2).

Finally, the PSP, together with the Department of Spanish Language and Literature and the School of Philosophy, provides a quality environment for teaching and conducting research, which has improved significantly in recent years. (Labs, classrooms fully equipped, the excellent Library of the School of Philosophy, etc.).

Moreover, the University of Athens (the largest state institution of Higher Education in Greece with a student body of about 68.500 undergraduate and postgraduate students) offers its students a wide range of services and facilities (Career Office, Centre of Foreign Languages, University Club, Counselling Centre for Students, Sports facilities etc.).



## PARTB: COMPLIANCE WITH THE PRINCIPLES

### PRINCIPLE1:QUALITYASSURANCEPOLICYANDQUALITYGOALSETTINGFORTHEPOSTGRADUATE STUDYPROGRAMMESOFTHEINSTITUTIONANDTHEACADEMICUNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

##### **I. Findings**

The PSP "Latin American and Iberian Studies" follows the Policy for Quality Assurance with regard to teaching and research as introduced and established by the NKUA. The EEAP had access to the Quality Assurance Policy document of the Department of Spanish Language and Literature of NKUA for the development and improvement of PSP (see appendix A2) as well as Quality Goal Setting for the PSP

“Latin American and Iberian Studies”(see appendix A3), which has two study paths with the specializations in 1) “Latin American and Spanish Studies” and 2) “Translation- Linguistics. Theory and Applications to Spanish Language”(see appendix A1).

The academic Unit has established a Quality Assurance Policy, appropriate for the PSP. Specific measurable, achievable, relevant, and timely quality goals regarding the PSP are planned through regulations. The monitoring of teaching methods, student satisfaction, learning outcomes and research output is conducted through regulations and surveys on a regular basis.

The courses of the PSP“Latin American and Iberian Studies” in both of its specialization track programs correspond to the second level of higher education and ensure the achievement of the competencies defined by the program. The topics and issues distributed in the courses are focused on training students in the fields of the literature and culture of Latin America and of Spain in the wider context of historical, economic, political, and social phenomena as well as in Spanish linguistics, the theory, methodology and practice of translation, in teaching of Spanish as a foreign language in relation to its cultural and social context. The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

## **II. Analysis**

PSP has established a Quality Assurance Policy which includes a commitment towards continuous improvement, promoted through the academic rigor of the curriculum. The online Secretariat (E-Secretariat) services implemented recently allow students to receive administrative secretarial support more efficiently, while e-class electronic classroom allows students to have easy and quick access to study materials.

In the interviews EEAP held with the teaching staff, students, alumni, and employers it had the opportunity to assess their enthusiasm for pursuing the PSP’s objectives and expanding its activities by organizing seminars with prominent writers, poets, professors, lawyers, public lectures and conferences, international mobility opportunities, cooperation with various stakeholders, such as the Spanish public institution - the Cervantes Institute, and other Spanish and Latin American institutions.

The teaching staff is highly qualified and allocated to the appropriate specializations of PSP based on their experience and qualifications.

The PSP publicizes its strategic goals on its website after they have been met with

the approval of the MODIP and other authorities of the University. This documentation (general guidelines of Quality Policy and Quality Goals) is communicated and uploaded on the PSP website. For the time being, all this information is available only in Greek.

Management of the financial resources received through tuition fees of the PSP is carried out with the decisions of the Council / Steering Committee of the PSP in line with quality objectives and needs. Usually, these resources are utilized to cover the expenses of invited professors/lecturers teaching the curriculum of PSP.

The students, alumni and employers confirmed during interviews existence of demand for the graduates' qualification in the labour market.

Some Students and Alumni have participated in conferences, they have the information about the Journals where they could publish, but the involvement in research activities should be increased.

The Quality Assurance Policy is sufficiently communicated to all parties involved, though more involvement of external stakeholders in the program evaluation process would be an asset. As revealed from the interviews the employers participate actively in the program improvement through mutual projects, conferences, talks, etc., but have not filled questionnaires or provided their opinions for the program improvement in written form.

Students are offered opportunities to participate in Erasmus + and CIVIS, but the opportunities are not widely consumed. PSP should promote more international mobility among its students.

Elective courses are announced in the month of May for the next year's 2 semesters. The Steering Committee decides, which elective courses will be offered, thus students lack the opportunity to elect the elective courses themselves depending on their own needs and aspirations.

### **III. Conclusions**

The PSP fully complies with the needs and the aims of a modern specialized postgraduate study program in Latin American and Iberian Studies.

The Academic Unit has established an appropriate Quality Assurance Policy that includes a commitment to continuous improvement.

### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Ensure involvement and regular feedback from alumni, employers, labour market representatives and other relevant organizations in the processes of external evaluation

## PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

*The academic units develop their postgraduate study programmes following a well-defined procedure.*

*The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **I. Findings**

In the academic year 2017-2018, the Department of Spanish Language and Literature of the Faculty of Philosophy of the University of Athens started to offer the PSP "Hispanic-American Studies". In the academic year 2018-2019, it was re-founded and the current PSP "Latin American and Iberian Studies" was officially established and approved by the University Senate in a session on 30/04/2018.

