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HELLENIC REPUBLIC

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Accreditation Report
for the Undergraduate Study Programme of:

Spanish Language and Literature
Institution: National and Kapodistrian University of Athens
Date: 4 June 2022

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

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

ΕΣΠΑ
2014-2020

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Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Spanish Language and Literature** 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 Undergraduate Study Programme of **Spanish Language and Literature** 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. **Prof. Alicia Morales Ortiz (Chair)**
   University of Murcia (Murcia, Spain)

2. **Prof. Moschos Morfakidis-Filactós**
   University of Granada (Granada, Spain)

3. **Prof. Elżbieta Skibińska-Cieńska**
   Uniwersytet Wrocławski (Wrocław, Poland)

4. **Ms Panagiota Foteinopoulou**
   Student of Philology, University of Patras (Patras, Greece)

II. Review Procedure and Documentation

Before the visit, the External Evaluation & Accreditation Panel (EEAP) studied many documents provided in advance by HAHE, including the Department's Proposal for Accreditation, the Handbook of Studies, the description of courses, the HAHE Guidelines, the 2013 External Evaluation Report and other information about the Undergraduate Study Program (UGP) under evaluation (statistical data, quality indicators, student questionnaires, etc.). The EEAP took also part in the orientation meeting with HAHE's Director General, Dr Christina Besta, which was held on Monday 23/05/2022 at 16:00 Athens time, via Zoom platform.

The EEAP visit took place on May 30 and 31 2022. It started on Monday 30 at 12.30 with a Welcome meeting with Prof. Karadimas, Vice-Rector for Academic and Student Affairs and President of MODIP and with Prof. Drosos, Head of the Department of Spanish Language and Literature (DSLL), who made a presentation of the history of the Department and current status. At 13.15 the meeting was joined by representatives of MODIP and of the Department's OMEA. Mr. Bourletidis, Secretary of MODIP, presented the general lines of the Institution's Quality Assurances Policy and Prof. Kritikou made a detailed presentation of various aspects concerning the Department's strategic goals, academic profile, Quality Assurance Policies, UGP structure, teaching staff etc. A fruitful discussion took place on all these aspects and the EEAP was provided with all the information required.

After that, at 16.15, the EEAP met teaching staff members. In this meeting the EEAP discussed topics related to teaching methodologies, linking between teaching and research, financial issues, mobility, workload, research activities, etc.

Finally, the EEAP had a private meeting to share their impressions and to prepare for the second day's work.

On Tuesday, 3 May the EEAP had the following meetings:

9.30-10.15: Meeting with undergraduate students. The EEAP asked the students about their experience with the UGP and their degree of satisfaction with the DSLL. It should be noted that fewer students than expected participated in this meeting. A greater number would have been desirable.

10.30-11.30: The EEAP visited classrooms, computer rooms, offices and the Faculty's Central Library accompanied by the Head of the Department, teaching staff members and administration staff members. During this visit the EEAP had the opportunity to ask and discuss about learning resources, Department's facilities and University services.

12.00-12.45: The EEAP had a meeting with UGP graduates, who referred to their experience of studying at the Department and their career path.

13.00-13.45: Online Meeting with social partners, stakeholders, and employers. The EEAP met with Mrs. María de Monserrat Llairo, Professor of the University of Buenos Aires, Mrs. Cristina

Conde, Director of the Instituto Cervantes, Prof. Evdokia Karava, member of the KPG Committee, Mrs. Chrysoula Potari, from Varia Lecto/Edelsa-Anaya publishing house, Mr. Grigoris Bekos, representative of Kastaniotis publishing house, Mr. Nikos Antonianis, from publishing house Trait d'Union, Mrs. Ada Athanasopoulou, representative of Terra Olympia, Mrs. Alexandra Ntelia, President of the Asociación de Profesores de Español e Hispanistas de Grecia, and Mrs. Leivadarou, Principal of Kessaris Elementary School.

15.30-16.30: Meeting with OMEA and MODIP representatives, where several points which needed further clarification were discussed. Finally, it was held a closure meeting with the Head of the Department and the members of OMEA and MODIP, where the EEAP provided a general view of some of the conclusions reached.

All meetings were conducted in a very constructive atmosphere. The EEAP would like to thank all members of the Department for their readiness to collaborate with the accreditation process, to answer all questions and to provide all the information required.

III.   Study Programme Profile

The Department of Spanish Language and Literature of the School of Philosophy of the National and Kapodistrian University of Athens was founded in 2009 and functions as an independent Department from the academic year 2010-2011.

The Department of Spanish Language and Literature of the School of Philosophy of the National and Kapodistrian University of Athens was founded in 2009 and functions as an independent Department since the academic year 2010-2011.

The Department is located in the building of the School of Philosophy, in the Campus of Zografos. At the time of the Accreditation, the Academic Unit consists of 9 faculty members (DEP), 5 teaching assistants (EDIP, EEP and ETEP), 2 PhD students within the programme Acquisition of Academic Teaching Experience for Young Scientists and 3 administrative staff members. Ca. 90-100 new students enrol in the Programme each academic year.

