Accreditation Report
for the Undergraduate Study Programme of:

French Language and Literature
Institution: National and Kapodistrian University of Athens
Date: 12 June 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **French Language and Literature** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **French Language and Literature** of the **National and Kapodistrian University of Athens** comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Anna Panayotou-Triantaphyllopoulou (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Prof. Manuel Español-Echevarría**
   Laval University, Quebec, Canada

3. **Assoc. Prof. Fryni Kakoyianni-Doa**
   University of Cyprus, Nicosia, Cyprus

Review Procedure and Documentation

Monday, June 7, 2021, Briefing through Zoom
External Evaluation & Accreditation Panel (EEAP) and members of the HAHE met online through Zoom at 16.00 EET through Zoom to discuss the proposal report, allocation of tasks and list of issues.

Tuesday, June 8, 2021, Zoom meeting with Vice Rector, Head of department, OMEA & MODIP
The EEAP had its first welcoming meeting online with the Vice Rector/President of MODIP Prof. Dimitris Karadimas and the Head of the Department Assoc. Prof. Dimitris Roboly at 15.00 EET. A short overview of the undergraduate programme (history, academic profile, current status, strengths, and possible areas of concern) was presented to the EEAP.

Another meeting followed with EEAP, OMEA & MODIP representatives. OMEA representative: Prof. Maria Papadima, Prof. Maria Pateli, Assoc. Prof. Marie-Christine Anastassiadi, Assoc. Prof. Irini Apostolou, Assist. Prof. Eleni Tziafa, Assist. Prof. Marina Vihou, Assist. Prof. Evangelia Vlachou. MODIP staff: Mr. Konstantinos Bourletidis, Secretary of MODIP and Mrs. Sofia Krousaniotaki. Prof. Maria Pateli presents a ppt discussing issues such as the degree of compliance of the UP to the Quality Standards for Accreditation and a view of the undergraduate programme, the institutional strategy, pedagogical methods, the quality and effectiveness of teaching, the existing examination system, instructor's workload and student population profile.

After a break between 18.00 and 19.00 EET, EEAP had a Zoom meeting with teaching staff members Prof. Eleni Condyli – Vice President of the Department, Prof. Despina Provata, Assoc. Prof. Argyro Moustaki, Assoc. Prof. Eleni Tatsopoulou, Assoc. Prof. George Varsos, Assist. Prof. Nikolas Manitakis, Assist. Prof. Andromachi-Virginia Pantazara, Assist. Prof. Sotirios Paraschas, Assist. Prof. Maria Spiridopoulou and Specialised Teaching Staff Kyriakos Forakis. The main focuses of the discussion were professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; and possible areas of weakness.

A teleconference with a group of seven undergraduate students followed. The EEAP discussed with them their satisfaction with respect to their study experience as well as other issues concerning student's life.

At 20.45 the EEAP met online for 30 minutes through Zoom for a final debriefing. They reflected on impressions and prepared for the second day of the online review.

Wednesday, June 9, 2021, Zoom meeting

At 16.00 EET, the EEAP had an online tour on classrooms, lecture halls, libraries, laboratories, and other facilities. Discussion on the facilities presented in the video produced for this purpose followed between the EEAP, administrative staff members and teaching staff members (Mrs. Anna Pastra, Secretary, Mr. Ilias Aggelopoulos, Administrative staff Mrs. Christina Pragianni, Administrative staff, Mr. Dimitris Zisis, Administrative staff, Assoc. Prof. Eleni Tatsopoulou, Assist. Prof. Nikolas Manitakis and Assist. Prof. Eleni Tziafa). The discussion focused on the evaluation of the facilities and learning resources in order to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the programme.

At 17.00 EET, a teleconference with programme graduates Mrs. Anna Avaraki, French teacher in public education (Primary schools, 2nd district of Athens), Mrs. Ourania Chrysanthopoulou, French teacher in public education (Primary schools, district of Achaïa), Mrs. Katerina Krimpogianni, Researcher, Centre of Excellence for Multilingualism and Language Policy (National and Kapodistrian University of Athens), Mrs. Maria Menegaki, Actress, Mrs. Vasiliki Papagianni, French teacher in public education (Primary schools, district of Achaïa), Mrs. Amalia Stathaki, Gutenberg editions, Mr. Petros Tsakaliadis, PhD candidate, IKY scholarship, Mrs. Sofia Tsioli, External teaching staff (University of Patras and Thessaly), Mrs. Maria Xypolopoulou, PhD candidate, Sorbonne University and EFA (École Française d'Athènes) scholarship, Mrs. Irini Zarkadoula, Correspondent of Hellenic Broadcasting Corporation and Athens News Agency. The EEAP discussed with them their experience of studying at the Department and their career path.

