Accreditation Report

for the Undergraduate Study Programme of:

Foreign Languages, Translation, and Interpreting

Ionian University

Date: 30 October 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Foreign Languages, Translation & Interpreting** of the **Ionian University** 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 (USP) of **Foreign Languages, Translation & Interpreting** of the **Ionian University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr. Maria ARETOULAKI (Chair)**
    DialogCONNECTION Ltd., UK

2. **Prof. Margaritis FOURAKIS**
    University of Maryland, USA

3. **Dr. Sofia MALAMATIDOU**
    University of Birmingham, UK

4. **Dr. Eleni MARKOU**
    University of Surrey, UK

5. **Prof. Elżbieta SKIBIŃSKA**
    University of Wrocław, PL

II.   Review Procedure and Documentation

The Panel was provided with all the relevant material 2 weeks before the remote meetings with the Department of Foreign Languages, Translation & Interpreting (DFLTI) were scheduled to take place. The support material was uploaded on the HAHE Cloud and included a range of different documents:

- the European Community (EC) evaluation report of DFLTI from 2013 (This was the 1st HAHE evaluation, so there were no previous similar reports.)
- the DFLTI Quality Indicators from 2015-2020
- the DFLTI's own Academic Accreditation proposal, accompanied by their Internal Quality Assurance (QA) Goals, Policies, Guidelines and their internal QA Assessment reports
- the DFLTI Undergraduate Study Programme (USP) study guide, accompanied by module descriptions and the UGP regulations
- samples of DFLTI student surveys
- a number of HAHE guidelines on the evaluation and accreditation criteria, standards and processes (including the mapping grid and the report template)

During the remote evaluation meetings, a number of additional documents were made available by DFLTI to the Panel after requests for information or clarification. In particular, the following documents were uploaded to the DFLTI Cloud for the Panel:

- ➢ a list of research proposals submitted by DFLTI between 2015-2021
- ➢ details on the DFLTI's student survey results and comparative data with all the other Departments of Ionian University.
- ➢ details on the DFLTI Library
- ➢ the slide decks of all the DFLTI presentations from the remote meetings on Day 1

The Panel reviewed all the available material before, during and after the meetings, as well as the DFLTI website and social media, and a number of videos on the University and DFLTI available online on YouTube (e.g., produced by current students).

Given the on-going Covid-19 pandemic, instead of an on-site visit, a number of remote video conferences had been organised between HAHE, the Panel, DFLTI, Ionian University and relevant third parties. These took place on the 25th, 26th and 27th of October 2021 on the Zoom platform. More specifically, the Panel met:

- on Day 1: the Vice-Rector/President of MODIP & the Head of the Department; 11 OMEA & MODIP representatives (staff and members)
- on Day 2: teaching staff members (10 in total, incl. the Deputy Head of Department and the former Dean of the School of Humanities of Ionian University); current students at DFLTI (10 in total, from Years 2-4, including 2 students from the Interpreting Specialisation); 8 administrative & teaching staff members (including the Student Ombudsperson) who presented the video on the University and DFLTI Facilities that had been produced for the purpose of the remote evaluation; 10 DFLTI graduates and alumni (half of whom joined from their current organisations abroad); 10 student and graduate

employers/social partners (4 of whom came from Translation & other Language Service providers)

- On Day 3, the Panel reconvened with 11 OMEA & MODIP representatives (staff and members) and again the Vice-Rector/President of MODIP & the Head of the Department to ask any remaining questions for clarification.
- Throughout the week (Days 1-6), the Panel had remote internal meetings before and after the sessions with DFLTI to prepare a list of points to discuss or findings to present, as well as to draft the actual evaluation report.

III.   Study Programme Profile

DFLTI started operating in Academic Year 1986-87, even though there had been an earlier instantiation (KEMEDI) from 1977 to 1984 to cover the Greek Government's new needs in qualified translation and interpreting staff resulting from Greece joining the EU. DFLTI is one of 12 Departments of Ionian University, is based in Corfu and is part of the Humanities Faculty (previously Joint Faculty of History and Translation / Interpreting). As a result, DFLTI is currently celebrating its 35-year anniversary with a number of special events and other activities.

DFLTI is unique in Greece and in the larger European area in providing certified Greek translators and interpreters and its special character has been enshrined into Law, whereby DFLTI graduates are automatically recognised as official Greek translators and interpreters and their translations are de facto certified to be automatically accepted by the Greek State without any further examination.

The campus of DFLTI and the University itself is situated in the centre of Corfu town and particularly the buildings of the old Psychiatric Hospital. Nowadays, the students do not share the site with psychiatric patients per se, as used to be the case during the 2013 EC evaluation, but mainly with the Hospital's administration and some outpatient services. Teaching and research take place mainly in small (30-120-seat) classrooms and a few larger (350-seat) lecture halls that are shared with other Departments. There are some "Labs" for the study of specialist subjects (e.g. Geopolitics) and 2 interpreting booths for the students to practice in.

DFLTI offers both Undergraduate, Postgraduate and Doctoral Programmes on the sciences and practices of Translation and Interpreting in 4 main languages (English, French, German and Greek), although a few additional languages are also covered regularly (Italian, Turkish, Spanish) or occasionally (Albanian, Russian etc.) depending on student interest and demand. There used to be a special arrangement with the Spanish Embassy, which was financing the Spanish studies, but this has since been discontinued, which means DFLTI does not offer degrees in Spanish anymore. Students of the Translation modules can also further specialise in a) Economics / Law / Politics texts b) technical texts (Engineering / Medicine etc.) or c) Literary texts, or combinations thereof.

The duration of the **Undergraduate Study Programme (USP)** is 4 years or 8 Semesters; the first 2 years are common to all specialisations and the last 2 are specialised either in Translation or Interpreting. In order to follow the latter specialisation, 2nd year students need to sit internal exams and undergo oral interviews and assessments, which are renowned for their difficulty and result in a very small percentage of the student population

following the Interpreting specialisation. The degrees awarded are either a BA in Translation or a BA in Interpreting in the corresponding languages, however there is also the possibility to study for 2 additional years after a Translation degree and work towards a combined BA in both Translation and Interpreting.

The USP covers numerous modules, not only in Linguistics, Translation and Interpreting Theory and practices, but also in Politics, Law, Economics, General Medicine, as well as specialist subjects, such as translation tools. The most recent developments in the state-of-the-Art (e.g. video game localisation, subtitling and dubbing for multimedia) are covered through Seminars delivered by external experts and industry practitioners, but also taught hands-on through student work placements at Translation companies, Language Service companies, publishers, cultural organisations and others.

There used to be an obligatory 6-month **"Study Abroad"** component, which every student was taking advantage of as it was financed by DFLTI and the Greek Ministry for Education. However, this has since been discontinued, due to the recent financial and budget pressures experienced by all Departments, Universities and indeed Ministries. The students can still pursue, and are actively encouraged to pursue, ERASMUS+ placements at foreign Universities, in order to experience life, study and working abroad, and language and culture in context.

