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Accreditation Report
for the Postgraduate Study Programme of:

Conference Interpreting and Translation

Department: French Language and Literature

Institution: Aristotle University of Thessaloniki

Date: 04/05/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Conference Interpreting and Translation** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Conference Interpreting and Translation of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. VERNADAKIS EMMANUEL (Chair)
   (Title, Name, Surname)
   Faculté des lettres, langues et sciences humaines, Université d'Angers
   (Institution of origin)

2. ELOEVA FATIMA
   (Title, Name, Surname)
   Department of Classical Studies of the Philological Faculty of Vilnius University
   (Institution of origin)

3. Iliopoulou Aikaterini
   (Title, Name, Surname)
   University of Crete
   (Institution of origin)

4. SHAMANIDI SOPHIE
   (Title, Name, Surname)
   Ivane Javakhishvili Tbilisi State University
   (Institution of origin)

5. TSOULAS GEORGE
   (Title, Name, Surname)
   University of York
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The accreditation interviews for the Interdepartmental Postgraduate Study Programmes (DPMS) in "Conference Interpreting and Translation, Languages", "Communication and Management of Educational Services in a Modern Social, Economic and Technological Environment", and "Semiotics, Culture and Communication", offered by the Department of French Language and Literature at the Aristotle University of Thessaloniki (AUTH), were held remotely on 6, 7, 8 and 9 April 2026. Approximately one month prior to these dates, HAHE and the Department of French Language and Literature provided the panel members with all relevant documents. The panel studied the documentation carefully and with interest, watched the videos and examined the material uploaded to the digital platforms available to students.

The finalised schedule, including details of the sessions for each programme, was posted on 3 April.

A meeting with the key stakeholders involved in the three MA programmes was held on 6 April, from 4 pm to 6 pm. Those present included Professor Panagiotis Arvanitis, Head of the Department of French Language and Literature, and the Directors of the three PSPs: Professor Elpida Loupaki, Professor Panagiotis Panagiotidis, and Professor Evangelos Kourdis. Also present were: Professor Angeliki Alvanoudi, Professor Christos Grosdanis (OMEA member), Professor Konstantinos Papazachos, and Professor Alexandra Tzaneraki (MODIP Committee Secretary). The discussions that followed the PowerPoint presentations, which covered the Department of French Language and Literature and each of the three PSPs, were fruitful and enlightening. They took place in an excellent collegial setting, which added to the pleasant atmosphere of the professional meeting. This meeting was followed by an online tour of the classrooms, lecture halls, libraries, laboratories and other facilities related to the three PSPs from 6:15 pm to 7:15 pm, after which there was a discussion about the facilities presented in the video produced for this purpose with the administrative staff members of the Programme. All the meetings took place under excellent conditions, and the discussions with the various participants were enlightening. To avoid errors in the panel's written reports, all these discussions were recorded, thanks to the assistance of Mr Costatin Paggalos, the technical manager of the teleconference.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The Interdepartmental Postgraduate Study Programme (DPMS) in "Conference Interpreting and Translation" is run by the Department of French Language and Literature. The Department has a 70-year history within the School of Philosophy at the University of Thessaloniki, Greece's largest university by student numbers. The Programme was originally established in 2003–2004, re-established in 2018, and remodelled in 2023, and has a history spanning more than 20 years. This interdepartmental postgraduate programme, which involves the Departments of German and Italian Language and Literature, as well as Political Science, provides training in seven language combinations (EN-FR-DE-ES-IT-RU-GR). It offers two specialisations: Interpreting and Translation. It has held the European Master's in Translation (EMT) label since 2014, which is awarded by the European Commission's Directorate-General for Translation in recognition of high-quality Master's programmes in translation at European universities. The interpreting specialisation is co-funded by the European Commission's Directorate-General for Interpretation and receives pedagogical support from the European Commission, the European Parliament and the European Court of Justice. It is the only master's-level interpreting programme for the Greek language in Greece and Cyprus. Spanning four semesters, the programme has a professional focus. It aims to develop high-level scientific knowledge in the fields of interpreting and translation studies. Several Greek-speaking interpreters currently working within the European Union institutions are graduates of this programme.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Interdepartmental Postgraduate Study Programme in "Interpreting and Translation" (DPMS) operates within the quality assurance framework established by the Aristotle University of Thessaloniki (AUTH), whose quality policy has been formally approved by the University Senate. The DPMS quality assurance policy is explicitly aligned with this institutional framework and is further operationalised at programme level in a manner that reflects the particular academic and professional character of the programme. The policy formulation has involved external stakeholders of considerable standing, including the European Commission's Directorate-General for Interpretation, the Directorate-General for Translation, and the European Master's in Translation (EMT) Network, ensuring that the programme's quality commitments are calibrated against internationally recognised professional benchmarks.

The programme's quality policy is communicated through the programme website (https://intrans.phil.auth.gr), which is maintained in both Greek and English, and is made publicly available to all stakeholders including students, teaching staff, graduates, and the wider academic community. The policy is also operationalised through the Internal Quality Assurance System (IQAS) of AUTH, implemented in collaboration with the University's Quality Assurance Unit (MODIP) and the Internal Evaluation Group (OMEA) of the coordinating Department of French Language and Literature.