At 18.00, a teleconference followed with employers and social partners: Mr. Patrick Comoy, Director of IFG (Institut Français de Grèce), Mrs. Vassiliki Dadavassili, President of the Panhellenic Association of Translators, Mr. Damien Ganier, Head of LFH (Lycée Français Eugène Delacroix), Mrs. Entzi Koutsoudaki, President of APELF (Association des Professeurs de langue et de littérature françaises), Mrs. Aikaterini Liagkou, Coordinator of the French teaching staff of Saint Joseph school, Mrs. Konstantina Pliaka, President of APF (Association des Professeurs de Français), Mr. Emmanuel Stergioulis, Director of PSPA (Experimental School of the University of Athens). The EEAP wanted to know about cooperations and future collaborations of the Department with external stakeholders from the private and the public sector.

After a 60-minute break between 19.00 and 20.00 EET, the EEAP met online to discuss on the outcomes of the online review and begin drafting the oral report.

At 20.30 EET, a teleconference with OMEA & MODIP representatives followed: Prof. Maria Papadima, Prof. Maria Pateli, Assoc. Prof. Marie-Christine Anastassiadi, Assoc. Prof. Irini Apostolou, Assist. Prof. Eleni Tziafa, Assist. Prof. Marina Vihou and Assist. Prof. Evangelia Vlachou; MODIP staff: Mr. Konstantinos Bourletidis, Secretary of MODIP and Mrs. Sofia Krousaniotaki. The EEAP presented several points/findings which needed further clarification.

At 21.00 EET, during the final session including Assoc. Prof. Dimitri Roboly, Head of the Department of French Language and Literature, the key findings of the EEAP were presented.

Thursday, June 10, 2021, Zoom meeting (EEAP members only)

Between 16.00 and 21.00 EET, the EEAP worked on the draft of the Accreditation Report (AR).

Friday, June 11, 2021, Zoom meeting (EEAP members only)

Between 16.00 and 21.00 EET, the EEAP met online and worked on the draft of the Accreditation Report (AR).

Saturday, June 12, 2021, Zoom meeting (EEAP members only)

Between 16.00 and 21.00 EET, the EEAP met online and worked on the draft of the Accreditation Report (AR).

Study Programme Profile

The Department of French Language and Literature was founded in 1954 as Department of French Studies within the Faculty of Letters of the University of Athens. The first chairs established were the Chair in French Language and Literature and the Chair in French Civilization. In 1971, the University Senate decided to establish an independent Chair of French Language and Literature along with a study room, held by two assistants. The Department was placed under the supervision of the Dean of the Faculty of Letters. It was thanks to Law 1268/1982 that the Department finally became autonomous.

The Undergraduate Studies level (Bac+4) is built on the basis of semester modules. Students are required to take compulsory modules, optional core modules and optional modules, as many as needed in order to complete 240 ECTS. They have to enrol in 25 compulsory courses; they also choose 8 out of 30 elective courses offered by the Department of French Language and Literature and 12 out of 42 elective courses (17 of them offered by other departments) (Student Handbook, p. 29). The modules offered are divided into three categories:

- Core modules (CM), compulsory for all students (25 Core Modules)
- Optional core modules (COM) (Students must choose at least 2 OCM from each section).
- Optional modules (OM)

Optional modules are offered by all sections of the Department and students may choose up to 6 modules from other departments of the School of Philosophy.

Students may shape their programme of studies from their fourth semester onwards by choosing OCM and OM in the field they are interested in. However, the degree awarded by the Department is a general degree in French Language and Literature and does not mention a specialization in a particular field of study.