It is a comprehensive PSP offering specialised training in two areas, one more philological, literary, and cultural (Latin American and Spanish Studies) and the other more focused on linguistics, translation and Spanish teaching (Translation-Linguistics. Theory and Applications to Spanish Language).

The PSP has been designed following international standards for the area of study. It presents a rational and clearly articulated structure, and the European Credit Transfer and Accumulation System (ECTS) allocation follows the standards set for MA degrees in Europe. Students must take 120 credits over two academic years (four semesters).

The Department has also foreseen a regulated procedure to carry out periodic reviews of the PSP, which take into account both the latest trends in the scientific field as well as the reality of the Department and the needs of students and the professional field.

It should be noted that this PSP is unique in its kind in the Hellenic field offering the only postgraduate degree program in Spanish Language and Spanish and Latin American Literature. It provides an excellent opportunity for the students interested in continuing their education and specialisation/research in the field of Hispanic Philology, Linguistics and Teaching of Spanish as a foreign language.

## **II. Analysis**

The PSP includes 72 courses (36 courses per specialization track), each of which corresponds to 6 ECTS, distributed over three academic semesters. Students must complete fifteen (15) courses, five per semester of study (in a total of 90 ECTS). In the last semester they must prepare a Master's Thesis, (which corresponds to 30 ECTS), or three (3) Supervised Final Papers (each corresponding to 10 ECTS).

The courses are divided into Compulsory and Elective courses. The Compulsory courses are two in each specialisation and are taught in the first semester. Each academic year, the Department Assembly, upon the recommendation of the MSc Steering Committee, decides which Elective courses are to be offered for the two specializations and assigns the teaching assignments. This information is published in advance and is included in each year's Study Guide, which is complete, concise, and appropriate.

Regarding the Elective courses, only 13 courses (78 ECTS) are offered each academic year for each specialization track, so the student does not really have the possibility of choosing. According to the explanations of the teaching staff, it is difficult to offer more elective courses to such small groups of students. In return, students have the possibility to choose the topic of their final papers to suit their interests.

The annual PSP review process takes into account student evaluations as well as recent advancements in research and latest trends in the field of studies. According to these factors, minor changes can be made to the course contents or to the organisation of the program. This has been done, for example, in the current academic year: as a novelty, students who are not interested in preparing the Master's thesis (designed for those students more research-oriented) can alternatively write three shorter papers, always under the supervision of the tutor.

The procedure of periodic revisions of the programme curriculum does not involve consultation of stakeholders, external experts, or graduates. However, as was repeatedly stated in the meetings, teaching staff is in close contact with stakeholders and experts, and feedback is possible through their participation in congresses, seminars and other activities and collaborations.

### **III. Conclusions**

The EEAP considers that PSP has been designed according to appropriate standards, taking into account the current scientific advancements and covering a wide range of topics and fields. The PSP's structure, content and organization of courses are oriented to deepening knowledge and acquiring the correspondent skills. Its expected learning outcomes are in line with the European and National Qualifications Framework.

Both teaching staff and the Department show great interest for continuous improvement of the PSP's curriculum and organization. According to this, there is a program review procedure in place, although it does not involve formal consultation from stakeholders, external experts, and graduates.

Finally, it is worth noting that this PSP fills a gap in the Greek University System, as it is the only postgraduate program focused on Hispanic philology, Latin American and Spanish Literature and Culture and Spanish language teaching. In this regard, the EEAP would like to recognize the efforts of the Department and of the PSP in supporting the introduction of Spanish Language teaching in the Greek secondary education. It would be desirable that the educational authorities enhance these studies in the public educational system in a near future, given the great interest for Spanish Language and Culture in the Greek society.

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

### **Panel Recommendations**

- Involve stakeholders, external experts, students, and graduates in the periodical revision of the PSP curriculum in a more formal way.
- Offer elective courses more efficiently.



### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

#### *The student-centred learning and teaching process*

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

#### *In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

### **Study Programme Compliance**

#### **I. Findings**

The PSP is an innovative and high-quality program that offers a comprehensive curriculum covering various areas related to the Latin American and Iberian Studies. The program enables students to deepen their knowledge and specialization in the field, as well as to develop their research skills. The PSP is rich in academic activities and events, such as conferences and guest lectures that enhance the students'

learning experience. Also, it organizes many seminars in addition to the courses, which expose the students to various topics and perspectives and provide them with certificates of attendance.

The instructors are supportive and interested in providing guidance and feedback to the students throughout the semester, as well as in helping them fulfil their M.A. thesis and conduct various research projects. An Academic Advisor's Regulation has been also established for the advisory support and guidance of students.

Moreover, students are assessed by various methods, such as written or oral examinations, final assignments, or assignments throughout the semester. Students are able to evaluate both the courses and the instructors through questionnaires which are distributed to them at the end of each semester.

## **II. Analysis**

The students interviewed expressed their satisfaction with the learning process and the relationship between instructors and students. They confirmed that the instructors are respectful and cooperative, and that they create a positive and productive learning atmosphere. They also stated that the instructors encourage them to participate in research activities and provide them with guidance and support.

