



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the New Postgraduate Study Programme on:

**Classics Today: Contemporary Issues Through the Lens of Ancient Greek and Roman
Thought**

**Institution: Ionian University
Department: History and Digital Humanities
Date: November 2025**



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the New Postgraduate Study Programme of **Classics Today:
Contemporary Issues Through the Lens of Ancient Greek and Roman
Thought** 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 new postgraduate study programme of **Classics Today: Contemporary Issues Through the Lens of Ancient Greek and Roman Thought** of the **Ionian University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. Prof. Antoniou Maria (Chair)

Pace University, United States of America

2. Assoc. Prof. Chikovani Ana

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

3. Dr. Christophilopoulou Anastasia

The Fitzwilliam Museum University of Cambridge, United Kingdom

4. Prof. Lazaris Stavros

UMR Orient & Méditerranée (Paris), France

5. Ms. Sikalidou Dimitra

Aristotle University of Thessaloniki, Greece

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) was formed in mid-October 2025 and the accreditation support material concerning the new Postgraduate Study Programme (PSP) “Classics Today: Contemporary Issues through the Lens of Ancient Greek and Roman Thought” of the University of Ioannina was available via the HAHE Accreditation Management System before the accreditation visit. The review was organized by HAHE and the Department of History and Digital Humanities of the Ionian University. The quality of the support material was excellent. All documents were well-crafted and designed. Indicatively, the providing documentation included: Course Syllabi, Study Guide, the Guidelines for Academic Advisors, the Senate decision for the Quality Policy and Institutional Strategy, the Student Guide, the Internal Evaluation Report of MODIP, Teaching Staff Information, the Accreditation Proposal, etc.

During the visit, all the participants involved (MODIP, Teaching Faculty, Administrative Staff, and social partners) were very prompt to provide us with all the information we asked for. The meetings with the Department of History and Digital Humanities and the social partners, which took place on a single day, on Tuesday November 11th, were conducted online utilizing Zoom video conference facilities. All meetings took place in a very friendly and cooperative spirit.

The timetable and agenda of the accreditation review were as follows: On Monday, November 10th, the EEAP members had a short meeting to organize the accreditation review and allocate the different tasks. After this preliminary discussion, the EEAP had the preliminary welcome meeting on Tuesday, November 11th with the following University members: Professor Mr. Konstantinos Angelakos, Vice-Rector/President of MODIP; Professor Mr. Konstantinos Sbonias, Head of the Department; Professor Mr. Athanasios Efstathiou, Director of the PSP and Mr. Georgios Zacharakis, MODIP Supervisor. The director of the New PSP Prof. Athanasios Efstathiou shared with us a very detailed and informative presentation of the new PSP programme. Mr. Georgios Zacharakis, MODIP supervisor of the Ionian fulfilled the request of the EEAP and kindly sent us the presentations via email. During this first meeting we were given a detailed overview of the postgraduate programme with a focus on its academic profile, status, strengths and possible areas of concern. We also discussed the degree of compliance of the programme to the Standards for Quality Accreditation.

Immediately afterwards, the EEAP had the opportunity to meet with the following teaching staff members of the new PSP “Classics Today: Contemporary Issues through the Lens of Ancient Greek and Roman Thought” of the Ionian University: Assistant Professor Mr. Yiannis Kalliontzis ; Assistant Professor Mrs. Ioanna Kralli ; Assistant Professor Mrs. Mirka Palioura ;Assistant Professor Mrs. Polyxeni Strolonga; Professor Mr. Grigorios Psallidas; Professor Emeritus Mr. Chris Carey (Professor of Greek at University College London, Fellow of British Academy), and Professor Emeritus Mr. Michael Edwards (Royal Holloway College, former Director of the Institute of Classical Studies, UK).

The EEAP discussed various topics of interest with the above-mentioned faculty, e.g. the programme’s structure and profile, professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload,

evaluation by students; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme; strengths and possible areas of weakness.