The Department offers courses in French studies, French language and literature, history, culture, translation, and theoretical and applied linguistics. Students also take option courses offered by other Departments of the School of Philosophy (Greek Studies, History and Archaeology, Philosophy, Education and Psychology). In order to graduate with a "Ptychion" (Bachelor's degree equivalent) from the Department of French Language and Literature of the National and Kapodistrian University of Athens, and according to the European Credit Transfer and Accumulation System (ECTS), each student must complete a total of 240 European Credits (ECTS). Graduates of the Department of French Language and Literature can pursue careers in both public and private sectors.

The Department also offers postgraduate programmes (MA) in "Greek-French Studies in Literature, Culture and Translation" and "French Language and Literature" as well as the Franco-Hellenic programme "Teaching foreign languages in Europe" in collaboration with the University of Angers and the interdepartmental programme "Translation and Traductology" in collaboration with the English and German Language and Literature Departments of the NKUA.

A doctoral programme of French Language and Literature conducts original scholarly research.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme Compliance

The Department has established a Quality Assurance Policy for the undergraduate programme that is in line with the institutional policy on quality. According to the documentation presented during the online meetings the Quality Assurance Policy of the academic unit is in line with the institutional policy on quality with clear strategic goals and the means for attaining them (cf. document Στοχοθεσία).

The Department's strategic planning includes short, medium and long-term goals and objectives, which are periodically revised and adapted. It has a policy for quality assurance, which is made public and is a part of the institution's strategic management.

The Department follows a Quality Assurance Policy embracing all areas of activity in research and teaching as stipulated in the relevant document published on the departmental website. The quality assurance procedures are carried out in close cooperation with the University Quality Assurance Unit (MODIP) and are in line with the requirements of ADIP and the European Standards for Higher Education.

There is a Curriculum Committee, formed at the beginning of each academic year by the Department Council. It monitors the implementation of the undergraduate studies programme, the assignment of courses and the implementation of the timetable. It meets regularly to evaluate and improve the programme, in order to adapt it to the needs of students and society. It also proposes, on the recommendation of the Department, the introduction of new compulsory and/or free-choice courses and the abolition of old ones as well as the integration of courses from other departments of the Faculty of Philosophy into the curriculum.

It also evaluates the learning environment and the effectiveness of the undergraduate studies programme after an exchange of views with the teaching staff during pedagogical meetings. The Curriculum Committee processes the statistics of course registrations, student participation in the three examination periods and student grades. After completing the evaluation, the Committee reports to the Department Chair and makes recommendations for any improvements to the Sections and the Department Council. There is also an Internal Evaluation Committee (OMEA) comprising members of the academic staff of the four sections of the Department. This Committee is responsible for coordinating the writing of the annual internal assessment report. The results of this report are presented and discussed in the Department Council. The OMEA, in collaboration with the Curriculum Committee and in order to ensure the programme's connection with the changing needs of society, coordinates the students' evaluations of the courses through the special digital platform of the MODIP (technical support). These evaluations are accessible both to the teaching staff and to the OMEA, after the announcement of the students' grades. Pedagogical meetings are conducted within the framework of the Department Council and the meetings of the sections of the Department. Detailed issues arising during the academic year concerning the educational process, the structure of the programme, learning outcomes, and teaching methods-practices are discussed.

The Sections' members collaborate to avoid overlaps in courses, propose to the Department Council assignments for courses and recommend to the Curriculum Committee new compulsory or optional courses. They shall recommend to the Council the teaching hours of their members. Moreover, there is a Committee for the examination of issues related to the possible restructuring of the Faculty of Philosophy in view of the preparation of the Statute of the School of Philosophy. This is a six-member committee appointed by the Assembly, which after studying the views expressed in the context of the special pedagogical meeting of the Department (22/9/2014) submitted "Proposals for the physiognomy and prospects" to the Assembly.

The evaluation of the Department's undergraduate studies programme is continuous and its results, after being processed by the relevant committees, thus ensuring their validity, are forwarded to the MODIP and announced on an annual basis, via the MODIP and the

departmental website. The evaluation includes the assessment of the teaching and research work of the faculty members, the amount of work assigned to the students and the time required for the completion of their studies. It also assesses the relevance and effectiveness of the Undergraduate Studies Programme, as well as the degree of satisfaction of the students taking into account their expectations and the needs of society and the labour market.