Students also have the opportunity to evaluate the program through questionnaires, which give them a voice and a chance to express their opinions and suggestions. They appreciate that their opinions are taken into account by the instructors and that they receive prompt responses to their requests. Some of the students pointed out that the program should be more extroverted and promote the career paths that one can pursue upon graduation.

The PSP also cooperates with professors from universities abroad, who give lectures on certain courses during the semester. According to students, this is an exciting and beneficial practice, as it exposes them to different teaching approaches.

## **III. Conclusions**

The PSP has received positive feedback from the students who participated in it. The students interviewed were generally satisfied with their experience in this postgraduate program and the quality of the courses and instructors. Graduates also confirmed that the program helped them achieve their goals and equipped them with the right skills and knowledge for their professional careers.

Notable is the participation of distinguished guest lecturers, writers, and translators in the context of the program and the courses.

### Panel Judgement

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

### Panel Recommendations

- Create a network of alumni and mentors who can support and guide the current and prospective students.
- Update its website and social media platforms with more information and testimonials about the career prospects and success stories of the graduates.

### **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

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

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

*Indicatively:*

- *thestudentadmissionproceduresandtherequiredsupportingdocuments*
- *studentrightsandobligations,andmonitoringofstudentprogression*
- *internshipissues,ifapplicable,andgrantingofscholarships*

**Documentation**

☐ *InternalregulationfortheoperationofthePostgraduateStudyProgramme*

☐ *Research EthicsRegulation*

☐ *Regulationofstudies,internship,mobility,andstudentassignments*

☐ *Degree certificatetemplate*

**Study Programme Compliance**

**I. Findings**

The PSP takes two (2) years to complete, which is equal to four (4) academic semesters. However, students can request for an extension of up to two (2) more semesters, if they have a valid reason and get approval. The PSP admits maximum 40 students for each academic year, with 20 students in each of the two specialization tracks of the PSP.

Moreover, the PSP attracts students from different disciplines and backgrounds and is designed to accommodate working students, as it offers flexibility and understanding from the teaching staff. The admission procedure consists of an evaluation of the candidates' dossier and an interview, based on specific criteria that are announced in the Call for Applications. A high level of Spanish language proficiency (at least C1 level) is required for PSP applicants. However, the number of students admitted to the program for each academic year is sometimes less than the maximum number of places available.

The PSP also offers three (3) scholarships that cover tuition fees if students meet established requirements. Students may mainly conduct research under European-funded programs such as Civis. There is also the possibility of mobility and internships through the Erasmus+ program, but student participation is quite low.

Regarding the writing of the thesis, which is mandatory for the completion of the postgraduate program, students from the academic year 2023-2024 have the freedom and autonomy to choose either to write a M.A. thesis or Three (3) Research Papers in different topics of the PSP specialization. This is a new practice to be implemented in the current academic year. Students are fully aware of the guidelines, options, and obligations for writing their thesis.

## II. Analysis

Although the PSP provides students with the opportunity to participate in Erasmus+, the participation rate is low, which may indicate some barriers or challenges that prevent the students from benefiting from it.

The program does not fill all its available admission places for every academic year, which may indicate a lack of interest or awareness among the potential students. The program could benefit from more promotion and outreach to attract more students who want to pursue a degree in Latin American and Iberian Studies. The PSP could also encourage more student participation in the research, mobility and internship opportunities that it offers, as these could further enhance their intercultural and practical skills and broaden their horizons.

Students are informed in advance about the requirements and criteria of the admission procedure and the documents to be submitted, which enables them to be properly prepared.

Regarding the procedures and terms for the drafting of the thesis, the students interviewed appreciated the new option offered to them, i.e. to have the possibility to choose between a M.A. thesis and Three (3) Research Papers and consider that it further enhances their autonomy.

## III. Conclusions

Overall the above information on documents and procedures are available on the website or in the Study Guide of the PSP. Moreover, Postgraduate Studies are recognized following the current legal requirements and a Degree Certificate is issued in both Greek and English and is in line with the European standards.

### Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>

Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

- Encourage student participation in the research, mobility and internship opportunities that are offered and help students understand the benefits and challenges from such experiences.
- Promote PSP's academic activities to become widely known and more appealing for potential students.

### **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.**

*The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*

*More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment*

### **Documentation**

- ☐ *Procedures and criteria for teachingstaff recruitment*
- ☐ *Employmentregulationsorcontracts,andobligationsoftheteachingstaff*
- ☐ *Policy for staff support anddevelopment*
- ☐ *Individual performance of the teaching staff in scientific-research and teaching work, based on internationallyrecognisedsystemsofscientificevaluation(e.g.GoogleScholar,Scopus,etc.)*
- ☐ *List of teaching staff including subject areas, employment relationship, Institution of origin, Department oforigin*

## **Study Programme Compliance**

### **I. Findings**

The PSP teaching work is assigned to the 8 Faculty Members (ΔΕΠ), to 3 Members of the Teaching Staff (1 ΕΕΠ and 2 ΕΔΙΠ) and to one Emeritus Professor of the Department. In addition, two visiting professors and a researcher from abroad participate in the teaching process.