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

DFLTI implements the **Quality Assurance Policy (QAP)** as part of its strategy of continually improving its USP. The QAP complies with the principles of the European Framework for Higher Education and HAHE. The actions taken by DFLTI follow the procedures defined by the Quality Assurance Unit (MODIP) and are conducted in cooperation with the Internal Assurance Unit Committee (OMEA). The **activities** of both units concern broad QA oversight,

incorporating matters such as USP quality, student achievement and assessment monitoring, research conducted by the DFLTI academic staff and its promotion, ensuring the employability of their graduates, programme and course delivery, examination policy etc.

MODIP regularly conducts **academic teaching quality evaluations through student surveys**; students are invited to anonymously submit an online questionnaire and provide feedback on the module taught and the teaching staff. The usefulness of the surveys was confirmed during Panel meetings with both staff and students, who gave examples of how student feedback led to changes in the USP (e.g. increasing the number of hours for one of the modules).

Information provided in the *Accreditation Proposal* has been confirmed by the Panel during their meetings with the various University representatives (OMEA and MODIP members and staff representatives). It was stressed that much of the programme-specific QA is devolved to the **Study Programme Committee,** which meets every year (in March) to propose updates to the USP for the following academic year; these are submitted to OMEA and approved by MODIP.

The QA policy seems sufficiently **communicated to all stakeholders**; its principles are published in both Greek and English on the DFLTI website in a very well structured, clear and coherent way. During its discussions with the various University and Department representatives the Panel heard repeatedly that the basic QA mechanisms are understood and implemented by both staff and students and are effective in practice. The Panel believes this to be accurate.

The *Accreditation Proposal* and the attachments (especially B6) also show that DFLTI has set relevant goals, paired with suitable **KPIs**, for the USP, such as ensuring teaching quality through continuously updating the modules taught, reinforcing the academic human resources, strengthening research activity and innovation and connecting teaching with the labour market.

The Panel has found that the DFLTI's strong links with the industry and the labour market, as emphasized during its discussions with MODIP and OMEA and confirmed by both alumni and employers as an important factor contributing to the quality of the USP, do not constitute a formal part of the QA policy. As explained by OMEA members after the Panel's explicit question, the presence of external parties in the different departmental bodies is not allowed by the law. As a result, the Panel could not establish how these stakeholders participate or play a role in the QA process.

In conclusion, the Quality assurance and maintenance policy and mechanisms established for the USP of *DFLTI* appear to be adequate, practical and effective and, hence, fully compliant with Principle 1.

Panel Judgement

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

Panel Recommendations

Consider the possibility of **formalising the role of certain external stakeholders (e.g. employers or representatives from other Departments)** in shaping the USP.

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 **USP regulations** follow the provisions that govern the DFLTI activities. Their goal is to conform to the DFLTI strategy and aim at maintaining high-level academic standards, while also meeting labour market demands.

The USP was updated for the academic year 2020-21. However, it was drastically revised and restructured in 2015, after taking into account the academic staff's teaching experience, evolving labour market needs and also the design of similar programmes at foreign universities. There is also a very strong belief that academic teaching should not be "a pre-packaged offering", but students should build their own "programme" or curriculum based on the courses offered by DFLTI. The content of the USP also reflects the "Wheel of Competence", which is part of the European Master's in Translation framework .

The USP is divided in **two cycles**: the first cycle (Years 1 and 2) contains both obligatory and elective courses and aims at providing students with the theoretical and practical basis before they can choose between the Translation and the Interpreting Specialisations for the second cycle (Years 3 and 4).

The modules offered cover a **wide range of subjects.** The lectures provide the required theoretical background in translation and interpreting; practical courses aim at familiarising

students with the specific demands of each specialism and its practical aspects. Third foreign language courses (offered without ECTS credits) are offered to students who wish to learn an additional language. Seminar series (without ECTS credits) are also offered to students who wish to broaden their knowledge in specific scientific or technical subjects.

Part of the USP is also an obligatory **dissertation and an optional internship / work placement** (a minimum of 50 working hours, which is equal to 4 ECTS).

Some of the **seminars** and dissertation workshops are listed in the USP and their syllabi can be found on the [DFLTI website](). However, during its meetings with students, employers and teachers, the Panel heard repeatedly that there are several additional ad-hoc seminars organised mainly "on demand", e.g. when the students are interested in a specific topic and DFLTI has access to an external expert (without a PhD degree) who can deliver it at short notice. Thus, these seminars are the result of fortuitous circumstances and not of systematic planning.

The objective of the USP is to train qualified specialists (translators and interpreters). The assessment of the **latest labour market needs,** and requirements is largely based on close contacts that DFLTI staff have with international and Greek institutions, industry and social partners who offer work placements, as well as its alumni. Industry professionals and employers are invited to deliver seminars and workshops to inform and help students develop practical skills, especially in the latest technologies.

In response to the 2013 Evaluation, DFLTI has since updated the USP with **modules or ad-hoc seminar series on new technologies and practices** (esp. CAT tools and post-editing, translation memories and corpora, multimedia translation and subtitling / dubbing, work ethics). The informal seminars take place over a considerable length of time (3 hours x 3-5 instances), but do not gain ECTS for the students. In addition, although their importance was repeatedly stressed by teaching staff, employers and students, new technologies do not feature adequately in the Curriculum; e.g. the **CAT Tools module (Μεταφραστικη Τεχνολογια - ΓΚ 8001) is not taught until the start of the final year (Y4 - Semester 7)**, despite assurances to the Panel by both current students and alumni that translation tools can and are used throughout their studies. In fact, one of the requests received in the context of the student surveys was to increase the time spent on the CAT Tools module from 2 to 3 hours. Even though an emphasis on traditional, unaided translation practices is understandable and well-founded, it is also imperative that new translation technologies are formally introduced much earlier in the USP and that students are exposed to more tools (even if only open-source). The students do not seem to acquire real experience with the various interpreting platforms either. As a leading Translation and Interpreting Department in Greece, DFLTI is the natural place to teach the state-of-the-art in Machine Translation (statistical and neural-network based), which is already 70 years old, Translation Memories, Crowdsourced Translations, Post-Editing and Proofreading, Interpreting platforms, as well as new language technologies, such as localising dialogues and conversations for "virtual humans" (text-based Chatbots and speech-based Voice Assistants, such as Amazon Alexa or the Google Assistant), for which there is currently huge demand for people and trainers. This will have the added benefit of widening the scope of Translation research, as well as the related funding for the Department and the University.

The Panel noted that despite the heavy focus on **professional competences**, the theoretical background (linguistics, translation theories, cultural phenomena etc.) is not neglected in the USP, as it forms an important part of the translator's general knowledge.