The undergraduate Study Programme awards its own BA degree in Spanish Language and Literature. It is a four-year degree that comprises 8 semesters and requires successful completion of a minimum total of 240 ECTS. These are divided in a) 10 compulsory Core Courses (54 ECTS); b) 8 Compulsory Courses (48 ECTS); c) 118 ECTS from the Compulsory Elective Courses, i.e., units that students are required to pass to get their degree and that can be chosen among the Courses offered by the Department of Spanish Language and Literature; and d) 20 ECTS from Elective Courses offered by other Departments.

The UGP focuses specifically on the study of language, linguistics, literature and civilization of Spain and Latin America. It is the only programme in this field of studies in all Greek universities and follows the international standards for this area of knowledge. Its main objectives are to provide students the ability to:

- understand the structure and function of Spanish language,
- use the Spanish language in education/teaching and other scientific areas
- study the literature and civilization of Spain and Latin America,
- develop basic research abilities in the areas of language/linguistics/translation and literature/civilization and use of scientific methodology,
- acquire high standard knowledge and teaching ability of Spanish language, in order to facilitate his/her career.

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 organisation 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

<u>Findings</u>

The Quality Assurance Policy of the Department is implemented through the Internal Evaluation Team (OMEA), in close collaboration with the Quality Assurance Unit (MODIP). In

accordance with this Policy the Department has set strategic and specific goals regarding the UGP (cf. Στοχοθεσία) in all areas of activity. These goals are paired with the suitable KPIs and duly monitored.

The OMEA of the Department, in collaboration with MODIP, analyses on an annual basis the collected data (about student satisfaction, learning outcomes, mobility, publications and research production of teaching staff, etc.). This information is discussed in the Department Council, which decides on any improvement actions.

Analysis of judgement

The UGP is in accordance with the European and the National Qualifications Framework for Higher Education in terms of structure and organization of the curriculum, learning outcomes and qualifications of the teaching staff.

The quality of administrative services and facilities has greatly improved in recent years in many ways. For instance, a) the Department has increased the number of its administrative staff to three people (the lack of administration staff was one of the deficiencies detected in the 2013 External Evaluation); b) classrooms and offices have been renovated and fully equipped; c) the new central Library of the Faculty of Philosophy has been created and works since 2019.

Every semester students have the opportunity to evaluate teaching staff and courses through electronic satisfaction questionnaires. Although the EEAP did not have access to the specific percentages, the participation of the students does not seem to be very high, despite the efforts of MODIP and the Department to promote the process.

Student satisfaction with the UGP and with the Department is impressively high (the average satisfaction with courses was 4,22/5, and with the teaching staff 4,37/5 in the academic year 2018-2019, the latest data accessed by the AP).

An internal evaluation process is carried out each year and the MODIP has a well-established schedule and procedure. However, no report on this internal evaluation is available on the Department's website, and the last one available on the MODIP website is from 2017. It would be recommendable to update and publish this data.

Regarding the implementation and monitoring of Quality processes, discussion of data and subsequent decisions are made in the Department Council. Since there are currently no Student representatives on this body, regular student participation is limited to satisfaction questionnaires. Despite this, the members of the Department interviewed during the site visit assured that in the revisions of the UGP the opinion of the students is taken into account in informal meetings and in other ways. In this regard it would be perhaps advisable to include a student representative in the Department's OMEA, if the legal framework allows it.

Conclusions

The Department of Spanish Language and Literature, in collaboration with MODIP, has implemented an appropriate Quality Assurance Policy with clear objectives and in accordance with the European and the National Qualifications Framework for Higher Education. The Department is well aware of the importance of such a policy and promotes continuous improvement.

However, the EEAP has detected some small weaknesses in the implementation of the processes, such as the low participation of students, or the lack of updated internal evaluation reports.

Panel Judgement

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

Panel Recommendations

- It would be advisable for the Department and MODIP to continue their efforts to strengthen student participation in deliberative and decision-making bodies. Given that the Student's participation in the Department Councils does not depend on the Department, other alternatives could be studied, such as, for example, including student representatives in the OMEA or in other Department Committees.
- It would be also recommendable to update and publish the Internal Annual Evaluation Reports.

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

<u>Findings</u>

The UGP has been designed based on the international standards for this field of studies. All the information regarding to the UGP is published on the website of the Department and in the Handbook of Studies, which is very complete and appropriate.

The courses are divided into four different categories:

a) Compulsory core courses (i.e., introductory courses on basic areas of knowledge, which enable students to follow more specialized courses in the field of Hispanic Studies)

b) Compulsory Courses offered by the Department

c) Compulsory Elective Courses

d) Elective Courses offered by other Departments of the School of Philosophy.

To reach the degree, students must complete a total of 240 credits, distributed as follows: 54 ECTS compulsory core courses, 48 ECTS compulsory courses, 108 ECTS Compulsory Elective Courses and 20 ECTS Elective courses offered by other Departments.

In addition, students who followed a number of specific courses included in the UGP obtain the Pedagogical and Teaching Competence Certificate.

Finally, in order to provide work experience to students, the Department offers the possibility to undertake practical training and internships in external public and private institutions.