The qualifications and competencies of all faculty members involved in the PSP are beyond doubt, as evidenced by their publications, attendance at conferences, research projects and other academic activities. Most of them participate actively in mobility programmes and maintain close collaborations with other institutions in Greece and abroad, especially in Spain and Latin America.

Moreover, all professors and teaching staff interviewed showed great commitment in the smooth running of the PSP, in keeping up to date with the latest scientific trends and in providing the best support to students.

Finally, all PSP teaching staff is evaluated annually by students through satisfaction questionnaires. The results of the evaluation are discussed and taken into account for the continuous improvement of teaching.

### **II. Analysis**

The relatively small number of students in the courses (a maximum of 20 for each track of specialization) ensures an adequate teaching staff/student ratio and allows for personalised and student-centred teaching.

In general, the average weekly teaching load of the teaching staff has increased

significantly in recent years, mainly due to the non-replenishment of retired faculty members, as acknowledged in the latest internal evaluation report. Despite this, the interviewed Faculty Members consider that the workload derived from the PSP is fairly balanced (for example, with regard to the supervision of master's thesis). In this sense, the participation of visiting professors or researchers seems to be fundamental.

There is no regulated procedure or formal call for recruiting external professors or researchers. They are invited by the Department in charge of the PSP on the basis of CV merits and their area of specialisation.

In addition, professors from other departments or from the professional world take part in the specialisation seminars that the PSP organises outside of class hours.

The link between research and teaching is encouraged, particularly through research activities focused on specific areas of Spanish and Latin American literature and culture, linguistics and translation.

As mentioned above, all teaching staff members and all courses are evaluated annually by students. According to the reports consulted by the EEAP and the statements made by students and graduates during the meetings, the level of student satisfaction with the competence, preparation and help they receive from the teaching staff is very high. However, student participation in evaluation processes is not high enough and should be increased. Furthermore, there is no formal procedure for the collection of feedback from graduates.

Finally, there are opportunities for teaching staff to develop their careers. Mobility is encouraged through European programmes (Erasmus +, CIVIS), although the participation is low last years (possibly due to COVID pandemic). The PSP is also very active in collaborating with other institutions (such as the Instituto Cervantes) and in organising international conferences (such as the International Institute of Ibero-American Literature that took place in July 2023).

### III. Conclusions

The EEAP recognises the Faculty's determination and commitment to high quality teaching, student support and the promotion of excellence in Hispanic Studies. The PSP has a defined research strategy in this area and teaching and research are interrelated. The competence and qualifications of the teaching staff involved in the programme are assured. The PSP fully complies with Principle 5.

#### Panel Judgement

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



### **Panel Recommendations**

- Increase the number of permanent teaching staff to lighten the teaching workload and facilitate the involvement of teaching staff in research projects and activities.
- Encourage the participation in mobility programs.

### **PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

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

*Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities) in*

### **Documentation**

- ☐ *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- ☐ *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- ☐ *Informative/promotional material given to students with reference to the available services*
- ☐ *Tuition utilisation plan (if applicable)*

### **Study Programme Compliance**

#### **I. Findings**

As regards the Provision of Facilities for the Teaching and Learning Environment, the Department of Spanish Language and Literature of the National and Kapodistrian University of Athens (NKUA) provides an PSP in "Latin American and Iberian Studies" (LAIS), organized into two specialization paths: "Latin American and Spanish Studies" and "Translation – Linguistics. Theory and Applications to Spanish Language", which focus on Iberian and Latin American social, cultural, translation, political-economic, linguistic, and literary studies, aiming to develop competitive professional skills and aimed at postgraduate students who come from all social and scientific fields or are already operating in the labour market, provided they have a C1 competence in Spanish language or have completed a

B.A. in Spanish language and literature. In exceptional instances, where a student doesn't possess basic expertise, can take supplementary undergraduate courses.

On one hand, students are provided with normative material as for the services provided to them by the administrative support staff uploaded on the website in Greek and partly in English. On the other hand, the Institution seems to have adequate resources and means to cover the teaching and learning needs of the postgraduate study program. In order for the students of the PSP to fulfil their needs, they have at their disposal the Electronic Secretariat, an E-Class (<https://eclass.uoa.gr/>), and an Information Centre. The School of Philosophy has established a modern and well-equipped Library and also provides access to the online library (<http://www.lib.uoa.gr/>) to all students. Moreover, the EEAP has positively observed that the department boosts innovation and research and offers graduates the possibility of pursuing PhD studies.

Through the Electronic Secretariat, thanks to the “UNITRON” app, postgraduate students are able to see and print their grades, have information about all the courses of thePSP (such as teaching units, teaching hours, writings, etc.), to make a declaration of courses, to fill out applications for the issuance of any available certificate determined by the Secretariat (analytical rating, recruitment, tax office, etc.).