The Panel also noted that the **employability** of DFLTI graduates is very good, which in turn proves that the USP content is both appropriate and effective.

In conclusion, the Panel assesses that the aims and outcomes of the **well-structured USP** are adequate for the needs of the students, society and the labour market; the USP follows the framework and the official procedure for its approval by the Ionian University; it takes into account the experience of external stakeholders from the labour market, provides work experience to the students and is attentive to their needs. It also conforms to the European Credit Transfer and Accumulation System with regards to the student workload.

Panel Judgement

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

Panel Recommendations

- **The CAT Tools module (Μεταφραστικη Τεχνολογια - ΓΚ 8001) and new translation technologies (Translation Memories, Crowdsourced Translations) should be formally introduced by the 2nd Semester (Y1).** In addition, students should be made familiar with more than a single CAT tool and interpreting platform in the course of their studies.

- DFLTI should also offer a **module on the state-of-the-art in Machine Translation**, as well as **new language technologies,** such as Chatbot and Voice Assistant localisation, all of which will have the added benefit of widening the scope of Translation research, as well as the related funding opportunities for the Department and the University.

- **The numerous ad-hoc specialist and technical Seminar series given by industry practitioners (e.g. on game localisation, work ethics, translation project management) should be formalised in the USP and assigned ECTS** in order to both manage the expectations of prospective students and to better showcase the DFLTI proactiveness in keeping students in touch with the current state-of-the-art.
- **The syllabus should include professional development modules,** such as on Entrepreneurship, as suggested by Alumni and SME company owners who provide work placements for the 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 USP encompasses a **very large number of modules that cater to a multitude of individual student interests**. Despite its size, breadth and depth, the programme is very well-structured into core modules that are common to all students in Years 1 and 2 and several selective modules that provide specialisation in different aspects of Translation and Interpreting Theory and Practice in the final 2 years. As such, the USP is very student-centred, because there is a huge choice among the "obligatory selective" modules that both cultivate student initiative in formulating a **personalised study programme**, thus increasing their inherent motivation to learn, and provide a kaleidoscope of the different approaches,

methodologies, practices, subject fields and text types for student consideration that will prove invaluable in their professional life after graduation. The list of modules includes several technical and other specialised subjects, such as Law, Economics or General Medicine, as DFLTI understandably and commendably deems it necessary for a translator to "know their subject matter". As one of the alumni put it to the Panel "*How can you translate an Economics text, if you don't understand Economics?*". The students seem to have internalised this necessity too, which means that although **both current and graduate students admit that the USP workload is very heavy,** they all agreed that they wouldn't have it any other way and they appreciate how much this extra knowledge helps them with their practice. At any rate, the students are made aware in advance of the specific module content, requirements and assessment methods and can, thus, easily follow their own progress.

The USP naturally caters to the **different educational needs** of those who will graduate in Translation and those who will become Interpreters, with different requirements, curricula, hands-on practice and placement schemes for each. The **Interpreting Specialisation** seems to be very coveted, but only a few students manage to be accepted on that programme after Y2, given the stringent entrance exams and high-grade thresholds expected. As such, the Interpreting specialisation seems to have a much more personal and intensive character, as evidenced by the sheer numbers: out of 120 students starting Y1, just 10 go on to specialise in Interpreting. Despite this, the number of available interpreting booths (2) is very low and should be increased in order to train all the students more efficiently.

Equally, the **staff/student ratio has improved** since the 2013 evaluation (from 1/43 to 1/30, both times only counting the active students who regularly attend and not all registered students who are many more). This is evidenced by all the comments collected during the Panel's discussions with both current students and alumni; they all commented on the "family atmosphere" at DFLTI, how teaching staff "*know the students by name*", how they can be approached at any point and are sure to respond promptly, how they know the students so well that they can recommend an area of study or research that will best suit their interests and personality.

Teaching and learning takes many different forms: from passive attendance of lectures in large 350-seat amphitheatres or smaller 120-seat classrooms (particularly for the Y1 and Y2 core modules) to interactive classes in smaller 30-seat classrooms (where the students are encouraged to both actively engage with the teaching staff and the material and present themselves), to ad-hoc special-interest seminar series with industry experts and practitioners (often organised at the students' own initiative), during which students can get a glimpse into the life of a professional and the actual requirements, issues and opportunities, as well as the latest translation technologies (Translation Tools, Multimedia Translation, Subtitling, Post-editing etc.). The students can also choose whether to get assessed every Semester on the basis of written or oral exams (a translation or live interpreting, respectively) or to write assignments, either in Greek or their language of interest, on a specialised topic that they are encouraged to select depending on their individual interests and ambitions. This flexibility allows the students to increase their autonomous learning, while also strengthening their research and other academic skills.

Special provisions are made to increase **accessibility** to special student groups, such as working students (who can take classes in the afternoon after work) or international students (who may take exams in a different language) or students with various disabilities (who may take oral rather than written exams, for instance).

Up until 2015-2016, DFLTI offered all students the possibility to study at a HE institution abroad through a compulsory fully-funded 6-month Study Abroad scheme. This has since been discontinued due to financial constraints. To compensate, DFLTI has been particularly active and engaged in organising **ERASMUS+ placements abroad** for its students, having established collaboration with 40 Universities abroad, resulting in 50 agreements in total. As a result, approx. 80 students or 50% get places (even though just 25% actually go abroad due to great competition for Western European Universities and low demand for Eastern European ones, e.g. in Romania or Hungary). However, the ERASMUS number is also complemented by several foreign students, as well as visiting lecturers, who come to teach for a week, thereby enhancing the students' learning experience and broadening their perspective.

In addition to the time spent abroad, DFLTI is particularly active in forging links and relationships to industry and society, both in Corfu and further afield, and thus securing **work placements or work experience** for a large percentage of its students (60%). This is an opportunity currently offered to 3rd and 4th-year students only, takes place over 2 summer months and can be on a paid or voluntary basis. This is particularly valuable for the students' hands-on learning and professional and personal development and even secures a job at the end for many of them (e.g. at Translation companies, Language Service Providers, publishing houses, gaming companies, the European Commission, Embassies, NGOs and even international organisations). Some **commercial organisations** that DFLTI has bilateral agreements with **are involved in teaching** (e.g. a Translation company teaches Translation Management on a Master level and offers a training path in localisation / Quality Assurance for multilingual projects, and Post-editing). Again, this provides specialist training to the students on the state-of-the-art in a most agile and effective manner, while also preparing and vetting future employees for these companies. DFLTI has started **using PhD candidates in Interpreting to aid in the teaching** of some modules, which both provides invaluable teaching experience for those postgrads, but also improves the teaching staff / student ratio and hence the interactivity of the course and, once again, broadens the undergraduate students' perspective. All students regularly get the chance to practise their skills, whenever there is a foreign visitor or whenever DFLTI is involved in the organisation of a **Conference, Summer School, Festival** or other international event, which is hugely motivating.