The programme of study offered by the Department reflects its academic profile and is aligned with the European and the National Qualifications Framework for Higher Education. There are two data analysis mechanisms: the course evaluation questionnaire (which provides information about the course programme) and the 2020 alumni questionnaire: a) Réseau Diplômés, established in 2011, aims to promote sectors and actions in which graduates of the Department are active, and to raise awareness of key issues of concern to the educational community through the organisation of workshops, b) Alumni (https://alumni.uoa.gr) which is addressed to all the Department's alumni and allows them to maintain communication with each other. The Department, on the one hand, is informed about the professional career and general development of its alumni and it channels this information to its students and alumni.

Each year, all courses are evaluated by students through satisfaction questionnaires. In general, the opinion of the students on the Study Programme is very positive. The quality of the teaching receives a high mark (4,57/5). The percentage of student participation improves every year since 2013, and in 2019 doubled up (due to relevant and successful changes in the size and the content of the questionnaire). The sample size of questionnaires for the evaluation before the exams of February 2021 was 771 questionnaires.

The Department's goals are paired with the corresponding Key Performance Indicators, according to the Standards for Quality Accreditation of Undergraduate Programmes.

The Department provides sufficient information to the public about its activities and offered programmes of study. The departmental website presents the Department's Internal and External Evaluation Reports and the Activity Reports, which record all the Department's educational and academic activities, as well as the scientific-research work of its faculty members: their participation in conferences, lectures and other scientific activities. The biennially posted activity reports present the teaching, scientific and research activities of the faculty members, as well as the participation of visiting professors and the educational and cultural activities carried out within the framework of the Undergraduate Studies Programme.

Panel Judgement

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

Panel Recommendations

- The Department is clearly understaffed, and this issue makes it difficult to fully maintain quality assurance and student satisfaction.
- The Department/ MODIP should take measures to increase the participation rate of students in the evaluation process, by making it compulsory.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme Compliance

The Study Programme (SP), aligned with the European and international practices, has a clear academic, scientific, and professional interest and it is well organized and flexible. The total number of the courses (46-49) is sufficient and divided in the specific areas of French Studies (French Language and Linguistics, Literature, Translation, and History of Civilization). Factors taken into consideration are the following:

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

The curriculum offered by the Department reflects its academic profile and is aligned with the priorities defined in European and international practice. The structure of the SP is rational and clearly articulated and defined by the Department and published in the Student Handbook and at the website of the department.

The Student Handbook is easily accessible, complete and appropriate. It includes a large number of optional courses which facilitate a valuable learning experience. In order to provide work experience to students, the Department offers the possibility as well to undertake internships in external public and private institutions.

Courses are well distributed throughout the four years and follow an adequate progression of knowledge. Moreover, the SP is organized in semesters with obligatory and elective courses. Students must complete a total of 240 ECTS spread in 25 Core modules (95 ECTS), 8 optional core modules from the 30 offered by the Department of French Language and Literature (40-48 ECTS), 2 from each sector, and up to 12 out of 42 optional modules, 17 of which offered by other departments of the School of Philosophy (97-105 ECTS). It is a balanced and flexible system, in compliance with international and national standards. The EEAP also evaluates very positively the creation of the multimedia lab (Εργαστήριο πολυμέσων για την επεξεργασία λόγου και κειμένων).

The Programme is always under revision to adapt it not only to academic and scientific requirements, but also to the demands of the labour market. The curriculum revision is discussed and approved by the Department Council, with the participation of students' representatives. External stakeholders, according to the Greek law, cannot be formally involved in the process.

Panel Judgement

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

Panel Recommendations

- The EEAP recommends the introduction of a final degree thesis (πτυχιακή εργασία) as an alternative to a certain number of courses. Since the final degree project is a requirement for completing a degree in most EU countries, the EEAP recommends introducing it gradually into the study programme, perhaps 1) initially counting as two elective courses that could

later become compulsory and/or 2) for students having an overall average of grade 7 out to 10.

▪ The Department should consider the creation of a degree with explicit mention of specialization in each of the four sections, as suggested by students.