The E-Class is an integrated e-course management system and supports the asynchronous distance learning service at the NKUA without limitations and commitments. Access to the service is done using a simple web browser without requiring specialized technical knowledge. During the EEAP’s interviews this kind of e-course has been very appreciated for its immediacy, easiness of use and efficiency by students who live far from Athens or are already working. Furthermore, at the same time, the possibility of digital organization and availability of the provided educational material of the courses, facilitate the smooth and seamless conduct of the course, offers the above- mentioned supplementary knowledge and encourages quality learning resources making them effective and engaging in innovative ways. On top of that, the Department's administrative branches provide available access to the Library and the Students’ Reading-Rooms, assisting students and the general public alike. Students and the teaching staff have positively informed the EEAP about the easy accessibility to the digital library, interlibrary loans, databases, and IT infrastructure.

Additionally, the UNIWAY app, available both for Android and Apple mobiles, provides further useful information: Students may log for access to information regarding detailed grades, course declarations, curriculum, lecturers and contact information,officehours,etc.,toinformationregardingcourse evaluationquestionnaires. Also they may access social networking for sending/receiving chat, sending files, image, video, for forming friend groups, sharing geographic location information, according to common interests. The application is accessed through the student's institutional account.

As regards the access to the university facilities, it is easily provided by urban transport network with a wide range of bus lines, and additionally by interactive maps, uploaded to the website (<https://maps.uoa.gr/>).

#### Range of Support Services

The Department offers a comprehensive and broad suite of support services, in particular main twenty units, tailored to the diverse needs of PSP students, which are provided by the NKUA’sService – Units for each Department. These services include i) the Accessibility Unit, aimed to provide equal access to students with different abilities and needs; ii) the International Students Support Unit, intended to provide adequate support for foreign students; iii) the Counselling Centre for Students; iv) the Centre of Continuing Education and Lifelong Learning (CCE/KEDIVIM), planned to meet a significant connection with the prevailing

requirements of the society in accordance with the latest developments of science and specialized programs, offering, among other things, on one hand a broad spectrum of structured lectures and seminars and, on the other hand, effective actions towards illiteracy among socially vulnerable groups; v) a wide range of conference facilities, where a considerable amount of scientific and cultural activities may be organized in collaboration with other bodies, such as Ministries, Universities, Embassies, Cultural Centres and Organizations, Museums, etc.; vi) the Computing Centre, furnished with computer systems for covering computing needs of the Institution's staff; vii) the Forecast and Prognostic Services, which assists the access to the facilities in case of dangerous weather, water, and climate warnings; viii) the Energy Policy and Development Centre (KEPA), aimed to study issues related to Energy and Climate Change; ix) the Foreign Language Teaching Centre ("Didaskaleio"), which - in particular regard to the Department - caters a Lab for Written and Spoken Spanish – Civilization (Level B2), whose lessons take place either in the city centre, or at the University Campus in Zografou and can be attended not only by home students but also by students of other Greek Universities, as well as by anyone interested since tuition fees are particularly low; x) the Gender and Equality Office, which is located in the city centre; xi) the Historical Archive of the University of Athens which is situated in the city centre and includes more than 2.000.000 items; xii) the Byzantine church, Kapnikarea, situated too in the city centre; xiii) the "Kostis Palamas" Building aimed to host conferences/ seminars and other events, and as a meeting and cooperation place for the members of the University Faculty as a Lounge offering places especially tailored for reading, discussion and information; xiv) the Library and Information Centre (LIC), which comprises the eight Libraries of the University's Schools plus the Libraries Computer Centre; xv) the Modern Greek Language Teaching Centre, the largest of its kind in the world, situated in the university campus, which provides further essential help for foreign students; xvi) the Maraslean Teaching Centre, which provides teachers' training; xvii) the Quality Assurance Unit, which coordinates and materializes of the Evaluation procedures and Quality Assurance, in accordance with the Greek statutory framework; xviii) the "Student Ombudsman", which is a valuable tool for meeting and solving students' problems regarding academic and administrative services and for informing students about their rights and obligations, or possible violation of law provisions and regulations of the university legislation and ethics; xix) the University Club which points to enhance the living conditions, entertainment, and social and cultural education of University of Athens students through participation, socialization, and self-management procedures; xx) the Career Office of NKUA which stands as an efficient linkage between the University and the labour market.

#### Awareness and Accessibility of Services

Feedback from teaching staff and students shows that the services are mostly user-friendly. Administrative staff not only offer extensive guidance but also helps with technical issues through email or telephone. It's worth noting that teaching staff actively help students in exploiting these services.

## Administrative Staff for Support Services

The Administrative Staff for Support Services is responsible for implementing decisions within the Department, ensuring seamless coordination of academic entities, and for fostering cohesion and efficiency within the university community.

## The ERASMUS+ Office and European programs

The ERASMUS+ Office manages Learning Mobility within the Program, encompassing European Mobility, Traineeship Mobility and International Mobility opportunities. It is also noteworthy the University is member of the European Civic University (CIVIS) offering the Department a strong degree of European integration, involving joint learning pathways, development of complementary research facilities and diverse degree pathways.