Analysis of judgement

The UGP presents a clear and well-articulated structure, attentive to a smooth progression of the students. There is an adequate balance between introductory and general courses, which students must take in the first years, and courses more specialized in the area of study. Along with the more traditional content courses, the Department offers a large number of elective courses that cover a wide range of topics, according to the latest trends in the area of Spanish Language, Spanish and Latin America Literature, Linguistics and Translation Studies. So, students may shape their programme of studies by choosing courses in the field they are more interested in. Although the degree awarded by the Department is a general degree in Spanish and Spanish American Language and Literature, this flexibility allows students, according to their interests, to gain certain specialization in the areas of a) Spanish Literature and Culture; b) Spanish American Literature and Culture; c) Spanish Language, Linguistics and Translation.

UGP revisions take place in a specific commission and its proposals are discussed and approved by the Departmental Council. External stakeholders and experts are not formally involved in the process. However, informal consultations with students, graduates and scientific societies take place.

Conclusions

The design of the UGP is rational and clearly articulated and more than meets the international standards for this area de study.

It is noteworthy that the Program in Spanish Language and Literature of the University of Athens is unique in Greece. In this respect, the EEAP wishes to underline that the Department strives to open new avenues of collaboration with international institutions, especially with Spanish and Spanish American Universities, to expand its network of contacts with social partners and external stakeholders and to organize scientific congresses and other activities. Conscious of the enormous potential of the Spanish language in the labour market and aware of the high demand for Spanish in Greece, the teaching staff is hard working in collaboration with other institutions to support the introduction of Spanish Language teaching in the Greek public secondary educational system, and thus open up new professional and employment opportunities for the graduates.

Panel Judgement

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

Panel Recommendations

The EEAP would like to recognize the efforts of the Department 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.

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

<u>Findings and analysis of judgement</u>

The UGP is well student-centred, as it encompasses a large number of modules that cater to a multitude of individual student interests. Despite its size, the programme is very well structured; it includes 112 courses spread over eight semesters of study and divided into four categories: Compulsory Core Courses, common to all students (especially in Years 1 and 2); Compulsory Courses; Compulsory Elective Courses; Elective courses. There is a huge choice among the "compulsory selective" (94) and "selective" modules that both (1) cultivate student initiative in creating / formulating a personalised study programme, thus increasing their

inherent motivation to learn, and (2) provides an array of different subjects, text types/ genres, approaches, methodologies, practices etc. for student consideration which will prove valuable in their professional life after graduation. The list of modules includes 4 courses of general basic knowledge offered by Greek Departments of the Faculty of Philosophy, as DSLL understandably considers it an important element, useful or even necessary on the labour market, especially in education, but also in activities related to intercultural mediation. As one of the alumni (who works currently as a teacher) put it to the EEAP *"it made her work with pupils easier because she could better adapt to their needs and knowledge"*.

The UGP naturally caters to the different educational needs of those who enter it, especially when the knowledge of the Spanish language is concerned. After a placement test it differentiates the number of hours of language lessons (between 2 and 4 semesters). Students with greater needs can also take advantage of additional opportunities (additional classes, e-class platform, consultations with teachers etc.). During the interviews with the EEAP both current students and alumni stressed the good quality of the contact with language teaching staff which can be approached at any point and sure to respond and comment on linguistic problems.

The UGP uses a variety of pedagogical methods in a flexible way, depending on the course taught and the number of students. The education of the UGP's students is provided through course tutorials, workshops, seminars, works assigned to students and the use of the Internet. The application of innovative methods and techniques, such as working on the common projects enhances critical and analytical thinking and problem-solving skills; it also fosters and encourages the cooperative practices and increases responsibility and autonomy of students – features important on the labour market. It also contributes to the promotion of mutual respect between students and teaching staff and students.

Attendance of courses by students is optional. The electronic e-class platform is used for the continuous information of students and the systematic collaboration with the teaching staff. Students are entitled to use the laboratory facilities, libraries, reading rooms and other equipment of the DSLL (and EKPA) in accordance with the relevant decisions.

In addition to the programme / studies delivered at the EKPA, the UGP offers the possibility to make a part of studies abroad, using the ERASMUS+ programme (11 partners, mostly in Spain). There is also the opportunity to gain the work experience thanks to ERASMUS+ placement (2-4 months), or to the CIVIS programme, AIESEC and ESPA. The UGP also develops the links and relationships with stakeholders (e.g., Instituto Cervantes, Foreign Languages Schools, NGOs), securing work experience for its students. This is particularly valuable for the students' first-hand learning and professional and personal development and, as seen during the meeting with the alumni, can even secure a job at the end for some of them.

The number of DSLL staff has augmented since the 2013 External Evaluation and the staff/student ratio has improved. However, it is still impossible to cover all the subjects present in the UGP and some are not taught every year, even if the students express an interest (e.g., Θέατρο & κινηματογράφος του 20ου αιώνα στην Ισπανία, taught earlier by a now retired professor).

Continuous monitoring and assessment of the teaching practices, based on the procedure defined by the Quality Assurance Unit (MODIP), take place, among others through student surveys for every UGP module in every semester, as already mentioned. The current average assessment seems positive. But despite increased participation in the e-surveys, it is still very low (306 responses in 2018-19); taking it into account, it seems necessary to strengthen the information on the importance of evaluation of activities by students for the better functioning of the UGP.

Conclusions

DSLL is fully compliant with Principle 3, as it fosters individualised student learning, academic and personal development, and work experience, through the breadth of the modules it offers, the multi-faceted teaching methods and delivery channels utilized. Also, the way both student and teaching staff progress are assessed is compliant with the Principle 3.