The faculty member Assistant Professor Mrs. Polyxeni Strolonga and the administrative staff member Mr. Stefanos Kolovos took part in the next meeting regarding the classrooms, lecture halls, libraries, laboratories, and other facilities related to the new PSP. We also had the chance to watch a video (duration of approx. 10 min.) regarding the facilities and student resources of the Department of History and Digital Humanities and the Ionian University in general. In this section the EEAP members had the opportunity to evaluate the facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate for the successful provision of the programme.

The next meeting with the employers and social partners was of a very constructive nature and all involved parties expressed their enthusiasm and willingness to offer their support in any possible way. Specifically, the EEAP had discussions with the following external stakeholders from the private and public sector: Professor Mrs. Tamar Hodos, Director of the Australian Archaeological Institute at Athens and Professor of the University of Sydney; Mrs. Marina Papasotiriou, Curator of the Kerkyra (Corfu) Annex of the National Gallery; Mrs. Eleni Vousolinou, Head of the Secondary Education Directorate of Corfu; Mrs. Maya Charalampopoulou, Director of the Capodistrias Museum and the Center of Capodistrian Studies, and Mrs. Kui Zhu, Senior Program Director, Office of International Affairs, Sichuan University, Chengdu, China. Associate Professor Mrs. Jenny Wallensten, Director of the Swedish Institute at Athens had another commitment at the same time, but she sent us an extensive and very supportive of the programme letter which was forwarded to the EEAP by Mr. G. Zacharakis via email.

After the end of this meeting, the EEAP had their private debrief meeting, during which the outcomes of the virtual visit were discussed, and the oral report was prepared. Finally, at the closure meeting the EEAP gave a short preliminary report of their key findings and also had the opportunity to further discuss a few minor points that needed further clarification. In the closure meeting the following members of the University were present: Professor Mr. Konstantinos Angelakos, Vice-Rector/President of MODIP; Professor Mr. Konstantinos Sbonias, Head of the Department; Professor Mr. Athanasios Efstathiou, Director of the PSP, and Mr. Georgios Zacharakis, MODIP Supervisor.

The EEAP wishes to thank the Department of History and Digital Humanities of the Ionian University for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the EEAP over the course of the virtual accreditation visit.

III. Postgraduate Study Programme Profile

The Department of History and Digital Humanities at the Ionian University was established in 1985 in Corfu. It stands out as the only academic unit in Greece devoted exclusively to the study of History. The department has about 500 active members and employs 29 staff, including professors of all ranks, specialized teaching and laboratory personnel, adjunct instructors, and scholars. It operates four research laboratories and offers four advanced postgraduate programmes.

The new PSP titled “Classics Today: Contemporary Issues Through the Lens of Ancient Greek and Roman Thought” is organized by the Department of History and Digital Humanities of the School of Humanities at the Ionian University. The programme will last for one year (two semesters and the summer period) and will award a Master’s Degree (M.A.) titled “Classics Today: Contemporary Issues Through the Lens of Ancient Greek and Roman Thought.”

The PSP follows a hybrid educational model (“blended learning”), combining traditional classroom teaching with simultaneous remote attendance via teleconferencing.

Its establishment complies with the provisions of Law 4957/2022, and its operation is subject to the decisions of the Senate of the Ionian University and the relevant legislation.

This programme is dedicated to the comprehensive exploration and critical analysis of literary and artistic creations from Greek and Roman antiquity, emphasizing works that engage with themes and questions still pertinent to modern society.

The programme emphasizes interdisciplinary approaches to connect classical heritage with contemporary concerns. Specifically, the PSP is organized into six thematic areas: 1) Politics (Ancient and Modern), 2) Societal Concerns (Ancient and Modern), 3) Reception of Myth in Literature, 4) Philosophy, Science, and the Scientists, 5) Theater and Cinema, and 6) Visual Arts. Each area explores intellectual and artistic creation alongside political and social dimensions, aiming to highlight connections between ancient traditions and modern cultural, social, and scientific fields. In the first year, students will take one course from each area, totaling six courses (three per semester). All of these are core courses, with no electives offered.