Continuous monitoring and assessment of the teaching practices, as well as the learning material, take place through **student surveys** for every USP module and every staff member in every semester. These include 35 questions and used to be handed out in paper form during a class, but have recently been switched to electronic form with increased assurances of anonymity as they are sent directly to MODIP bypassing Admin. The current average assessment stands at 3.67/5 (and not at 1.7 as quoted in the material provided by DFLTI, which was a mistake that they reportedly could not correct). Despite increased participation in the e-surveys and the practice of follow-up emails by DFLTI, participation is still very low (11% in 2020-21) and indicated some dissatisfaction with the availability of reading material

at the library and the relatively low number of ECTS compared to the actual workload, although the small number of respondents does not give much weight to those comments. DFLTI does, however, respond to the feedback from the students, as exemplified in the case of adding an extra hour to the CAT tool module at the students' request. Students also have the ability to rate each class and instructor on the **OpenClass e-learning platform,** in the form of "giving stars" as one would to an app on Google Play or the Apple Store.

DFLTI caters for the different needs and profiles of its student population and has established a **Student Advisor** for every year of study (4 Advisors), who can provide guidance and give pointers not just on academic but also personal issues. Regarding the **"stagnating" ("λιμνάζοντες") students** in particular (currently at 35% of the student population), a problem that every Greek University has due to the lack of minimum attendance requirements and records, DFLTI has recently made a concerted effort to contact all of them (some on 2 separate occasions) in order to update them on their status, the number of ECTS and their prospects. The result was very successful, as out of 30 people contacted, 15 responded in the first instance and some of them even went on to take exams and graduate, even 20 years later, which is very encouraging and commendable and needs to continue. This has to be, in part, also due to the establishment of 2 Student Advisor roles specifically for dealing with these mature absent students and discovering and addressing their personal circumstances.

Apart from the role of the **Student Advisor,** DFLTI has also encouraged student initiatives, such as the "**I Guide U**" mentorship programme, which brings together Y3- and Y4-students with Y1- and Y2-students in order to provide advice and guidance to the freshers on all types of matters, academic, administrative and more. This is a very effective way to engage both new and old students and also increase the social, leadership and other skills of everyone involved.

Students can also access contacts and get support through the **Alumni Network** that was set up recently and numbers 140 members. Data on the career progression of ex-students can be valuable in showcasing the different paths open to the students and the different ways to get there, e.g. as part of the Department's existing career development Seminars.

DFLTI also has a **Student Ombudsperson**, who mainly has an administrative role and helps with Logistics rather than academic issues. The DFLTI self-evaluation report states that the first point of contact in case of complaints is the Student Advisor, but that students also have access to the Head of Department through their representatives and indirectly to the DFLTI Committee. The DFLTI website is missing the relevant details and just points to the generic University website where the complaints procedure is not very clear either.

In conclusion, DFLTI is fully compliant with Principle 3, as it fosters **individualised autonomous student learning, academic and personal development and work experience**, through the breadth and depth of the modules it offers (including very technical and specialist ones), the **multi-faceted teaching methods and delivery channels** utilised (including industry practitioners and employers) and the way both student and teaching staff progress are assessed. Particularly noteworthy is the seeming lack of bureaucracy in organising the numerous ad-hoc seminars on the state-of-the-art and the latest translation

and interpreting technologies and technology-aided practices, which renders the USP impressively agile, relevant and impactful.

Panel Judgement

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

Panel Recommendations

▪ **Formalise the Seminars offered on the latest state-of-the-art** (e.g. Post-editing, Subtitling and Dubbing for multimedia, Translation Project Management), as a way of both advertising the DFLTI, managing new student expectations, but also rewarding attendance with ECTS. Currently, students can complete a project at the end of each Seminar but are not awarded any ECTS. The Panel understands that - precisely due to its agile nature in responding to today's needs and the latest trends - a lot is determined at short notice and can, therefore, only partially be specified in the USP, but a step in that direction is advisable;

▪ Encourage **survey participation** among students, perhaps by providing some type of reward for all submissions (e.g. additional ECTS, registration at exclusive seminars etc.);

▪ Clarify the **complaints procedure** and the specific role of the Ombudsperson on the DFLTI website, rather than point to a generic webpage for the whole University; render the role more independent from DFLTI itself (e.g. by always assigning staff from a different Department);

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

Students have **access to information** pertaining to all aspects and stages of their studies mainly through the DFLTI website and especially through the section on Undergraduate Studies. More detailed information is provided in published regulations available on the abovementioned page, which can be downloaded in pdf format. The two most important documents are the USP Handbook with detailed information on the structure, content (including ECTS), level and learning outcomes of the program of studies and the USP Regulations with detailed information on admission, progression and graduation of students, the structure of the program, delivery, student mobility, examinations, and work placements. There are clear regulations regarding all aspects of the degree, from registering as a new student, to choosing modules, sitting exams, writing the dissertation, and ultimately graduating.

There is also a special page which provides information to **1st-year students**. Freshers also attend "Welcome Events" in Week 2 and can also receive mentorship and support from senior students through the student initiative, **"I Guide U"**, e.g. dealing with the transition from High School to University and adapting to a new academic reality.

There are clear procedures in place for **monitoring student progression**. OMEA receives data from the administrators regarding student performance and the responses to the student surveys and processes it before communicating the results to the Program Committee and the Departmental Assembly.

DFLTI administration supports students by processing their related requests (e.g. enrolling them on modules, issuing transcripts, etc.), a lot of which can be submitted online through a special platform. Students are provided with all relevant **official documents** regarding their studies, including transcripts, certificates, etc.

Information on **graduation** is provided on the website, with details on the requirements and the graduation ceremony and the paperwork students need to submit in order to receive their degree and the Diploma Supplement.

Information on **student mobility** is provided on the DFLTI website, under the section titled 'Students'. Here, interested students can find details on the scheme, the participating institutions, the application process and the documents required during and after the completion of the Erasmus program. There is also a detailed document on grade equivalence between the courses of participating institutions and DFLTI. Additional information can also be found on the [Ionian University website](#) and through the Erasmus+ coordinator, who encourages participation in this mobility program at the beginning of each academic year. There is also a dedicated administrator tasked with processing Erasmus+-related requests. Overall, data suggests that DFLTI has the highest percentage of student mobility compared to other departments of Ionian University, even if the number of students who actually go abroad is much lower than that of places offered, given strong student preference for Western rather than Eastern European Universities.