Principle 3: Student- centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*
  In addition :
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

The Department makes a conscious effort to adopt a student-centred approach, respects and attends to the diversity of students and their needs, uses different modes of delivery, regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement. However, it rightly stresses that the huge size of the student population makes this approach difficult to implement. In recent years, the number of students who enter the Department of French Language and Literature has remained stable (about 150 each year), while the number of the teaching staff is very low (20). In view of this situation, the Ministry of Education should consider increasing the size of the teaching staff.

Students are encouraged to develop individual skills in seminars, workshops and internships by undertaking project and personal initiatives. Moreover, social events such as the Café du FLE, the drama performances and web radio broadcasts, involving students from all years, are scheduled and facilitate discussion and cooperation fostering a sense of trust and belonging of the group. Students are encouraged to interact in peer-to-peer learning and acquire (language) skills through workshops. Thus, there is evidence that students are seen as active partners in the teaching/learning process in the Student Handbook. Furthermore, students have a variety of active participation opportunities emanating from the Department's relationship with stakeholders (Institut français, Panhellenic Association of Translators, SDL Academic Partnership Program). Finally, the Department creates a culture promoting mutual respect between teaching staff and students.

The academic staff is familiar with the existing examination system and methods and supported in developing their own skills in this field. Assessments are published in advance for each course module and at the departmental website in course descriptions. The OMEA, in collaboration with the Curriculum Committee, in order to ensure the programme's connection with the changing needs of society, coordinates the student evaluations of the courses, through the special digital platform of the MODIP. These evaluations are accessible both to the lecturers and to the OMEA, after the announcement of the students' grades.

For student appeals, there is the institution of the student advocate with the following responsibilities: considering student requests for problems with academic and administrative services and seeking solutions to these problems, facilitating the students' contacts with the institution and administrative services, examining student reports-complaints about violations of provisions and rules of university law and ethics, and informing students of their rights and obligations as members of the university community. The Chair of the Department is also available for advising in specific weekdays. The Dean of the School of Philosophy also deals with appeals, forming three-member committees.

Panel Judgement

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

Panel Recommendations

- The number of seminars and small group classes should be increased.
- The Ministry of Education should seriously consider increasing the number of members of the teaching staff.

- Since the level of general knowledge in entering students decreases, postgraduates could assist students in their development, along with other members of the Specialized Teaching Staff.
- Instructors from the four sections (Language and Linguistics, French Literature, History of French Culture and Translation and Translation Theory) could collaborate for theatre and drama performances in order to facilitate learning outcomes. Each sector could contribute with certain aspects of its specialization. For example, in a Language and Linguistics course, students could be asked to write a modern scenario, inspired or translated (in a Translation Section course) from classic literature or history.
- Enforce the action-oriented approach. According to CEFR ''users and learners of a language are primarily 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action'' (CEFR, pp. 9-20).

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme Compliance

There is a clear set of published regulations covering all aspects of the students' progression towards their BA degree. All the necessary information about regulations as well any other aspect of the students' life in the Department are available in the document Student Handbook. This detailed document has been praised by some students during the interviews conducted by the EEAP. A diploma supplement is provided to the students.

Students seem to be well oriented by the academic staff in relation to the organization of the curriculum and in the planning of their participation in exchange programs (Erasmus or Civis). An average of 40 students per year participate in the Erasmus exchange program out of student cohorts of around 150 students. The number of students benefiting from exchanges is low if we take into account that this is a Department of French Language and Literature. There is no lack of interest on behalf of the students, but there are not any more places available.

The Department has a system of practical training in place. Students can follow credited practical training in the domain of French language teaching as well as in other domains (translation, tourism, etc.). From the academic year 2014, students can participate in ESPA-funded practical training. This type of practical training is organized as an optional 4 ECTS course and it is recorded in the diploma supplement. This is a very attractive feature for students and the Department is committed to further develop practical training. This line of action leads to an improvement of the link between university and job market.

Students do not have the opportunity to produce a BA Thesis at the end of their studies. The EEAP thinks that it would be interesting for students aiming to pursue graduate studies to work on a BA Thesis during their BA (see Panel Recommendations in Principle 2). This BA Thesis would improve the students' chances of admission in graduate programs in Greece and abroad.

Panel Judgement

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

Panel Recommendations

- The ratio of students to professors remains high. The Ministry should take the appropriate measures to correct this imbalance (nevertheless, cf. below under Principle 7).
- Put in place measures leading to the augmentation of the number of students participating in exchange programs with francophone universities.