Panel Judgement

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

Panel Recommendations

- Encourage survey participation among the students to make their participation in the UGP development stronger.
- Strengthen the action-oriented approach, as the users and learners of a language are "social agents" who have tasks (which are not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (CEFR).

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

Findings

The Department has a set of published regulations covering all aspects of the students' progression towards their degree. All the necessary information about courses, teaching and administrative staff, student mobility and student life in general is available on the website and in the Handbook of Studies (Οδηγός Σπουδών), which is updated every year.

The ETCs system is applied across the UGP. At the end of their studies, the students have the option to receive the Diploma Supplement in Greek and English by submitting a request to the Department's Secretariat.

To facilitate a smooth transmission from high school to higher education the Department organizes at the beginning of each academic year a Welcome Day where new students are informed about the services offered by the University and about the organization of the UGP.

The Department has a fairly high number of Erasmus agreements with Spanish universities and promotes student and teaching staff mobility. Students also have the opportunity to participate in the Erasmus CIVIS activity "A European Civic University", an alliance of eight European universities of which the University of Athens is a member. All the information is accessible on the Department's website.

Practical training (not compulsory) is in place in two ways. On the one hand, within the course "Practical training for the teaching of Spanish as a foreign language", in which students have the opportunity to visit schools and other educational institutions and gain experience for their future professional career as teachers. Second, the Department organizes a system of ESPA-funded practical training. In this regard, the Department has established a wide network of collaboration with external institutions and social partners such as the Cervantes Institute, publishing houses, educational centers and others. Stakeholders have a very positive opinion

of the Department's work and are very satisfied with their collaboration, as the EEAP could verify in the interviews held.

Analysis of judgement

The Department is very concerned about facilitating an adequate progression of students, especially with regard to the level of knowledge of the Spanish language. Although all new students are supposed to have a B2 level of Spanish, the Department does at the beginning of the academic year a placement test and has introduced two introductory courses (Spanish language I and II), compulsory only for those students who have difficulties in their knowledge of the language. In general, both professors and students and graduates agree that it is a good system that ensures adequate level of the Spanish language. Otherwise, and this is a very positive strong point, all the subjects offered by the department are taught in Spanish.

The UGP does not include the possibility to produce a BA Dissertation (πτυχιακή εργασία) at the end of the studies. The high number of students and the proportionally low number of teachers makes this option difficult. If in the future the Department manages to expand its teaching staff, it would be advisable to include this BA Dissertation on an optional basis.

In relation to practical training, the number of students who complete their practical internship is not very high (even in pre-covid years), according to the data provided by MODIP. The Department should make a greater effort to reinforce the participation of students in this activity.

Conclusions

All procedures concerning student's admission, progression, recognition and certification are based on the institutional study regulations.

This panel wishes to underline that the Department takes great interest in properly monitoring the progress of its students. It has also managed to generate a very positive work atmosphere and an excellent relationship with students.

Panel Judgement

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

Panel Recommendations

- If in the future the Department manages to expand its teaching staff, it would be advisable to include a BA Dissertation on an optional basis.
- The Department should make a greater effort to reinforce the participation of students in practical training and internship.

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

Study Programme Compliance

Findings and analysis of judgement

At the time of the review, DSLL counts 9 permanent members of academic staff (μέλη ΔΕΠ), 5 teaching assistants (ΕΔΙΠ, ΕΕΠ and ΕΤΕΠ), and 2 PhD students who gained scholarships to teach (Acquisition of Academic Teaching Experience for Young Scientists with a PhD). As the only department that offers an undergraduate degree in Spanish in Greece, DSLL is in a good position to attract highly qualified staff. The disciplinary areas are decided following relevant procedures through the DSLL assembly. The criteria and processes of recruitment and promotion are clearly stated and are transparent in accordance with the legal framework. Teaching workload is heavy as each member of staff teaches at least 6 hours per week on the undergraduate program and they also count 10 hours of class preparation and 10 hours devoted to working with students, conducting oral and/or written examinations and revising papers. Workload is further increased by the fact that members of staff also teach on the postgraduate program and supervise PhD students. In reality, most members of staff teach many more hours.

Members of staff also take part in diverse research activities. Research is facilitated mainly by short study leave periods as well as leaves to attend scientific conferences and scientific events as defined by the legal framework. At the same time, however, DSLL care to ensure a rational distribution of leaves to guarantee the smooth running of the UGP. The result of this situation is the negligible use of the opportunity for a sabbatical, necessary for a long-term research work.

The DSLL participates in an important number of international scientific networks, and national and international projects. It also closely collaborates with a range of international and national institutions and organizations.

Research publications include articles in peer and non-peer reviewed journals, conference proceedings, chapters in edited volumes, monographs and books. Quality indicators for 2015-2016 and 2016-2017 indicate a significant increase of such publications (e.g., articles in peer reviewed journals: 15 in 2015-16 vs. 125 in 2016-2017 and 84 in 2019-20; chapters: 7 in 2015/2016 vs. in 2016-2017 and 60 1 in 2016-2017 and 11 in 2019-2020; monographs: 0 in 2015-16 vs. 11 in 2016-2017 and 12 in 2019-20). Also, a very high proportion of articles in peer reviewed journals compared to non-peer-reviewed should be stressed, as it is evidence of their good scientific quality. The degree of recognition of the DSLL staff is also confirmed by their role of invited speakers and members of organizing committees of international scientific conferences and workshops in Greece and abroad, as well as on the editorial boards of international scientific journals and publications. Last but not least, international or foreign awards and distinctions for some members of DSLL should be mentioned.