The programme will be offered for an initial period of five years beginning in the academic year 2025–2026, contingent upon successful internal and external evaluations as stipulated in Article 80(3) of Law 4957/2022, with provisions for renewal in line with current legislation.

The new PSP requires 90 ECTS credits, completed over two semesters of coursework and a summer thesis project. All instruction and thesis writing are conducted in English. The programme admits up to 50 students annually. Tuition fees amount to €4,000 for the full program (€2,000 per semester). Funding sources include tuition, donations, research projects, and institutional resources. Financial management is handled by the university’s Special Account for Research Funds (ELKE) in compliance with Law 4957/2022. The programme is full-time.

The programme aims to equip graduates with a broad, interdisciplinary education, enabling them to pursue careers across multiple sectors, including cultural heritage management, lifelong learning, the creative industries, museum development, and educational tourism.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The Ionian University has established a clear strategic framework for developing and operating Postgraduate Study Programmes, in accordance with its institutional mission and national legislation (Law 4957/2022). PSP is organized to promote interdisciplinarity, research excellence, and social relevance, reflecting both academic and professional needs.

The Department of History and Digital Humanities applies a well-structured Quality Assurance Policy, aligned with the University's Quality Assurance Unit (MODIP). The policy emphasizes alignment with the National and European Qualifications Frameworks, continuous internal and external evaluation, and effective management of academic, human, and financial resources.

The Quality Assurance Policy is communicated through the Department's website, orientation sessions, and periodic workshops, ensuring stakeholder awareness and participation. Quality goals are defined and will be monitored via measurable indicators such as student performance, graduate employability, research output, satisfaction surveys.

Teaching is planned to follow a hybrid model combining in-person instruction with online delivery via teleconferencing.

The PSP anticipates generating approximately €40,000 per semester from tuition fees, assuming an enrolment of 20 students, each paying €4,000 for the

complete programme. 30% of the fees is retained by the ELKE of the Ionian University for institutional and administrative costs. The remaining 70% is allocated as follows: 45% for teaching staff remuneration, 25% for up to five scholarships based on academic and financial criteria.

The Department demonstrates commitment to continuous improvement, linking academic outcomes to research activity and societal impact.

II. Analysis

The University's and Department's strategies are coherent and complementary, ensuring that PSP is both academically rigorous and responsive to market and cultural developments.

The implementation plan for the Quality Assurance Policy is designed to be systematic and data-informed, with clearly defined procedures for monitoring and evaluation to be carried out through the MODIP and OMEA processes once the programme is launched.

The quality goal setting follows a SMART approach (specific, measurable, achievable, relevant, time-bound) and is integrated into annual internal evaluations. Communication practices are transparent and inclusive. The Department uses Key Performance Indicators to assess outcomes and support evidence-based decision-making. As the PSP is newly found, there is no established practice of implementing feedback yet.

The proposed hybrid model provides a flexible, adaptable approach and is supported by appropriate technological infrastructure and the e-Class platform to enhance teaching and learning.

The PSP demonstrates transparent financial management, ensuring sustainability through balanced allocation of resources.

The courses offered within the PSP correspond to the second level of higher education and are designed to ensure the attainment of the competencies and learning outcomes defined by the programme. The subjects and themes covered in the PSP curriculum focus on specialization in "Classics Today: Contemporary Issues through the Lens of Greek and Roman Thought." The pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.

Overall, the new PSP is supported by a well-established strategic and quality framework, ensuring academic integrity, sustainability, and continuous enhancement.

III. Conclusions

The Ionian University's and the Department of History and Digital Humanities' framework for the PSP demonstrates a well-defined strategic vision and a clear set of measurable goals supported by data-driven evaluation mechanisms. The

alignment of institutional strategy, departmental policy, and postgraduate programme objectives ensures the academic integrity and sustainability of the new PSP.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Further strengthen collaboration with external stakeholders, whose views and participation could help enhance relevant, related areas.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*

- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The proposed postgraduate programme demonstrates compliance with essential design requirements. The programme establishes a clearly defined written procedure, including identified participants and approval bodies. Academic orientation- encompassing educational, scientific, and professional aspects- is explicitly articulated. Learning outcomes are consistent with EQF/NQF Level 7 descriptors. ECTS allocation, totalling 90 (30 per semester plus 30 for the thesis), adheres to Bologna Process standards, with transparent workload calculations of 250 hours per 10-ECTS course. The integration of teaching and research is evident through instructor research experience and the application of case study methodology. Feedback mechanisms for stakeholders- students, alumni, and employers- are explicitly outlined. References are made to the student Guide and course documentation requirements.