Practical training is a key optional element of the USP. There are a few options available, and they are open to all interested students: a) through the Hellenic National Strategic Reference Frameworks, b) Era-places and c) bilateral agreements with employers in Greece. Regulations on **work placements**, a placement handbook, as well as detailed information on stakeholders can also be found on the DFLTI website, either under the section 'Undergraduate' (for the ΕΣΠΑ-funded placements that are part of the USP) or under the section 'Students' (for Era-Places). Relevant information on Era-places is also provided on the [Ionian University website](#). No information regarding placements that are the result of bilateral agreements with employers and relevant stakeholders in Greece is provided on the website. Work placements, irrespective of whether they are part of the curriculum or not, focus on helping students practice their translation/interpreting skills, gain work experience, develop soft skills, and expand their networks. A large number of students express interest in practical training and according to data provided by DFLTI approximately 40 students are given this opportunity through the Hellenic National Strategic Reference Frameworks, with another 40 through the other two options.

Information and regulations pertaining to all aspects and phases of the USP are very detailed and most are available online, which is commendable (especially the downloadable regulations). This also applies to student mobility, which is clearly encouraged by DFLTI, examinations and the final dissertation. Regarding work placements, clear regulations pertaining to opportunities available via bilateral agreements with employers and other stakeholders seem to be missing and need to be designed and included on the website. Also, in the spirit of transparency and access to information, it would have been useful to also include more details on the academic appeals process.

The Panel believes that all necessary mechanisms are in place to collect, manage and act on information on student progression. Particularly noteworthy is the **support offered to 1st-year students** through the dedicated webpage and the "I Guide U" student initiative. Finally, considering how complicated the bureaucratic procedure for graduating and obtaining a degree might often appear to students, the website includes a lot of clear and well-structured information on what is needed to graduate, with all the key points highlighted.

The Panel finds it rather unfortunate that the Semester Abroad had to be cancelled and hopes that it is reinstated in the future, as it is of crucial importance for maintaining the DFLTI identity. In the meantime, DFLTI has skilfully managed to address the gap left through the discontinuation of the scheme by encouraging student mobility through other means, such as **Erasmus+**. While Erasmus+ is not an adequate substitute, as it does not provide every student the opportunity to go abroad, the Panel recognises DFLTI's considerable effort to increase the number of agreements with participating institutions and recommends that the Department continues in that direction, especially with Western Europe-based Universities, which appear to be more popular with students.

The Panel also acknowledges DFLTI's tremendous efforts in offering students **work placements**. Particularly the bilateral agreements constitute clear and strong evidence of how committed DFLTI is to stay connected to the industry and to offer as many students as possible (in practice almost every student who so desires) a work placement. The main driver behind the bilateral agreements seems to be a single member of staff, who needs to be congratulated for her efforts, efficiency and effectiveness in attracting relevant stakeholders and securing their cooperation. These additional work placement opportunities are a tremendous achievement for DFLTI and of great benefit to the students. The Panel recommends that DFLTI continues building those bilateral agreements, as they are a key element of the success of the USP, but also forms a formal Work Placements Committee to overlook all possible options and in particular the bilateral agreements, so that this crucial initiative does not depend on and burden a single member of staff. In addition, it is important to include information on the bilateral agreements on the website.

Finally, DFLTI has offered clear evidence that it develops and applies published regulations that cover all aspects and phases of the USP.

Panel Judgement

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

Panel Recommendations

- Increase the number of **Erasmus+ agreements** with institutions in Western Europe.
- Create a **Work Placements Committee** to avoid relying too heavily on one or two individuals for establishing links to industry and thereby increase the viability of those relationships long-term.
- Publish information on the **work placement options** and the related bilateral agreements on the website to help students make more informed decisions.
- Increase the number of **work placement agreements** with employers and other relevant stakeholders, e.g. by exploiting the Alumni networks
- Include details on the **academic appeals** procedure on the DFLTI website itself.

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

At the time of this evaluation, DFLTI numbers 24 **teaching faculty** (ΔΕΠ), 4 teaching assistants (ΕΔΙΠ and ΕΕΠ), 2 visiting scholars, 2 contractors and 4 PhD students who hold teaching scholarships. Given its prominence and prestige, as well as its unique character as the only department in Greece that offers an undergraduate degree in translation and interpreting, DFLTI is in an ideal position to attract highly qualified staff. The disciplinary areas are decided following relevant procedures through the DFLTI Assembly. The processes and criteria for **recruitment** and promotion are clearly stated and are transparent in accordance with the legal framework.

The **teaching workload** is heavy with each member of staff teaching a minimum of 6 hours per week (equivalent to 2 modules per term) and also offering 2 office hours each week for one-to-ones with students. The workload is further aggravated by teaching postgraduate courses and supervising doctoral students. Thus, in practice, most members of staff teach up to double this number of hours on certain occasions.

Academic staff also actively participate in diverse **research activities**. Research is mainly facilitated by long or shorter study leave periods and mobility placements (e.g. Erasmus+), as defined by the current legal framework. There do not seem to be any obstacles to staff mobility. DFLTI also participates in a wide number of international scientific networks, as well as national and international projects and also closely collaborates with a range of Greek and international organisations.

Research publications vary and include articles in peer- and non-peer-reviewed journals, conference proceedings, monographs, books and chapters in edited volumes. Quality

indicators for 2015-2016 and 2016-2017 indicate a fairly low number of such publications per member of staff. A significant increase was observed in 2017-2018 and has remained fairly stable ever since. A rather high percentage of articles in non-peer-reviewed journals compared to peer-reviewed ones has been observed (e.g. 35.18 vs 10.23 per staff member in 2019-2020). Quantity and quality of research is encouraged mainly through the formal processes of promotion, but to some extent also by the existence of 5 Research Labs and 2 Research Clusters covering a number of research areas, although interpreting is underrepresented with just one. Additional measures could be taken to support and prioritise high quality research, so that the proportion of articles published in peer-reviewed journals is increased.

DFLTI is also active in terms of **funding applications**, with 5 successful applications in the last 5 years. Supporting data suggests that 29 applications have been submitted during this time to a wide range of funding bodies, including Erasmus+, Horizon 2020 and other national and international organisations. The success rate for applications submitted between 2015 and 2021 (excluding 5 pending ones) is 21%. It is worth noting that the number of applications submitted has more than doubled in the last couple of years (from 3 in 2015 to 8 in 2021). Despite this positive development and although the Panel recognises that the bureaucracy involved is often discouraging, the number of submissions could have been higher. The data suggests that some staff members rarely (if at all) put together such applications.

Continuous Professional Development (CPD) seems to mainly involve reflection on student feedback and more generally what happens in the classroom, through participation in professional bodies, presenting at and attending conferences, and self-directed learning (e.g. reading books or articles). More opportunities could be offered to members of staff to attend formal professional development courses (e.g. on supervising students, managing big projects, new technologies or student welfare). Considering the Panel's aforementioned comments on funding applications, a CPD opportunity focusing on how to write and submit such proposals and increase their chances of success would have been beneficial.