Principle 5: Teaching Staff

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

> *The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*
>
> - *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
> - *offer opportunities and promote the professional development of the teaching staff;*
> - *encourage scholarly activity to strengthen the link between education and research;*
> - *encourage innovation in teaching methods and the use of new technologies;*
> - *promote the increase of the volume and quality of the research output within the academic unit;*
> - *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
> - *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

The Department hires academic staff following the procedures and criteria stablished by the Greek legislation on public universities. The recruitment of permanent academic staff (μέλη ΔΕΠ) constitutes a slow and complicated process, and the appointments depend on decisions made by the University and the Ministry of Education. In 2010, year of the last external evaluation, the Department had 23 permanent professors (μέλη ΔΕΠ), whereas nowadays there are 18 permanent professors (μέλη ΔΕΠ). This decrease in the number of permanent professors (μέλη ΔΕΠ) does not correspond to a reduced offer of courses nor a decrease of the student population. In spite of the reduction in academic staff, professors have successfully responded to very difficult challenges regarding new teaching environments and new developments in post-secondary education in general. As argued in our discussion of Principle 1 above (see also the recommendation 1 of the EEAP concerning Principle 1), the Department is understaffed.

Opportunities for the professional development of the teaching staff

The Department offers to its staff a variety of opportunities for professional development through the following lines:

- Promoting a very dynamic scientific activity in the Department, as shown for instance by the organisation of seven conferences for the years 2016-2018.
- Helping the academic staff to participate in exchanges and to take their sabbatical leaves in the scheduled periods. Some of the professors expressed during their interviews with the EEAP their satisfaction in this respect.

Link between teaching and research

As evidenced in our interviews as well as in the syllabi of the courses, the teaching staff is committed to linking their research interests to teaching. All professors teach courses closely related to their area of expertise and, as evidenced in our conversations with graduate students that had followed this undergraduate program, their professors were quite successful in conveying their passion for research in the classroom.

Use of technologies in teaching

Technologies are an essential component in a good number of courses. As much as 9 courses make use of the Multimedia Lab maintained by the Department. In addition, the tele-education platform *E-class* has been widely used in the Department in recent years with a high degree of success. Students are quite satisfied with this learning environment as shown in the evaluation of the courses.

Increase of the volume and quality of the research output

The teaching staff as a whole is very active from a scientific point of view, in spite of their heavy teaching load. The quantity as well as the quality of the scientific production of the Department is remarkable.

Attracting highly qualified staff

The Department is very conscious of the need of attracting highly qualified staff. Obviously, the accomplishment of this objective is highly dependent on funding. As evidence of the actions undertaken by the Department to achieve this goal, we can highlight the following ones:

- Creation and funding of positions for young researchers/instructors.
- Organization of biennial conferences for graduate students, with publication of the proceedings of the conferences.
- Attraction of good graduate students at the PhD level.

Panel Judgement

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

Panel Recommendations

Increase the funding allocated to the hiring of young researchers/instructors.

Principle 6: Learning Resources and Student Support

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

> *Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.*
>
> *When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*
>
> *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

Study Programme Compliance

The Department, in collaboration with the University, provides satisfactory infrastructure, facilities and learning support to its students. A well-equipped departmental library, hosted nowadays in the Library of the School of Philosophy, is conveniently located close to the Department. Students have excellent spaces for study and research in this friendly environment. In addition, the Department hosts a Multimedia Lab in two rooms with 21 computers, one interactive whiteboard, and one computer allocated to students with visual disabilities. It is open from 9 am to 7 pm and at least nine courses in the Department make use of this facility. Computers are equipped with up-to-date software in a variety of relevant domains (translation, phonetics, statistics, etc.). This lab is, however, insufficient for the number of students in the Department (around 150 entering students per year in a four-year BA program).

The University, in collaboration with the Department, provides special services to students with disabilities through the Accessibility Unit for Students with Disabilities. However, there seems to be no policy in place taking care of students with any mental health (ψυχική υγεία) condition.

Administrative staff provides efficient services to both teachers and students. The members of the administrative staff are quite knowledgeable, and they do not seem overwhelmed.