More measures could have been in place for the encouragement of high-quality research, so that it can be prioritised and supported, especially by the lower teaching workload and better use of sabbatical or other long leaves.

Continuous professional development seems to involve reflection on feedback from students and more generally what happens in the classroom, participation in professional bodies, presenting at and attending conferences. More opportunities could be offered to members of staff to attend formal professional development courses (e.g., on supervising students, managing big projects or student welfare). Members of staff frequently rely on new technologies for teaching (which is especially evident in the use of translation tools). Courses, seminars and workshops are organized, where they can learn about new tools and their application. Even if certain members of staff or certain subjects are less linked or tuned to technology than others, it should be noted that the DSLL well addressed the challenges of online teaching imposed by the pandemic, as both teachers and students said during the meetings.

The link between research and teaching is generally supported, especially through research activities that focus on specific areas of Literature and Culture of Spain and Latin America, Linguistics and Translation, further highlighting the close link between teaching and research (research feeds into teaching, but equally teaching is often the focus of research). However, the participation of students in the DSLL research projects could be better; if the part of doctoral candidates could be considered satisfactory, there is no contribution from undergraduate students.

DSLL systematically conducts student survey of their courses and uses the evaluation results to improve the learning process. Quality assurance is also achieved by making sure members of staff comply with their obligations (e.g., by respecting working hours, being present on campus, etc.). Leaves of any kind are approved following the established by law processes.

As for the research infrastructure, one of the most important problems of research work is the lack of teaching and office space. As expressed during the interview with teachers and the visit of the premises, the available infrastructure does not wholly support the needs of the research process. Nevertheless, the recent opening of the new library can be considered as a good signal of the improvement.

Conclusions:

UGP is fully compliant with Principle 5. Overall, it is impressive that the DSLL has managed to perform so well in terms of both teaching and research, in spite their heavy workload. The quantity as well as the quality of the scientific production of the DSLL is remarkable. However, research conditions can be improved, and members of staff need to be supported in that direction.

Panel Judgement

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

Panel Recommendations

- Increase the number of permanent teaching staff to relieve the heavy workload and, thereby, foster high quality research (although this is an area where DSLL has limited control).
- Explore and use possibilities of a temporary employment of visiting professor and/or a native teacher.
- Help the academic staff to take their sabbatical leaves in the scheduled periods.
- Promote collaborative research projects.
- Encourage and support academic staff in submitting more research funding applications.

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

<u>Findings</u>

The Department has currently 9 faculty members, 3 EDIP members, 1 EEP, and 1 ETEP.

As far as infrastructure is concerned, classrooms and offices have recently been renovated and the Department has several classrooms of different capacities which are equipped with the necessary technology.

Also recent is the creation of the centralized Library (since 2019), which has replaced the former Departmental Libraries (*spoudastiria*).

Another major improvement is the recruitment of new administration staff. The Department's secretariat, located on the eighth floor of the School of Philosophy, is currently run by three people. In addition, the implementation of the e-Secretariat (My Studies) has facilitated the administrative processes for both students and staff.

Moreover, the Department has incorporated the use of e-class into its daily academic and teaching activities.

Finally, the University of Athens offers students a wide range of student services: canteen, restaurant, sports facilities, cultural associations, student ombudsman, support for students with special needs and even, a not so widespread service, kindergarten.

Analysis

Regarding teaching staff, it should be noted that in recent years there have been a number of retirements which have not been replaced. Objectively, the Department needs more teaching staff. The increase of the Department members would allow to improve the student/teacher ratio, to distribute students in smaller groups, especially in Spanish language courses, or to include in the UGP the optional elaboration of a BA Dissertation.

Offices and workspaces have been improved, although there are still shortcomings and deficiencies that the EEAP could verify during the site visit.

Concerning the Library, although in recent times due to COVID it has not been fully operational, the new Library is superb and offers a multitude of resources to both students and teachers. In this respect, the biggest problems remain obtaining funds for the purchase of bibliographic resources and the difficulties to buy foreign books from Greece.

As regards general services and University infrastructures the most serious deficiency is the insufficient number of places in residences or dormitories for students coming from abroad.

Conclusion

Comparing the findings of the 2013 External Evaluation, there has been a significant improvement regarding all aspects of student support, learning resources, facilities and infrastructures. However, there is room for improvement, in particular with regard to the lack of teaching staff and the funding for research and teaching resources.

Panel Judgement

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

Panel Recommendations

- ▪ Increase the number of the teaching staff.
- ▪ Improvement of funding for research and teaching resources and workspaces.
- ▪ Improvement of accessibility to foreign bibliographical resources.

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 analysing information and planning follow-up activities.

Study Programme Compliance

Findings and analysis of judgement

In accordance with the Regulations, the DSLL, in close collaboration with the MODIP and the OMEA, has established mechanisms for the electronic collection of data and indicators regarding students, teaching staff, the organisation of courses, teaching and the provision of services to students, financial data etc.