## Educational Platforms and Videoconferencing

In addition to support services, the Department provides educational platforms (<http://www.gutnet.gr>) complementing the curriculum, supporting multimedia production service, and facilitating real-time interaction and collaboration among students and instructors through synchronous e-teaching, asynchronous e-learning and video conferencing rooms. Detailed instructions for accessing and using these platforms are available on the University's official website, ensuring transparency and accessibility. Students have reported a positive experience using these services.

## **II. Analysis**

The EEAP has examined these findings and appreciated the Department's vigorous basis for providing essential support services to its PSP students. The focus on electronic resources in the library system is in line with contemporary educational needs, simplifying direct access to fundamental information necessary for academic advancement and success. The extensive range of support services, scholarships, European mobility, financial planning, and cultural promotion, highlights the Department's commitment to all-inclusive student development.

The new centralized library of the School of Philosophy is superb and has excellent and well-equipped facilities. However, its bibliographic resources must be updated on a regular basis.

## **III. Conclusions**

In conclusion, the Department proves a strong commitment to supporting their PSP

students through various services and resources. Ranking electronic resources in the Department's life not only fosters the evolving needs of modern learners but also aligns with modern demands for rapid data retrieval. The wide range of support services, managed by dedicated administrative departments, adds value to the overall student experience.

The Department employs a dual approach, focusing on both electronic and print resources, ensuring immediate access to essential information and has made praiseworthy steps in supporting their students, and with a commitment to constant enhancement.

The EEAP believes that there is room for improvement in assessing and enhancing awareness and accessibility of these services among students through a more informative material on the website, such as in the case of Counselling Centre for Students. In addition, bibliographic resources of the Library should be regularly updated to ensure that PSP teaching staff and students have access to the most up-to-date sources and secondary literature in the field.

### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	

Partially compliant	
Non-compliant	

**Panel Recommendations**

- Enhance awareness of students regarding all the resources and services provided by the University.
- Enhance funding to update regularly the bibliographic resources of the PSP.

## PRINCIPLE 7: INFORMATION MANAGEMENT

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDYPROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

*Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.*

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

##### **Data Collection Procedures and Information Systems and Collection Methods**

In order to cover the needs of the management and monitoring of students' and teaching staff's data, the Student Care (Health Care, Food and Housing, Social Welfare), the structure and organization of courses, teaching methods, the contents of the curriculum and the provision of services to the students of the Postgraduate programs, the Department's information management operates within the wider system of the University's information gathering and disseminating system, the UNITRON and the UNIWAY app. The pertinent Departmental committees collect all the necessary data and provide them to the University's central services. The Department has the general liability for supervising the upgrading of academic endowment, research outputs, and the performance standards of students. Furthermore, it has established an Internal Quality Assurance System, conducted on an annual basis, for the implementation of the department, regarding the services, the facilities, the career paths of graduates, the economic plans, and activities.

The data gathered by the Internal Quality Assurance System is examined by the Committee on Internal Evaluation (OMEA) which suggests recommendations for the upgrading of the quality of the studies provided, of the services, of the functions of



the Department and of the facilities. All this is discussed in the Departmental Assembly, in order to take the necessary follow-up assessments.

The EEAP was provided with a set of quantitative and qualitative data about the Department that shows its commitment in information management. Yet, it seems there is no data yet concerning the opportunities for employability and career paths of graduates who generally opt only for teaching careers.

#### Student Satisfaction Surveys

Systematic student satisfaction surveys conducted periodically are an essential element of the Department's data collection efforts. These surveys provide insights into students' involvements, concerns, and suggestions for improvement, where the availability of learning resources and student support are well documented and appreciated. However, the student participation in this evaluation process is low.

## **II. Analysis**

The Department proves a duty to exploiting the information obtained from satisfaction surveys, and to analyse and evaluate data linked to the availability and accessibility of resources, including equipment, social /support services, teaching methods, curriculum upgrading and IT facilities. For the collection of information, the Department relies on the «Unitron», the information system for the management of Higher Education Secretariats of the NKUA, and the UNIWAY app. «Unitron» which offers tailored electronic services and can efficiently provide information in tabular or microdata format, presented in summary tables, basically concerns: (i) admissions in academic semesters, (ii) course registrations according to the curriculum, (iii) textbook declarations and (iv) grades in courses offered by the Department.

The analysis of the data collected helps in effectively recognizing defects or areas which require enhancements in accordance with the evolving needs of the student body, the academic programs offered and the needs of labour market. In this regard, the EEAP detected some omissions in the information and its analysis, regarding issues such as student profile, success rates and drop-out rates.

Additionally, student evaluations are attained through questionnaires (with quantitative and quality questions), but this is not mandatory. Yet the Department aims to achieve higher numbers in the future.

## **III. Conclusions**

The Department in collaboration with MODIP has established procedures for the systematic gathering of data, covering aspects of their academic unit, comprising

teaching methods, teaching staff's requirements, course structures. The Department employs a blend of information systems and methods to guarantee the accurateness and inclusiveness of data gathering in order to meet students' feedback, needs, requirements and expectations, and to recognize areas for improvement, and to augment the student academic experience. However there is already a room for improvement in this area, because there is lack of data about PSP student progression, success, and drop-out rates and about the student body/profile/background, graduates, employability, career path etc.