II. Analysis

The programme structure comprehensively addresses the core Standards requirements for postgraduate programme design. The interdisciplinary framework, encompassing six thematic units, ensures coherent coverage of Classical Reception Studies while aligning with contemporary research advancements. Assessment methods are varied, including examinations, assignments, case studies, and a thesis, with clearly defined learning outcomes for each course.

Nonetheless, some areas necessitate enhancement. There is no evidence of actual student and external stakeholder participation during the design phase; only post-implementation feedback mechanisms are described. The documentation illustrating alignment with institutional strategies is not explicitly presented. While the programme acknowledges the lack of Greek labour market data for this emerging field, it relies on international employment projections rather than domestic evidence. The sustainability of faculty workloads beyond existing teaching commitments is not thoroughly addressed.

III. Conclusions

The programme demonstrates full compliance with Principle 2, reflecting sound pedagogical design and appropriate alignment with the qualification framework. In conclusion, the programme's fundamental design is robust, and its educational rationale is well-founded.

Panel Judgement

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

Panel Recommendations

- Provide evidence of stakeholder engagement during the programme design phase (not solely post-implementation)
- Include a deep analysis of the Greek labour market or validated assumptions concerning employment prospects.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' admission procedures and the required supporting documents*
- *Student rights and obligations, and monitoring of student progression*
- *Internship issues, if applicable, and granting of scholarships*
- *The procedures and terms for the drafting of assignments and the thesis*
- *The procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *The terms and conditions for enhancing student mobility*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The programme has established clear and publicly available regulations governing admission, progression, thesis work, and certification.

Admission procedures are transparent and merit-based. Eligibility is defined for graduates of Humanities fields from recognised institutions in Greece or abroad, with foreign degrees requiring appropriate recognition (ΔΟΑΤΑΠ/ΔΙΚΑΤΣΑ or equivalent). Candidates must meet specific academic and language requirements, including a minimum undergraduate grade (at least 6.5/10 or equivalent), C1-level English, and a second foreign language at B2 level. Required documentation includes transcripts, proof of language proficiency, CV, academic/professional evidence, and two reference letters. The selection process uses clearly weighted criteria (academic performance in relevant courses, research/professional activity, language skills, interview, references), and evaluation is carried out by an appointed committee following a structured and transparent procedure. Remote interviews are conducted, and special consideration is provided for applicants with disabilities or learning difficulties.

The programme ensures support for new students through an introductory event and continuous assistance from the Secretariat. Students have access to extensive university services, including housing, meals, health coverage, digital platforms, the Library, and the Student Advocate (Συνήγορος του Φοιτητή). Student progression is monitored through mandatory attendance, clear course assessment methods, timely fee payment, and defined rules for extensions or suspension of studies. Tuition fees are clearly stated, and financial support is available through the provision of up to five scholarships when resources allow. Support services for students include a welcome event for new entrants, continuous support by the programme Secretary, support for finding housing (especially useful for foreign students) and catering schemes, health coverage (where needed), reduced transport fares, the Student Advocate, a Social Support Unit (Υποστήριξη Παρεμβάσεων Κοινωνικής Μέριμνας Φοιτητών του Ιονίου Πανεπιστημίου), and extensive digital services (Open e-Class, online secretariat, webmail, VPN, ICT support). Students have full access to the University Library, electronic resources, and local cultural and academic institutions.

ECTS structure and workload follow European practice. The programme is full-time, one calendar year (two semesters plus summer), with 90 ECTS in total: 30 ECTS per semester and 30 ECTS for the Master's thesis. With three courses per semester, the workload is designed to support in-depth engagement with course content and independent research.