The EEAP was supplied with 5 annual reports with numerical data on students (e.g., number of students per year of study, student percentage graduating in 4, 5, 6, or more than 6 years, gender distribution among the student body), teaching staff and learning resources, going from 2015/16 to 2019/20 (Β.9.Δεδομενα ΟΠΕΣΠ).

As the last External Evaluation (2013) address the staff-student ratio and recommends lowering it, the EEAP paid special attention to this subject and stated that the ratio has improved, but it is still not good enough.

Considering the rates of student progression and the duration of studies, the data show that 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 growing: in 2015/16 58 male and 167 female students have not obtained their diploma after more than 6 years of studies; in the

year 2017/18 – the numbers grow higher: 70 male and 241 female students have not the diploma, and the same holds for the year 2019/20 (153 male and 715 female students).

The prolongation of studies could certainly be related to the economic and social situation of Greece during the last decade and to the COVID-19, but both, the staff-student ratio and delays in studies are partly due to the Greek legislation, especially concerning the duration of studies. The DSLL does not bear the responsibility for the legislation, but it has to cope with its effects.

Continuous monitoring and assessment of the teaching practices, based on the procedure defined by the Quality Assurance Unit (MODIP), take place, among others through student surveys. The Department has introduced a not compulsory survey of the students' opinions for each course (teaching, content, presentation, etc.) using a 22 questions questionnaire. Each question requires a response on a 1 to 5 scale, where 1 corresponds to "Unacceptable" and 5 to "Very Good" The questionnaire also provides the opportunity for the submission of comments. The responses are submitted anonymously and processed by the MODIP. The departmental Internal Evaluation Team (OMEA) also has access to these results. The questionnaire used to be handed out in paper form during a class, but have been switched to electronic form, with increased assurances of anonymity, through the special digital platform of the MODIP. The current average assessment seems positive. But despite increased participation in the e-surveys, it is still low (306 responses in 2018-19); taking it into account, it seems necessary to strengthen the information on the importance of evaluation of activities by students for the better functioning of the UGP.

The results of the survey are certainly a crucial element of the internal evaluation of the DSLL, but there should be more sources of data that could be used to develop the UGP. As explained during the meeting with the staff and the OMEA members, there used to (and still should) be students' representative in the Department Council's meetings. However, as recently the students' representatives refuse to perform their duties and do not participate to the Department Council, the UGP management consults students informally through meetings and surveys; collected information is partially included in the structure and content of the programme studies.

Conclusions

DSLL is fully compliant with Principle 7, as the established quality assurance system for the collection of data and indicators regarding students, teaching staff, the organisation of courses, teaching and the provision of services to students etc. is adequate and transparent. DSLL has been adequately tracking data along several different axes on both the student population and the staff, thereby monitoring both the quality and the quantity of teaching and research.

Panel Judgement

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

Panel Recommendations

- Increase the number of students participating in the evaluation of the courses in order to have substantial feedback.

- Pay special attention 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.

- Consider the introduction of hybrid (in situ & online together) courses on a regular basis, which could permit to reduce the number of working students who cannot attend face-to-face courses.

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

Findings

The Department manage public information in an adequate way. Key information regarding the Department and the Study programme is available online in the Department's website (www.spanll.uoa.gr) in Greek, Spanish and English. All published information is up-to-date, clear, and accessible.

Analysis

The EEAP notes that the information offered on the website is complete and clear. A detailed Handbook of Studies (οδηγός σπουδών) and the course outlines (περιγράματα μαθημάτων) is available not only in Greek but also in English and Spanish. The Department's website is a basic and useful channel of communication and information where students can find all the necessary information on undergraduate and postgraduate studies, regulations, teaching staff's CV, Erasmus international mobility, internships, as well as links to the most important services (e-class, my studies, library...).

Although on the website there is no specific chapter on the Department's Policy for Quality Assurance, some basic information is available (the 2013 External Evaluation Report is uploaded in Spanish and Greek), and it is easy to find more extensive and detailed information about the institutional Policy for Quality of the University of Athens on the MODIP site (modip.uoa.gr).

In addition, the website offers rich information about the Department's academic activities not only for students and staff, but also for the general public: press releases on important events, congresses, seminars, conferences, etc.

Conclusion

The Department is fully compliant in the way that public information is managed. The online information it provides about the USP is complete, clear, up-to-date and accessible to both internal and external users. However, it lacks on specific information about the Department's

Policy for Quality Assurance. The Department does not make use of social media nor newsletter or other means of informal and more immediate communication.

Panel Judgement

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

Panel Recommendations

- The Department should consider introducing in its website a specific chapter with more information about its Policy for Quality Assurance or at least a link to the MODIP website.
- The Department could consider making the links to certain services such as E-class or Eudoxus more visible to facilitate student access.
- The Department could consider introducing in the future other means of communication and information, such as social media.

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

<u>Findings</u>

The Department's OMEA, in collaboration with the MODIP, monitors and reviews the UGP on an annual basis. This Committee is also responsible for coordinating the process of assessing student satisfaction by means of electronic questionnaires. All data collected are discussed in the Departmental Council. This allows the Department to make amendments in the UGP when necessary, with the aim of updating it according to recent developments and new trends in the discipline and in order to meet the changing needs of society.