Linking Research and Teaching is generally supported, especially through research activities that focus on specific areas of translation and interpreting. A number of publications by academic staff focus specifically on translator or interpreter training, further highlighting the close link between teaching and research. Research feeds into teaching, but equally teaching is often the focus of research.

Teaching staff is **evaluated by students** twice a year. Completion rate is low, but DFLTI hopes to increase it through the recent introduction of electronic questionnaires. Responses are anonymous and processed by the Internal Evaluation Committee and communicated to the Program Committee and the Departmental Assembly. QA is also achieved by ascertaining staff adherence to their duties (e.g. by respecting working hours, physical presence on campus, etc.). Leaves of any kind are approved following processes established by law.

Staff frequently rely on **technological tools** and new technologies for teaching, which is particularly evident in the different translation tools that students are trained in. However, it appears that certain staff members are more knowledgeable about technology than others. At any rate, DFLTI has responded effectively to the challenges involved in online teaching in the course of the pandemic.

Despite resource limitations, mainly in terms of permanent academic staff, DFLTI successfully manages to address the teaching needs of the USP and has even hired 2 permanent teaching staff for its Interpreting specialisation following the corresponding 2013 evaluation recommendation. However, this **focus on teaching is potentially at the detriment of research**, which would undoubtedly improve, both in quantity and quality, if members of staff had a lighter teaching load.

The **Labs and Clusters** are an excellent initiative, offering much needed structure in terms of research, while also promoting collaborative projects. Interpreting research, however, seems underrepresented.

Importantly, academic staff need to be supported and encouraged, both to **produce higher quality research** (e.g. by focusing more on peer-reviewed journals) and to submit funding applications. This could be facilitated through a mentoring scheme with experienced staff shadowing more junior colleagues (in developing research plans, polishing drafts etc.) Formal **professional development workshops**, e.g. on writing successful funding proposals and on other topics related to research and student mentoring, would also be very beneficial.

In conclusion, overall, the Panel is impressed by how well DFLTI has been performing in both teaching and research, despite heavy workloads. Nevertheless, research quality can and should be improved and academic staff need to be supported towards that direction.

Panel Judgement

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

Panel Recommendations

- Although this is an area where DFLTI has limited control over, the number of **permanent teaching staff** needs to be increased to relieve the heavy workload and, thereby, foster high quality research. Steps should also be taken to **improve the female-to-male ratio**.

- There should be greater provision for **interpreting research** in the Research Labs and Clusters.
- Academic staff should be encouraged and supported in prioritising high-quality research (e.g. by increasing the percentage of articles published in **peer-reviewed journals)**.
- Academic staff should be encouraged and supported in submitting more **research funding applications.**
- There should be more opportunities for **professional development** for staff.

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

Due to its history and location in a relatively small city of a small island, DFLTI has always had limited choices with regards to where it is based. As its Kapodistria building is being refurbished, the Department has been temporarily based on the site of the **Psychiatric Hospital** of Corfu since 2016. That was, however, precisely one point of criticism from the 2013 evaluation, that the students share the same building with psychiatric patients, even if nowadays the hospital presence is reportedly limited to some outpatient departments, as well as the administration.

The corresponding **buildings**, albeit of high historical and aesthetic value, are very old and, hence, difficult to adapt to changing needs, although the Panel was assured there is access for the disabled (AMEA). Most of the DFLTI classrooms are small (30 seats) and can easily get crowded, something that is particularly problematic in the context of the current pandemic. As an alumni said to the Panel during the remote evaluation, "You would expect that 35 years on, there would be bigger classrooms.". There are a few larger (120-seat) classrooms and big (350-seat) lecture halls, but these are shared with other Departments and there is usually a "race to book them" as one of the teaching staff said to the Panel. The Greek financial crisis has definitely impacted this area too, but perhaps disproportionally.

Another issue is the lack of affordable **student accommodation**. Private rent is by all accounts extortionately high, driven by high demand and low supply on a small island. DFLTI has recognised this unmet need and offers an **accommodation search** electronic service ([e-](#)

[Ενοικιάζεται](#)), as well as currently constructing a second building that will function as student halls.

Other than the actual buildings, DFLTI has 2 state-of-the-art **interpreting booths and an IT lab** and software. The library is stocked with sufficient material, a lot of which is electronically available. The small percentage of student surveys completed indicated issues with availability that will need to be looked into.

Making up for the outdated buildings, DFLTI provides several **student support services,** all available also electronically, including **phone counselling** ([Υπηρεσία Τήλε-συμβουλευτικής](#)), a **Social Worker** ([Κοινωνική Λειτουργός](#)) who provides guidance particularly to freshers and pointers to other social services, psychological support through **peer workshops** ([Εργαστήρια](#)) and even **Occupational Therapy** sessions. It is noteworthy that the Student Support service site has **enhanced accessibility** through automatic Text-to-Speech which reads out all the Section and subsection titles for visitors with sight problems.

DFLTI also has a **Career Service** ([DASTA](#)), which directs students to the **Innovation and Entrepreneurship Unit** and the **Work Placement Unit**, but except for the latter, both pages only have very little information and direct to unreachable pages. The Panel is of course already aware of all the numerous Work Placement activities and initiatives undertaken by the Department. Nevertheless, that information needs to also be available online.

All modules and classes are available online (**Open e-Class)** and students can even rate the module content and the teaching staff on that same platform in the form of giving stars. There is just one **IT lab**, which seems to cover the DFLTI needs, even though CAT tools can purportedly be used throughout the duration of the USP.

The **Student Advisor** for each year has office hours once a week and points students to all the available services, as do fellow senior students from Y3 and Y4 through the DFLTI Voice student initiative "**I Guide U**", which provides mentoring and general guidance. A similar role can now be taken up by the **Alumni Network** by providing connections to recent graduates and veterans, who can provide long-term vision to the students. It is not clear whether there are **official student representatives** or what their role is, but there is definitely an **Ombudsperson**, who can be approached with any complaints (even though that process is unclear).

The **Administrative Staff** seem to be very efficient given their very low number (just 2 people, when it used to be 6), aided by great progress in digitising many services and considerable support from the teaching staff and postgraduate students, who take on many of their tasks.

In conclusion, DFLTI provides **numerous commendable student support services** (social, psychological, logistical, academic and professional) and nurtures a "family atmosphere", as pointed out by everyone, including current students and alumni. This seems to largely make up for challenges in the buildings and other physical infrastructure.

Panel Judgement

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

Panel Recommendations

- Although not something that DFLTI has control over, the Greek Ministry for Education really needs to provide additional funding to the Department to commemorate its 35 years of operation and showcase its importance in the Greek HE context. **Improving the buildings** or changing the teaching locations is a priority.