Teaching is delivered through a hybrid model supported by a strong technological infrastructure and the Open e-Class platform. The Diploma Supplement is issued automatically and free of charge in Greek and English.

Research ethics are implicitly addressed, though not yet described in a dedicated short paragraph within the PSP documentation.

II. Analysis

The programme demonstrates a high degree of organisation and regulatory clarity and aligns with national and European standards for postgraduate studies.

- The admissions framework is transparent and merit-based, with well-balanced criteria that take into account academic performance, language skills, and personal suitability through interview and references.
 - The programme sets reasonable tuition fees (especially given the uniqueness of this offering in the Greek academic landscape) and the availability of up to five competitive scholarships enhances equitable access.
 - Student support is robust and reflects an institutional culture that considers both academic and non-academic needs, including support for international students (information on accommodation, local services, etc.) and substantial digital and library infrastructures.
 - The mechanisms for monitoring progression and regulating extensions/suspensions are clear and fair, offering flexibility in special cases while ensuring timely completion.
 - The ECTS distribution and structure of teaching (three courses per semester plus thesis) are appropriate for a Humanities MA and support deep, focused study and research.
 - The hybrid delivery model is sensibly designed and well supported by institutional infrastructure and staff experience. It enables participation by both on-site and remote students.
 - The documentation could be marginally strengthened by making research ethics and academic integrity more explicit (e.g. a short dedicated paragraph referencing the University's relevant regulations and student obligations).
- Overall, the programme shows substantial compliance with Principle 3, with only minor, non-structural refinements suggested at the level of documentation and planning.

III. Conclusions

The internal regulations for admission, progression, thesis work, mobility, and certification are detailed, transparent, and publicly communicated, thereby satisfying the core requirements of Principle 3. The programme ensures strong administrative, academic, and welfare support for students, including international students and those studying in hybrid mode. The ECTS allocation and overall structure are coherent and give students sufficient time to deepen their knowledge and develop research skills. The thesis process is rightly positioned as a substantial and integral component of the degree. Student mobility is encouraged and supported, though the formal procedures for the recognition of externally earned credits could be more clearly articulated. The hybrid and e-learning components are well supported by institutional infrastructure and staff experience. Overall, the panel considers that the PSP is fully compliant with Principle 3.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The programme's stated ambition to attract international students and to foster interaction with local students is very positive. To maximise this benefit, a modest reflection on the minimum on-site presence of local students per cohort could help ensure that international students who choose the programme specifically to interact and integrate with local students are not disappointed by a mostly remote cohort, and support the programme's stated goals of intercultural exchange and interaction between local and foreign students.

The panel further suggests adding a short, clear paragraph in the Study Guide (and, if possible, on the website) addressing Research Ethics and Academic Integrity, including a reference to the University's relevant regulations and/or Code of Research Ethics, and a brief statement of expectations for students (e.g. citation, avoidance of plagiarism, responsible use of sources and data). This would make existing standards more visible and easily understandable, especially for international students, and would further strengthen the clarity of the regulatory framework without requiring substantial changes to current practices.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment 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 (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The Faculty and teaching staff of the PSP 'Classics Today: Contemporary Issues Through the Lens of Ancient Greek and Roman Thought' offered by the Ionian University (Department of History and Digital Humanities) consists of four full time professors, three associate professors and 7 assistant professors. The new postgraduate programme is also supported by a number of research members, adjunct Faculty members and externally invited academics who have agreed to contribute to the teaching load of the postgraduate programme. The programme also receives adequate support by administrative and coordinating staff of the department, as well as technical staff.

The recruitment of teaching staff for the postgraduate programme is conducted through transparent, merit-based procedures, fully aligned with Greek national legislation and university regulations. Faculty appointments are determined by academic qualifications, teaching experience, and research achievements, ensuring that staff meet the program's academic standards.