<u>Analysis</u>

As already stated, a weakness of the UGP Evaluation procedure is the low participation of students in the evaluations, a phenomenon not unique to the Department but widespread in the Greek university system.

The website does not provide enough information on how the review process is conducted or how changes in the UGP are adopted. Nor are students and stakeholders involved formally in this procedure, although informal consultations take place, as mentioned above.

One of the problems faced by the Department is the small number of teaching staff members, which means that a limited number of electives courses are offered each year (approximately half of the offer) or that courses of interest to students cannot be offered due to the retirement and non-replacement of some professors.

In general, the EEAP noted a determination of the Department's academic staff to offer courses that meet the recent developments in the discipline and engage students with the methods and spirit of academic research.

Conclusions

In conclusion, the Department strives for continuous improvement of its UGP and to keep it up to date with the latest developments in the discipline. This is ensured by the research activity of the teaching staff, their publications and participation in national and international conferences, as well as their contacts with foreign (mostly Spanish and Spanish American) universities and institutions.

However, students' participation is low and other stakeholders are not formally involved in the review and revision of the UGP.

Panel Judgement

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

Panel Recommendations

- It would be interesting for the Department to establish more effective methods of obtaining feedback about the UGP from recent graduates and alumni and also to monitor their professional career.
- Increase of the teaching staff members.
- It would be advisable for the Department to improve the information provided on UGP review and updating processes.

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 UGP has been evaluated in November 2013 by a four-member External Committee consisting of four University professors from Spain (Universitat de València and Universidad de la Laguna), of Germany (Freie Universität Berlin) and U.S.A. (University of Kentucky). Meetings had taken place with representatives of ADIP and MODIP, members of the Department and representatives of undergraduate, postgraduate, doctoral, and graduate students.

The 2013 ADIP External Evaluation Committee drew the following conclusions:
Negative points as a consequence of: a) deficiencies due to the short operation of the Department (only three years) and b) absence of a general research support plan.
In general lines, the negative points were the following:

1. **Lack of teaching and research staff** (8 members ΔΕΠ of various levels for approx. 600 students, which means a ratio of one teacher to 75 students).

Current situation: The Department disposes 9 members ΔΕΠ of various levels (4 professors, 2 Associate Professors, 2 Assistant Professors). The situation was better until 2021, when 2 members of the Department retired, and these two positions are expected to be filled. In addition, the Department disposes of 4 members EDIP (laboratory teaching staff) and 1 member ETEP (Laboratory Technical Staff) and a professor with PD 407/80.

850 students are enrolled and therefore the ratio teachers / students, if the non-mandatory attendance of the courses by law is taken into account, as well as the participation in the teaching of EDIP members, is slightly better than before. In case that the positions of the retired teachers are filled, the ratio will be quite good. External factor is also the fact that the Ministry does not meet the request of the Department and send to the Department more students than requested.

2. **Lack of administrative staff** (one administrative)

Current situation: the situation has greatly improved and currently there are three members of the administrative staff at charge of the Department Secretary.

3. **The budget of the Department covered only the basic needs** (current cost, equipment maintenance, teaching materials, etc.). The Committee also found a malfunction in the absorption of a budget of 27,000 Euros for the year 2012 by external administration causes.

Current situation: The situation has been improved because the budget was increased by 15%, but it must be born in mind that the previous budget included the organization of conferences and scientific meetings, seminars, etc., while today these costs are covered by the University.

4. **Lack of research programs**

The Department does not yet have its own research project. Members of the Department participate in research programs of Spanish universities (Universidad Complutense de Madrid and University of Alcalá de Henares).

They also participate in the programs of the Ministry of Education for the introduction of Spanish language in Secondary Education, in the production of Spanish teaching materials language and in the project "Graded, Certified National Language Examinations".

5. **Lack of postgraduate studies**

Current situation: The situation has improved significantly because the Department now offers a postgraduate program entitled "*Spanish American and Iberian Studies*" which also covers the field of Translation Studies.

The Department also has doctoral studies including Spanish American disciplines and Spanish Studies, translation, linguistics and its applications in teaching Spanish as a foreign language.

6. **Lack of language lab**

Current situation: There has been a significant improvement, because from 2020 the Department has the *Εργαστήριο Έρευνας και Εφαρμογών Ισπανικών και Λατινοαμερικανικών Σπουδών*, covering areas of Spanish language, Spanish and Spanish American culture and literature.

The University also has a well-equipped Foreign Language School.

An internal evaluation of the Department is carried out per year and the resulting data are given to MODIP which processes and transfers them to the electronic system dissemination of information.

The EEAP can confirm that all members of the Department participated in the meetings, and they were well aware of the importance of the External Evaluation. They showed a great interest in the final results with the aim of continuous improvement of the quality of studies they offer. The EEAP also highly appreciates the enhanced spirit of cooperation and mutual

assistance that exists between the members of the Department, who managed to create an excellent work environment.

The impression formed by the EEAP is the following:

a. All the teaching and research staff of the Department are actively involved in the external evaluation, as well as in the evaluations carried out by ADIP and MODIP.

b. The participation of undergraduate and postgraduate students was lower. In the meetings with the EEAP participated 50% of the students who had registered.

c. Student participation in the evaluation through questionnaires is also low because in general, as the Department members in the meetings stressed, students do not trust the anonymity of this evaluation system.

d. It is also stated that the student representatives refuse to participate in the Department Council, given their small representation according to the current legislation, which forced the teaching staff members to gather information on their claims by informal ways (for instance from consultations with student groups or individual students).