**Panel Judgement**

<b>Principle 7: Information management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

**Panel Recommendations**

- Collect data about the student body/profile/background, graduates, employability, career path etc.
- Regularly analyse and publish in an easily and accessible way the data concerning the employability and career paths of graduates.
- Establish effective procedures for student progression, success, and drop-out rates information management.

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**  
**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

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

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the*

**Documentation**

- ☐ Dedicated segment on the website of the department for the promotion of the PSP
- ☐ Bilingual version of the PSP website with complete, clear and objective information
- ☐ Provision for website maintenance and updating

**Study Programme Compliance**

**I. Findings**

There is a dedicated segment in the Department's website regarding the PSP "Latin American and Iberian Studies". The information is offered in Greek and in English, with proportionally much more information in Greek language.

**II. Analysis**

The key information regarding the academic unit and the PSP is available online through the webpage of the Department:  
<http://www.hispanicstudies.spanll.uoa.gr/latinoamerikanikes-kai-ibhrikes-spoyses.html>. The information in English language is available on the website's English version <http://en.hispanicstudies.spanll.uoa.gr>. Admittedly, it is not easy to change the language of the website, as there is no dedicated symbol (i.e. flag or other icon) to make the change. Pushing the button Homepage/ Αρχική Σελίδα changes the language of the website, but lack of visualization makes navigating difficult.

Website's Greek version includes information about PSP Establishment, Quality Policy & Targeting, Internal and other Regulations as well as Useful Documents, Study Guide & Course Outlines, official Announcements, information about Tuition fees, Applications - Results, Teaching timetable, Offered courses of the PMS "Latin American and Iberian Studies", Exam schedule, Webmail of the University of Athens and Phonebook. Some Students get tuition fee waiver – information about the procedure is available on the website:  
[http://www.hispanicstudies.spanll.uoa.gr/fileadmin/hispanicstudies.spanll.uoa.gr/uploads/NEW\\_PMS/2023-2024/ANAKOINOSI\\_GIA\\_APALLAGI\\_TELON\\_FOITISIS\\_2023-2024.pdf](http://www.hispanicstudies.spanll.uoa.gr/fileadmin/hispanicstudies.spanll.uoa.gr/uploads/NEW_PMS/2023-2024/ANAKOINOSI_GIA_APALLAGI_TELON_FOITISIS_2023-2024.pdf)

The information provided in the above-mentioned directories is clear, accurate and up-to date.

Information about the teaching staff is only available on the English version of the website. As far as the PSP’s all courses are conveyed in Spanish language it is advisable to make the webpage trilingual in Greek, English and Spanish.

The PSP regularly organizes extracurricular seminars and talks with guest speakers for the students. Information about the scheduled events and activities is not available on the website. Students, stakeholders, and the community in general should be informed about various activities through the webpage.

### III. Conclusions

Information provided on PSP’s website in Greek language is basic, while English version is incomplete. The website looks more to be an announcement board than a modern and user-friendly site to browse and consult. It is hoped that the forthcoming elaboration of the website will bring out the genuine face of the PSP to boost visibility and internationalization. It is important to increase the visibility of the programme and to strengthen its presence both in the specialised academic forums and in society as a whole.

#### Panel Judgement

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

#### Panel Recommendations

- Redesign the layout of the PSP’s website to be more appealing and user-friendly.
- Complete the English website of the PSP.
- Enrich the Greek version of the PSP website with the information about the teaching staff (e.g. names and detailed CVs), scheduled activities, ongoing and planned research, and other international projects.
- Create Spanish version of the website.
- Strengthen the visibility of the PSP in society and in international academic forums.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*

### **Documentation**

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

### **Study Programme Compliance**

#### **I. Findings**

The Quality Policy of the PSP “Latin American and Iberian Studies” is fully harmonized with the policy guidelines of the NKUA, which enables the PSP to provide high quality higher education.

All quality assurance procedures of the PSP “Latin American and Iberian Studies” are subject to review and revision that are carried out on an annual basis by the Department’s Internal Quality Assurance Team, in collaboration with the University’s Quality Assurance Unit.

#### **II. Analysis**

Based on NKUA Internal Assessment regulations the following are evaluated: the content of the Curriculum following comparative research in the specific subject area of the PSP; the workload of the students, the progress and completion of their

studies within the PSP's timetable; the degree of meeting the students' expectations; the courses/ faculty of the program through online questionnaires; the internal evaluation procedures applied in the PSP; the adaptation of the PSP to the changing needs of society/ labourmarket.

After the findings of the evaluation are examined, the proposed improvement action plan is set by the NKUA Quality Assurance Unit - with the timetable for the implementation, the parties involved, and the resources required. The action plan is discussed at a special meeting organized by the Director of the PSP with the Faculty and members of the PSP's administrative and technical support team, before the completion of the annual target setting process.

For the PSP in its current form the EEAP has been provided with data from Internal Evaluation of the PSP "Latin American and Iberian Studies" completed by the University's Quality Assurance Unit (ΜΟΔΙΠ) on 28/12/2022.