The University actively supports the professional development of its faculty, offering opportunities for participation in research conferences, collaborative projects, academic meetings, and structured training activities. These initiatives foster lifelong learning and continuous academic growth. The department further promotes academic mobility and encourages engagement in both national and international research conferences. Teaching and research are closely interconnected within the programme. Faculty members integrate their ongoing research into course content and supervise postgraduate theses that reflect their areas of expertise. This approach strengthens academic rigor and cultivates a research-informed learning environment. Faculty regularly contribute to peer-reviewed journals, edited volumes, and collaborative research projects. Each member maintains a defined research orientation within scientific domains relevant to the program's subject area. This collective focus supports interdisciplinary inquiry and advances knowledge in ways that respond to both scientific progress and societal needs.

II. Analysis

The teaching staff of the Postgraduate Study Programme "Classics Today: Contemporary Issues Through the Lens of Ancient Greek and Roman Thought" employ innovative, internationally recognized pedagogical approaches that align with contemporary instructional standards. Faculty members demonstrate both enthusiasm and expertise in integrating new technologies to enhance teaching, communication, and interaction across the academic community—including students, colleagues, and University services. Core faculty are further encouraged to participate in research mobility initiatives such as the Erasmus+ programme.

During the evaluation process, the Panel engaged with departmental research associates and social partners, who consistently expressed strong appreciation for the faculty assigned to the programme. Stakeholders highlighted the accessibility, commitment, and pedagogical support provided by the staff, underscoring a culture of encouragement and academic guidance that is both evident and deeply valued.

The programme also maintains a well-established practice of inviting distinguished international partners to contribute to both its teaching curriculum and research culture. In addition, the department operates a system of student-led assessment, which strengthens quality assurance and supports the ongoing evaluation of the programme. Recruitment procedures are merit-based and transparent, ensuring the sustained quality and relevance of the academic team. Professional development is actively promoted by the institution, with opportunities for both national and international academic mobility. Faculty workload is carefully structured to balance teaching responsibilities with research engagement and participation in scholarly networks.

The teaching staff comprises highly qualified academics with strong research profiles and proven excellence in instruction. Faculty regularly employ innovative digital methodologies and foster dynamic learning environments, while also integrating empirical micro-research projects into their teaching practice.

III. Conclusions

The provision of teaching staff and Faculty support for the Postgraduate program is accurate and in line with quality controls of the University and the Ministry of Education requirements.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None needed at present.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered 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 proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

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

Study Programme Compliance

I. Findings

The Postgraduate Study Programme Classics Today: Contemporary Issues through the Lens of Ancient Greek and Roman Thought is comprehensively supported by its host institution, the Department of History and Digital Humanities at Ionian University, drawing on the Department's long-standing expertise in postgraduate education. The programme makes effective use of teaching spaces, seminar rooms, and specialized research laboratories.

Departmental resources are strategically oriented toward exploring how ideas and innovations originating in Antiquity can inform responses to contemporary challenges, including pressing societal concerns and the environmental crisis. Students benefit from a wide range of support services, such as academic counselling, psychological and career guidance. The programme also fosters

inclusivity through dedicated support structures and the dissemination of information on equality and anti-discrimination.

II. Analysis

The Postgraduate Study Programme aligns effectively with Principle 5, offering a comprehensive, student-centered framework for learning and support. The Department's infrastructure—including dedicated teaching rooms, seminar halls, and specialized laboratories—facilitates the use of innovative methodologies. Students also benefit from access to departmental libraries, a range of support services, and a specialized programme website (www.dias.ionio.gr). Instruction and student support are delivered through a hybrid model, combining equal parts of online and in-person teaching.

Library resources provide extensive access to physical holdings, rare materials, archival collections, and specialized digital databases. Administrative and technical support is well coordinated and appropriately staffed, with the programme benefiting from a dedicated administrative office and the backing of the University's central technical services. These units ensure the smooth delivery of both academic and operational functions.

Student support is structured and integrated, with academic mentorship and counselling available to guide learners throughout their studies—enhancing confidence, progression, and overall academic success. The Department further enriches the student experience by offering free foreign language learning opportunities, educational trips accompanied by faculty members, and visits to relevant historical archives beyond the University campus.