Panel Judgement

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

Panel Recommendations

The EEAP notes that in comparison to the 2013 External Evaluation, important steps were carried out to improve studies in Spanish language and literature in some areas where there were in the past deficiencies and weaknesses. This improvement includes the quality of teaching and research staff; relatively young researchers work dynamically for the development of a new discipline in Greece, with the prospect of becoming a reference for Spanish and Spanish American Studies not only in Greece but also in the area of South-eastern Europe and Eastern Mediterranean. However, the EEAP understands that most of the factors are exogenous (non-compulsory attendance at courses, number of students admitted, level of language proficiency entrants) whose solution depends on the Greek state.

In order to improve and develop Spanish Studies in EKPA, it is necessary to continue the efforts, but focused on certain points, such as:

- The increase of teaching and research staff, filling at least the positions of retired teaching staff members, although this is an issue that goes beyond the narrow capabilities of the Departments, because it is part of the policy of the University and of the State in general. In any case, and until a final solution is given, they could have the assistance of postgraduate and doctoral students at Spanish universities acting as languages assistants for practicing and conversation classes. Programs such as Erasmus Placement, Erasmus Plus etc. can be especially helpful in this area.
- The development of the internationalization of study program on undergraduate, postgraduate and doctoral level, through European mobility both of teaching staff and student.
- The promotion of Department's research projects.

PART C: CONCLUSIONS

I. Features of Good Practice

- Very good quality of teaching staff research and consequently strong linking between research and teaching content.
- The UGP is rational and clearly articulated, up-to-date and student-centred. It offers a wide range of elective courses, so that students can choose them according to their interest.
- All the courses offered by the Department are taught in Spanish.
- All information about the UGP and the Department, including the Handbook of Studies and the Description of the courses, is available on the website not only in Greek but also in Spanish and English.
- The students have the possibility to assess the UGP and the Department through satisfaction questionnaires.
- Good offer of Erasmus agreement.
- Great effort to promote Spanish and Spanish American Studies in Greece and in the area of South-eastern Europe and Eastern Mediterranean.
- Organization of Conferences at the national and international level.
- Strong sense of community between the members of the Department.
- Good interaction with social partners, stakeholders, and external institutions.

II. Areas of Weakness

- Lack of teaching staff and heavy workload, which negatively impacts research activities.
- Low student participation in deliberative and decision-making bodies.
- Deficiency of funding for learning and research resources.
- Lack of workspaces for teaching staff and researchers.
- The UGP does not include the possibility to write a BA Dissertation on an optional basis.
- Students do not have enough possibilities to introduce and participate in research activities.

III. Recommendations for Follow-up Actions

- Increase the number of permanent teaching staff to relieve the heavy workload and, thereby, foster high quality research (although this is an area where DSLL has limited control).
- Explore and use possibilities of a temporary employment of visiting professor and/or a native teacher.
- Help the academic staff to take their sabbatical leaves in the scheduled periods.

- It would be advisable for the Department and MODIP to continue their efforts to strengthen student participation in evaluation processes and in deliberative and decision-making bodies. It would be also recommendable to update and publish the Internal Annual Evaluation Reports.

- Strengthen the action-oriented approach, as the users and learners of a language are "social agents" who have tasks (which are not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (CEFR).

- If in the future the Department manages to expand its teaching staff, it would be advisable to include a BA Dissertation on an optional basis.

- The Department should make a greater effort to reinforce the participation of students in practical training and internship and in mobility programs.

- The Department should also strengthen internationalisation at all levels, undergraduate, postgraduate and doctoral, through European mobility both of teaching staff and student.

- Promote collaborative research projects.

- Encourage and support academic staff in submitting more research funding applications.

- Improvement of funding for research and teaching resources and workspaces.

- Improvement of accessibility to foreign bibliographical resources.

- Pay special attention 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.

- Consider the introduction of hybrid (in situ & online together) courses on a regular basis, which could permit to reduce the number of working students who cannot attend face-to-face courses on a regular base.

- It would be interesting for the Department to establish more effective methods of obtaining feedback about the UGP from recent graduates and alumni and also to monitor their professional career.

- It would be advisable for the Department to improve the information provided on UGP review and updating processes.

- It would be recommended for the Department to introduce in its website a specific chapter with more information about its Policy for Quality Assurance or at least a link to the MODIP website, to make links to certain services such as E-class or Eudoxus more visible to facilitate student access.

- It would be desirable for the Department to introduce other means of information and communication, such as social networks, in the future.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8 and 10.**

The Principles where substantial compliance has been achieved are: **6 and 9.**

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. Alicia Morales Ortiz (Chair)**
   University of Murcia (Murcia, Spain)

2. **Prof. Moschos Morfakidis-Filactós**
   University of Granada (Granada, Spain)

3. **Prof. Elżbieta Skibińska-Cieńska**
   Uniwersytet Wrocławski (Wrocław, Poland)

4. **Ms Panagiota Foteinopoulou**
   Student of Philology, University of Patras (Patras, Greece)