The EEAP confirmed during the interviews that the students' satisfaction in relation to the programme is high and the students' workload, progression and completion of the postgraduate studies are monitored. The changing needs of society are addressed with a view to continuous improvement.

PSP's monitoring and periodic review is carried out with involvement of different stakeholders through systematically collecting and analysing information, however, the degree and quality of involvement of the external stakeholders (alumni, employers) is low.

As the program is newly re-established, implementing the appropriate actions after feedback findings of the annual reviews is yet in process and has not been completed. Actions taken in response to monitoring and evaluation feedback should be clearly and regularly communicated to students and other stakeholders.

### **III. Conclusions**

The evaluation procedures implemented by the PSP "Latin American and Iberian Studies" are fully compliant with the existing requirements.

### Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Encourage students to fill in evaluation questionnaires.
- Regularly communicate to students and to other stakeholders information about the actions taken in response to internal evaluation.

## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts*

### **Documentation**

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

### **Study Programme Compliance**

#### **I. Findings**

This is the first external evaluation of the PSP since it starts in academic year 2018/19. However, both the Department and the University have previous experience of external evaluation and accreditation processes. In 2022, the Department's Undergraduate Programme was evaluated by a panel of external experts with very positive results.

#### **II. Analysis**

There is a procedure in place for analysing the results of the external evaluation and implementing the recommendations of the EEAPs. Consequently, it is expected that the results of the current evaluation will also be analysed and implemented as far as possible by the Department, the PSP Coordinating Committee and the OMEA (Internal Quality Assurance Committee) in collaboration with MODIP.

#### **III. Conclusions**

During the meetings held, the EEAP verified that all members of the teaching staff involved in the PSP are aware of the importance of the external evaluation and are actively involved in the process of the PSP's accreditation.

### **Panel Judgement**



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

**Panel Recommendations**

N/A

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The high level of qualification of the teaching staff and the diversity of their areas of specialization, which covers a wide range of areas in the field of Hispanic and Latin American Studies.
- The participation of visiting lecturers and researchers in the teaching of the PSP.
- The organisation of specialised seminars and other scientific and academic activities in the framework of the programme.
- Issuing of certificates of attendance to students who participate in extracurricular seminars.
- The great commitment of the teaching staff to the smooth running of the PSP, to keeping it up to date and to meeting the needs of the students.
- Close collaboration with other Universities and with external Institutions and social partners (e.g. Instituto Cervantes).

### **II. Areas of Weakness**

- Small number of permanent teachers.
- Heavy workload of teaching staff.
- Limited funding for the development of research projects, purchase of books and bibliography and support to students in research activities.
- Omissions in collecting data about student profile/background, student progress, graduates, employability, career path etc.
- Low student's participation in mobility programmes (possibly in recent years as a result of the COVID pandemic).
- Low student's participation in PSP evaluation processes.
- Lack of regular procedures to obtain feedback from graduates and external partners both in the periodic review of the PSP and in its evaluation.
- Poor PSP's website in Greek, incomplete and poor webpage in English and not offered in Spanish.

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

- Ensure involvement and regular feedback from alumni, employers, labour market representatives and other relevant organizations in the processes of external evaluation and periodical revision of the PSP curriculum.
- Encourage students to fill in evaluation questionnaires.
- Offer elective courses more efficiently.
- Create a network of alumni and mentors who can support and guide the current and prospective students.
- Encourage student participation in the research, mobility and internship opportunities that are offered and help students understand the benefits and challenges from such experiences.

- Promote PSP's academic activities to become widely known and more appealing for potential students.
- Increase the number of permanent teaching staff to lighten the teaching workload and facilitate the involvement of teaching staff in research projects and activities.
- Encourage the participation in mobility programs.
- Enhance awareness of students regarding all the resources and services provided by the University.
- Enhance funding to update regularly the bibliographic resources of the PSP.
- Collect data about the student body/profile/background, graduates, employability, career path etc.
- Regularly analyse and publish in an easily and accessible way the data concerning the employability and career paths of graduates.
- Establish effective procedures for student progression, success, and drop-out rates information management.
- Redesign the layout of the PSP's website to be more appealing and user- friendly.
- Enrich the Greek version of the PSP website, complete the English version and create a Spanish one.
- Update PSP website and social media platforms with more information and testimonials about the career prospects and success stories of the graduates.
- Strengthen the visibility of the PSP in society and in international academic forums
- Regularly communicate to students and to other stakeholders information about the actions taken in response to internal evaluation.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 2, 3, 4, 5, 6, 9, and 10.**

The Principles where substantial compliance has been achieved are:

**7 and 8.**

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

**NameandSurname**

**Signature**

**1. MORALES ORTIZ ALICIA(Chair)**

Departamento de Filología Clásica, Facultad de Letras, Universidad de Murcia

**2. CHIKOVANIANA**

DepartmentofModernGreekStudies, FacultyofHumanities, IvaneJavakhishviliTbilisi StateUniversity

**3. PAPTHERUCATERINA**

University of Catania  
(Italy)

**4. MPOUNTZA GEORGIA MARIA**

IonianUniversity