Finally, the EEAP would like to highlight the contribution of the MODIP to teaching and departmental organization. The collection and management of statistical data concerning students' evaluations, alumni, etc. is outstanding. MODIP's work is an essential tool to guide the strategical decisions of the Department and the University. The members of EEAP express their

gratitude for the richness and accuracy of the information provided by the MODIP, which have made their task a lot easier.

Panel Judgement

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

Panel Recommendations

- Enlarge the departmental Multimedia Lab up to a capacity of 40 students.
- Take care of students with a mental health (ψυχική υγεία) condition.

Principle 7: Information Management

INSTITUTIONS 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.

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 as well as to the academic community.

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

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

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

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

Study Programme Compliance

The Quality Assurance system was implemented in the University of Athens and the Department of French Language and Literature in 2008. In accordance with the Regulations, the Department, in close collaboration with the MODIP and the OMEA, has established adequate mechanisms for the collection of data and indicators regarding student population profile, student success and dropout rates and student satisfaction with the Study Programme. Student satisfaction questionnaires are regularly conducted (although they are not compulsory), analysed, and the obtained information communicated. The rates of student satisfaction with the respective courses (cf. the sample questionnaires nos. 64906, 641094, and 6410168) are high, although the rate of participation vs. the overall number of students attending the course is not stated.

During the interview, the student representatives spoke enthusiastically about their studies, their department and the changes introduced. They were extremely happy about activities like theatrical performances (in French) in the framework of the Drama Society of the Department, and the undergraduate or postgraduate colloquia where they present their papers, based on their essays during their studies.

The HQA assessment has also provided data (e.g. statistics dated 11/1/2019, for the academic year 2015/2016) on the Department profiles progression, the rates of student progression and the duration of studies, among others. The rate of students who had not obtained their diploma

after six years of studies (v+2, where v represents the normal duration of four years) is very high: 299 male and 2.195 female students. The same holds for e.g. the year 2016/2017: 288 male and 2.202 female students have not obtained their BA after more than 6 years of studies.

The prolongation of studies is related not only to the economic and social crisis of Greece during the last decade, but mainly to the Greek legislation concerning the duration of studies. Although the Department does not bear full responsibility for the legislation, it has to cope with its effects: *inter alia* it tricks information analysis and statistics consistency.

A measure which would aid in this respect, is the introduction (irrespectively of the COVID-19 pandemic) of blended courses, which will permit to reduce the number of students working outside the University, and who have no possibility of attending face-to-face courses on a regular base.

The Department has established good relations with many graduates, especially with those who continue their postgraduate studies in either the Department or elsewhere and monitors them.

The Department has also developed good relations with IFG, associations of professors teaching French, and secondary education establishments where French is taught.

Panel Judgement

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

Panel Recommendations

- Special attention has to be paid to the high rate of students who have been overtaken by events and thus dropped their studies, although they continue to figure as non-effective students.
- Application of blended courses on a regular basis, which will permit to reduce the number of working students who cannot attend courses.
- Increase the number of students participating in the evaluation of the courses in order to have a substantial feedback. Cultivation of the importance of the evaluation and its impact on the quality of studies.

Principle 8: Public Information

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

> *Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.*
>
> *Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

Study Programme Compliance

The Department has presented a detailed and readily accessible online Student Handbook 2020-2021 (in Greek, French and English) on undergraduate, postgraduate and doctoral programmes, with information about the programmes of studies, course descriptions, prerequisites and learning outcomes, examinations, details about the Erasmus exchange programme, premises, staff, office hours, teaching staff profiles and research interests, facilities for the students, student aid (such as the Disability Officer), and relevant information, especially on academic calendar.

The Students Handbook 2020-2021 presents detailed information about the 18 Inter-University Cooperation Programmes which have been established to promote not only the mobility of students but also that of staff, as well as scientific collaboration. The ESPA job placement module is also described, a programme providing important working opportunities to students.

Some discrepancies observed in the number of courses between the Handbook and the departmental can hardly affect the overall positive impression of the EEAP on this point.

Panel Judgement

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

Panel Recommendations

Correct the differences in the number of programme courses between the Handbook and the departmental website.

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

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

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

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

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

Study Programme Compliance

As stated above (§ 7), the Quality Assurance System was implemented in the University of Athens and the Department of French Language and Literature in 2008.