- The number of **interpreting training booths** needs to be increased from 2 to at least 5, if not 10 (to cover 10 simultaneous sessions with all students);

- More **IT Labs with CAT tools** should be made available.

- The **Career Service** webpage should be updated with working links. Eliminate inconsistencies between the English and the Greek versions.

- The **Alumni Network** should be exploited to forge connections to the labour market and also expand the provision of specialist seminars on different career paths.

- The role and remit of the **student representatives** should be defined.

- The role of the **Student Ombudsperson** needs to be formally specified and rendered independent of the specific Department.

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

DFLTI has been tracking student and personnel data from 2015-16 to 2019-20. The Panel was supplied with 5 annual reports with extensive statistics: 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, etc. The numbers address the 2013 recommendation to lower the staff-student ratio and show that DFLTI has improved considerably in this regard. In 2015-16 the ratio of all matriculated students (both regularly attending and stagnating) was 56 to 1. In 2019-20 the ratio had dropped to 47 to 1. In 2015-16 the ratio of students registered for fewer than 6 years was 41 to 1. In contrast, the ratio dropped to 28 to 1 in 2019-20

The reports provided also include extensive data on the many facets of staff profiles (academic rank) and research productivity under different categories (i.e. peer-reviewed journals, non-peer-reviewed journals, conference proceedings, etc).

DFLTI has also provided data on the **student surveys** it has been collecting, whereby students answer 30 questions on a 1-5 scale (where 1 is "Unacceptable" and 5 is "Very Good") and can also submit free-text feedback on both the content and the teaching staff for every module. The questionnaires used to be hard copy until 2019-20 but have recently been

switched to an electronic format. Responses are submitted anonymously and processed by MODIP, which then passes on to the individual staff member and OMEA the average numerical value collected for each question and also any comments. As the survey data was still being analysed at the time of the remote evaluation, the Panel was informed of 2 specific instances where DFLTI addressed and actioned student feedback: increasing credit hours from 2 to 3 to match the actual workload for a module and easing the workload for another module after students complained it was too heavy.

In conclusion, DFLTI 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

- **Standardisation of the staff-student ratio**, using the total number of students enrolled, rather than only those actively attending classes;
- **Research productivity measurement** on a yearly basis, rather than cumulatively

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

All key USP information on specialisations, modules, final dissertation, regulations, student advisors and examination schedule are **available online,** easy to find and clearly laid out. Also available is general information on DFLTI, the staff and their research interests. A search function available in both English and Greek facilitates finding more information that the students and other interested parties may need.

The **modules** are listed by semester with detailed information on each regarding course code and type, language and level used, teaching staff, duration, ECTS and availability for Erasmus students. A brief description of the learning objectives and outcomes, the syllabus, teaching and assessment methods, as well as suggested bibliography are also available for each module. The name of **each teaching staff member** links to their personal webpage with a list of all the modules that they teach and their research interests.

Available online are all DFLTI **regulations**, exam dates and holidays for the current academic year, as well as the **QA policy** with a list of the quality objectives and the associated procedures. There is also a downloadable pdf document in Greek for undergraduates. The **USP handbook** can be downloaded from the website but is only available in Greek. In addition, there is a section online with information on **dissertations** and another listing all the student advisors for each year of studies. and their remit.

There are additional **separate sections** with announcements, information for Erasmus+ incoming students, further study opportunities, internships and brief information on the DFLTI connections to industry, activities organised by DFLTI students and the recently established Alumni network. Additionally, there is a link to the Ombudsperson page, but it is under construction, and another list of online services and tools without links.

All relevant information for undergraduates is easily accessible, clearly laid out and **up-to-date**, with most sections updated as recently as October 2021.

Public information is also available on **Social media,** namely Facebook, with links that direct to the website. The Facebook page currently has 2,183 followers and 2,053 likes and includes topics such as the new DFLTI website, the 35-year anniversary celebrations and a variety of

topics relevant to students. The latest post is very recent, and the page seems to be current and very lively and certainly creates a good addition to all other online information. There are also a few **promotional videos** on YouTube, which present the DFLTI facilities, information on the 35-year celebrations, as well as student opinions on the department.

Finally, DFLTI has very good relationships and close cooperation with the local **newspapers, radio and TV**, even if it lacks any significant presence in the national press.

In conclusion, DFLTI has put considerable effort in the design, structure and layout of its website and other information available online. Search is easy, navigation is clear, all information is up-to-date and most of it is available in two languages. Moreover, detailed information on the modules offered, intended learning outcomes, qualifications awarded, teaching, learning and assessment procedures, further education and placement opportunities for students is readily available on the website.

Panel Judgement

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

Panel Recommendations

- Promote and keep an up-to-date list on the website of the various **specialist Seminars** offered by experts and industry practitioners
- Complete the **Ombudsperson** page
- Differentiate the sections on **Alumni and Alumni network,** possibly by renaming the former to avoid confusion
- Promote the **DFLTI achievements in the national press** (e.g. the UNESCO Chair award)
- **Correct the links in the Study programme PDF,** as currently the title of each module has a URL that points to a general or irrelevant Department page, rather than its description.

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

DFLTI conducts an **annual internal evaluation** overseen by OMEA, which collects data on each teaching and administrative staff member. The data is uploaded to MODIP after it has been discussed at the first annual faculty meeting. The faculty then attempts to **adjust the content** of the USP accordingly to better meet current needs and developments in the translation and interpreting fields, e.g. by adding new modules and organising seminar series to better prepare undergraduate students for the profession. DFLTI has added 7 new modules since the last external evaluation in 2013.

DFLTI employs three types of **assessment of students'** work: Final examinations, written assignments as agreed with the instructor, and ongoing evaluations during the semester. Both current students and graduates praised to the Panel the family atmosphere and the personal relationships they can build with their tutors, which allows them flexibility in progressing through the course and following their interests.

The Secretariat supports students in enrolling them for classes, providing information on examinations, available internships, etc. Nevertheless, to common acknowledgment, the permanent **infrastructure** (classrooms, booths for interpreting practice, etc) needs improvement. The University is in the process of restoring an available building and moving the administrative (secretariat, instructors' offices), but not the teaching facilities to the new building.

A year ago, DFLTI created an **Alumni Network,** aiming to keep track of its alumni, gather relevant information regarding labour market conditions and needs, and alumni sentiment regarding their level of preparedness for the field post-graduation. The effort was interrupted by the pandemic but has now been rekindled.

In conclusion, DFLTI has established data collection methods to monitor both student and staff populations and adjust the content of the USP accordingly in order to respond to changing conditions in Academia and new requirements of the labour market that will receive its graduates.