The institution also fosters an inclusive and respectful environment through the active implementation of equality and diversity committees and working groups, reinforcing its commitment to accessibility and fairness.

III. Conclusions

The Postgraduate Study Programme fully aligns with Principle 5, supported by a robust infrastructure, highly qualified faculty, and comprehensive student services. The institution demonstrates a strong commitment to academic excellence, diversity, and the holistic well-being of its students.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Not needed at present.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- the entailed students' workload for the progression and completion of postgraduate studies*
- the satisfaction of the students' expectations and needs in relation to the programme*
- the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The Institution operates a structured Quality Assurance System through its Quality Assurance Unit (MODIP), which governs the annual internal evaluation of the programme. Procedures include anonymous student evaluations, systematic data collection, and the preparation of an annual internal evaluation report by the Coordinating Committee and the Department's Internal Evaluation Team (OMEA). The report is approved by the Department Assembly (Γενική

Συνέλευση), reviewed by MODIP, and published on the programme website.

The programme has clear mechanisms for continuous improvement, including annual goal-setting, curriculum updating, planning of academic activities, and integration of student feedback. A Study Programme Committee will monitor curriculum relevance and learning outcomes.

External evaluation follows HAHE guidelines, with external reviewers from foreign universities. Recommendations are communicated to the Programme Director and form the basis of an action plan. No previous evaluation by agencies other than HAHE has taken place, as this is a new programme.

II. Analysis

The programme demonstrates strong compliance with Principle 6. Internal evaluation procedures are well-defined, systematic, and aligned with national and European quality standards. Faculty and administrative staff are actively involved, and student feedback will be regularly collected and utilised. External evaluation processes are clearly established and ready to be implemented. Mechanisms for monitoring teaching quality, research output, and stakeholder input contribute to continuous programme enhancement.

III. Conclusions

The programme meets the requirements of Principle 6. Internal and external quality assurance processes are comprehensive, transparent, and effectively embedded in programme management. Stakeholder engagement and feedback utilisation are well supported.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Consider adding a brief summary of the quality assurance process to the Student Guide for clarity.

PART C: CONCLUSIONS

I. Features of Good Practice

- Pursuit of learning outcomes and qualifications is in accordance with the European and National Qualifications Framework for Higher Education - level 7.
- The curriculum reflects a coherent specialization in “Classics Today: Contemporary Issues through the Lens of Greek and Roman Thought,” ensuring relevance to contemporary academic and cultural discussion.
- The teaching team comprises experienced and highly qualified academic staff, ensuring high standards of instruction and academic support.

II. Areas of Weakness

- Limited Evidence of Stakeholder Engagement in Pre-Launch Phase: While structures are in place, there is limited evidence of stakeholder involvement prior to programme implementation.
- No elective courses are offered at the PSP.

III. Recommendations for Follow-up Actions

- Further strengthen collaboration with external stakeholders, whose views and participation could help enhance relevant, related areas.
- Provide evidence of stakeholder engagement during the programme design phase (not solely post-implementation)
- Include a deeper analysis of the Greek labour market or validated assumptions concerning employment prospects.
- Consider adding a brief summary of the quality assurance process to the Student Guide for clarity.
- The panel commends the programme’s effort to attract international students and promote interaction with local peers but suggests ensuring a minimum on-site presence of local students to strengthen intercultural exchange.
 - It also recommends adding a brief section on Research Ethics and Academic Integrity in the Study Guide and website, referencing university regulations and outlining expectations such as proper citation and avoidance of plagiarism, to make standards clearer and more accessible, especially for international students.
- Consider the possibility of offering electives along with the core courses.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6.**

The Principles where substantial compliance has been achieved are: **None**

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

ANTONIOU MARIA

Signed by ANTONIOU MARIA

CHIKOVANI ANA

Signed by CHIKOVANI ANA

CHRISTOPHILOPOULOU ANASTASIA

Signed by CHRISTOPHILOPOULOU
ANASTASIA

LAZARIS STAVROS

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SIKALIDOU DIMITRA

Signed by SIKALIDOU DIMITRA