A new programme of studies was implemented in 2016. There are four sections: Section of Language and Linguistics, Section of French Literature, Section of the History of French Culture, and Section of Translation and Translation Theory. The structure of the programmes is in accordance with the equivalent of similar sections internationally.

One of the strong points of the Department is the close collaboration with several similar European and transatlantic departments of French. The assets of these collaborations are noticeable not only in the enrichment of the curricula of students and staff, but also in the content of the programme. Special attention has to be drawn to the Greek-French Postgraduate Programme 'Foreign language teaching in Europe: training in the linguistic and cultural diversity of school populations' with the University of Angers.

Nevertheless, the effects of the severe economic crisis in Greece since 2009 and the recession caused by the pandemic since 2020 have had a great impact on Greek universities, among other in the financial backing of the State and the difficulties of many students to continue their studies without strong support. Moreover, the delay of recruitment in the public sector (since 2007 for teachers of French) has hindered the possibilities of hiring for the holders of a BA in French and consequently blurred the expectations of many secondary education students choosing studies in French.

The changing attitudes of society vis-à-vis French comparing to English and German might have affected the students' choice measurably.

By all means, the undergraduate and the postgraduate programmes of the Department are revised with great attention not only to the needs of society but also to the scientific standards.

Panel Judgement

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

Panel Recommendations

Enhance with all possible allies or stakeholders the status of French and its relations in the Greek society, which are old and strong.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*
>
> *Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.*
>
> *The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

Study Programme Compliance

The Department implemented actions in response to recommendations made by the HAHE External Evaluation Committee of 2010, by strengthening international, bilateral and multilateral collaborations for both teaching and research, through the convergence of teaching and research and by increasing the number of publications in quality international journals.

The Department also established a program of support courses for the first 2 years of study, in order to bring first year students up to standard as suggested by the previous EEAP (Annex 5 - Στοχοθεσία, page 3).

The EEAP can attest that the Department's academic staff is aware of the importance of the external reviews and their contribution to cementing the Department's national and international renown.

Panel Judgement

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

Panel Recommendations

Restart of Erasmus and other exchange programmes with francophone universities when the current COVID-19 situation permits it.

PART C: CONCLUSIONS

This part contains the key points that the Accreditation Panel has to make after consideration of the relevant documentation and the findings of the online site visit.

I.   Features of Good Practice

- Broad course range in line with contemporary research orientations and findings.
- Teaching staff committed to offering high-standard courses despite budgetary restrictions.
- Teaching staff with an international visibility in terms of publications and research.
- Courses offered in collaboration with scholars and colleagues coming from abroad.
- Ability to attract high-quality new academic staff to be integrated into the Study Programme.
- Good infrastructure in terms of classrooms, offices, laboratories and library.
- Conduct of an annual review and an internal audit of the quality assurance system of the undergraduate
- programme(s) offered.
- Positive response to the quality of the programme on the part of the students.

II.   Areas of Weakness

- The Department is understaffed.
- Excessive size of the student population which has a negative effect on the proportion between students and teaching staff.

III.   Recommendations for Follow-up Actions

- Envisaging the introduction of a BA thesis (*ptychiaki ergasia*) possibly for students with a minimum average grade of 7 out of 10.
- Increase of funding allocated to the Department for the support of research and teaching.
- Attention has to be paid to the high rate of students who continue to figure as non-effective students.
- Application of blended courses on a regular basis, which will permit to reduce the number of working students who cannot attend courses.
- Put in place measures leading to the augmentation of the number of students participating in exchange programs with francophone universities.
- The number of seminars and small group classes should be increased.
- Measures to increase the participation rate of students in the evaluation process, by making it compulsory.
- Enforce the action-oriented approach.
- Enhance the status of French and its relations in the Greek society.

IV.   Summary & Overall Assessment

The Principles where <u>full compliance</u> has been achieved are: **1, 2, 3, 4, 5, 6, 8, 9, and 10.**

The Principles where <u>substantial compliance</u> has been achieved are: **7.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Anna Panayotou-Triantaphyllopoulou (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Prof. Manuel Español-Echevarría**
   Laval University, Quebec, Canada

3. **Assoc. Prof. Fryni Kakoyianni-Doa**
   University of Cyprus, Nicosia, Cyprus