Panel Judgement

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

Panel Recommendations

▪ Rekindle efforts around the **alumni network** both as a source of information on current market conditions and as a way for new graduates to network with employed graduates
▪ The current method of **measuring research productivity** assigns equal weight to the work of younger and older faculty members. A more equitable method would take the number of publications in peer-reviewed journals for each individual and divide it by the number of years post-PhD or post being hired at DFLTI. Then the average across all faculty can be computed in a way that does not discriminate against younger (or more recently hired) professors.

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 last external evaluation by an independent committee was carried out in **2013** under the auspices of the Hellenic Quality Assurance and Accreditation Agency (HQA), the predecessor to HAHE. DFLTI took a number of satisfactory measures in response to the resulting recommendations, e.g. improving the **website**. There is no information on any evaluations before 2013 or on external reviews conducted by Agencies other than HAHE. Therefore the DFLTI so far relies only on the 2013 recommendations by the EC Committee, along with those set internally.

Apart from general steps taken in response to the 2013 recommendations, individual members of the teaching staff (ΔΕΠ) have undertaken activities, such as acquiring research funding for new projects through the **Horizon2020 and DGCOMP JUSTICE programmes**.

This external evaluation Panel had the opportunity to meet with current students, alumni, external collaborators, employers and other stakeholders. All expressed their positive impressions of DFLTI and their willingness to further cooperate with it. However, there is no evidence that all **stakeholders** are aware of or actively engage in the external review and the entailed follow-up actions.

In conclusion, DFLTI has taken a number of actions in response to the previous external evaluation, which have led to several improvements:

- bringing courses into line with modern practices
- introducing a module on translation technology

- establishing summer schools
- increasing the interpreting modules
- increasing the number of permanent staff

In addition, DFLTI has adequately responded to the needs that arose due to the Covid-19 conditions by establishing a new e-learning platform (**open e-class**). This also made up for the summer courses that had to be put on hold during the Pandemic.

Finally, certain issues observed by both the previous and the current Panels are beyond the control of DFLTI, such as buildings, teaching areas etc.

Panel Judgement

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

Panel Recommendations

Inform all **stakeholders** about the results of the external evaluation and involve them more with the measures that will be taken in response

PART C: CONCLUSIONS

I.   Features of Good Practice

- **Best practices in European / international QA monitoring applied** with annual reviews and actioning feedback from students and faculty, as well as recommendations resulting from internal and external evaluation;
- Very good **links with and constant interaction with the Greek labour market and society.** Particularly commendable are the bilateral agreements with employers who annually provide students with work placement opportunities and even go on to hire those students in many cases;
- **Impressive agility and speed of responding** to the current training needs of students, as well as to new or changing labour market needs, bypassing bureaucracy, as showcased by the numerous seminar series delivered by industry experts alongside the official USP;
- **Excellent preparation and employability of students**, as confirmed by employers;
- **Strong sense of community** between members of staff and also between staff and students;
- **Strong and effective online presence** through the website and social media, but also physical media (local TV, press).

II.   Areas of Weakness

- **New translation technologies** are only covered by a single module in the official USP (Μεταφραστικά Εργαλεία [ΓΠ8010] / Μεταφραστική Τεχνολογία [ΥΚ-8001]) and are only taught very late (in Y4 - 7th Semester). In addition, students only get exposed to and have access to just a couple of CAT tools and interpreting platforms.

- **The numerous specialist Seminar series** on the latest state-of-the-art methodologies and practices **do not appear in the official USP nor do they gain participating students any ECTS or other official certification.**

- **Very high workload for teaching staff** impacts the quality and quantity of research, as well as funding application success.
- **Measurement of research productivity** is haphazard and **research in interpreting, in particular, is under-represented**.
- Teaching staff has **very few opportunities for formal CPD activities**.
- There are still **Infrastructure issues**: the buildings are old, still partly used by Psychiatric (out)patients, and most of the classrooms are small (esp. relevant during the current pandemic).
- The role of the Ombudsperson and the process for dealing with **student complaints** is not clearly laid out.

III. Recommendations for Follow-up Actions

The Panel is very impressed by all the different actions and constant efforts that DFLTI has been undertaking to maintain high academic and teaching standards and to respond to the ever-changing needs of its students, the labour market and society. In addition, the Panel is aware that the financial situation in Greece in the past 15 years has restricted the number and scale of improvements that can be undertaken. Nevertheless, several decisions mainly depend on the Greek Ministry for Education and, as such, there is some flexibility to financially support one of the most renowned Departments in the country and worldwide and provide it with the resources that such a special status warrant. Thus, the Panel has concluded that **in order for DFLTI to continue being the pride ("το καμάρι") of Ionian University and Greece and a Lighthouse for Greek-language Translation and Interpreting worldwide**, the following aspects need to be addressed with concrete short-, medium- and longer-term action plans:

- Hire **additional faculty** and further **improve the female to male ratio** among teaching staff in the next 5 years when 6 DEP are expected to retire;
- **Upgrade the facilities:** move to newer non-shared buildings; increase number of **interpreting training booths** to 5 minimum;
- Formally introduce the **CAT Tools module in Year 1** (rather than Year 4), but also more translation software and Interpreting platforms; add new modules on **new translation technologies that earn students ECTS** rather than rely on teaching them as optional ad-hoc Seminar Series. DFLTI is the natural place to teach the state-of-the-art in **Machine Translation** (already 70 years old), new **language technologies**, such as conversation localisation for "virtual humans" (text-based Chatbots and speech-based Voice Assistants), as well as video game localisation, subtitling, dubbing and other **multimedia language services**;
- Add modules on **professional skills,** such as Project Management, Quality Assessment and Work Ethics, currently only offered as ad-hoc optional Seminars delivered by the commercial partners and employers;
- Add a module on **entrepreneurial skills,** such as setting up a business, time management, work-life balance etc., as most of the DFLTI graduates work as freelancers at some point during their career and are, hence, in dire need of such support;
- Create a **Work Placements Committee** to better manage and maintain in the longer term the current strong links to industry and employers that a few people have been cultivating at DFLTI; clarify the different placement options that do or do not award ECTS;
- Encourage and support teaching staff to conduct **higher quality research** (e.g. through an internal mentoring scheme) and calibrate how **research productivity is measured** (e.g. number of publications in peer-reviewed journals for each staff divided by number of years post getting hired at DFLTI);

- Offer staff more **CPD opportunities** to develop their research and academic profile and also manage their workload (e.g. time management);
- Encourage higher participation in the **student surveys** and further specify the procedure for handling **student complaints;**

- Generate a higher profile worldwide, but also more funding for DFLTI by: using existing links to industry to submit **research proposals together with the commercial partners / employers as sought-after Consortium SMEs**; collaborating on proposals with, for example, the IT and the Tourism Departments at Ionian but also other Universities in Greece and abroad; organising, delivering and charging for **Summer courses for Business**, e.g. on the localisation of Chatbots and Voice Assistants for Marketing, where there is currently a huge need and demand.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **2, 5, and 6.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

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