The DPMS has established a set of specific, measurable quality goals for the current period. These include increasing student participation in course and instructor evaluations, raising the average quality rating of courses, achieving and maintaining EMT certification on a five-yearly cycle, securing continued annual funding from the European Commission's Directorate-General for Interpretation, increasing the volume of peer-reviewed publications per faculty member, attracting visiting professors from international institutions, and expanding institutional partnerships with professional translation and interpreting bodies. The programme also commits to organising events that raise its public profile and to developing stronger links with the labour market. Quality goals are operationalised through annual internal review processes conducted with MODIP, and outcomes are made available to programme governance bodies.

The programme applies a comprehensive range of quality procedures demonstrating the appropriateness of its structure and organisation, the alignment of learning outcomes with EQF Level 7, the quality and effectiveness of teaching and research, the appropriateness of teaching staff qualifications, and the efficient use of tuition fee revenues, which provide the programme with full financial autonomy.

II. Analysis

The Panel finds that the DPMS has put in place a quality assurance policy that is coherent, appropriately scoped, and robustly integrated with both institutional and international frameworks. The alignment with AUTH's institutional quality policy is not merely formal: the programme actively participates in the full suite of

IQAS procedures, submitting annual data to the National Information System for Quality Assurance (NISQA/OPESAP), maintaining up-to-date course descriptions in the MODIP platform, and engaging in the annual internal evaluation cycle led by OMEA. This structural embeddedness ensures that quality assurance is not a paper exercise but a live management instrument.

In particular, it should be noted that the programme engages with external quality frameworks beyond the Greek national system. The Translation specialisation holds EMT Network certification, renewed on a five-yearly basis following external evaluation by the European Commission's Directorate-General for Translation — most recently in 2019, with the next evaluation due in 2024. The Interpreting specialisation receives annual evaluation and financial support from the Directorate-General for Interpretation. These external accountability mechanisms provide a high degree of assurance regarding the rigour and relevance of the quality goals adopted, and they clearly demonstrate that the programme's quality policy is shaped by, and responsive to, internationally recognised professional standards rather than being determined solely by internal actors.

The quality goals set by the DPMS are appropriately ambitious and cover the full range of dimensions expected of a high-quality postgraduate programme: teaching quality, student satisfaction, research performance, internationalisation, professional engagement, and labour market relevance. While not all goals are paired with formal key performance indicators (KPIs) in the submitted documentation, several are quantifiable and monitored through established mechanisms — notably, the student evaluation participation rate (reported at 74.76% over the most recent three-year period) and the overall quality index (84.07%), as well as the rate of graduate employment in linguistic professions (77%). These data indicate that monitoring systems are functioning and that results are informing decision-making.

The commitment to continuous improvement is evidenced not only by the programme's formal quality procedures but also by substantive curriculum revisions undertaken in response to evaluative feedback from students, graduates, and external professional bodies, including the pending curriculum reform under institutional approval. The panel notes the culture of quality embedded in the programme's governance structures and is satisfied that the policy as formulated and implemented meets all the requirements of Principle 1.

III. Conclusions

The Panel concludes that the DPMS in Interpreting and Translation demonstrates full compliance with Principle 1. The programme has established a quality assurance policy that is appropriately formulated, publicly available, aligned with institutional strategy, and enriched by sustained engagement with external stakeholders of international standing. Quality goals are specific, relevant, and monitored through functioning evaluation mechanisms, with evidence that results inform programme development. The dual external accountability provided by the EMT Network and the European Commission's Directorate-General for Interpretation constitutes a distinctive strength that considerably enhances the

credibility and robustness of the programme's quality framework. The Panel accordingly judges the programme to be fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

No recommendation.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The Interdepartmental Postgraduate Study Programme (DPMS) in "Conference Interpreting and Translation" at the AUTH is unique in Greece. It operates pursuant to a Senate decision dating from 2003–04. Having been re-established in 2018, the programme underwent restructuring in 2023. Administered by the University of Thessaloniki's School of Philosophy, the programme is overseen by the Department of French Language and Literature, in collaboration with the Departments of German Language and Literature, Italian Language and Literature, and Political Science. The programme offers two specialisations: Interpreting and Translation. The courses and teaching methods are designed to deepen students' knowledge and help them acquire the corresponding practical skills. These were implemented with student feedback and input from external labour market stakeholders, the projected ECTS course load for Level 7, internships, teaching and research integration, and international experience. The PSP programme's design complements the academic profile of the collaborating departments at AUTH, informed by the reorientation of their undergraduate curricula. It aims to develop high-level scientific knowledge in the fields of interpreting and translation of modern languages. The expected learning outcomes are based on the European Qualifications Framework (EQF), the Dublin descriptors, and the Greek National Qualifications Framework for Level 7. The programme has a professional focus and is co-funded by the European Union. It covers a wide range of areas within translation and interpreting, and places particular emphasis on practical training placements, notably the 'static visit' in the second year, as well as staff and student exchange schemes. Available online in Greek and English, the study guide is clear, highly detailed and updated annually based on student feedback.

European institutions regard the programme as a clear guarantee of professional competence and do not require any further assurances before hiring graduates of the University of Thessaloniki, unlike graduates from other European universities.

II. Analysis

The panel considers that the design, academic operation and link between the DPMS and the professional world are a model of their kind. Students are recruited for interpreting or translation every other year. This helps to strike a balance between the number of graduates and the specific demands of the labour market. The students can choose from the following seven language combinations for their final specialisation: English–Greek/Greek–English, French–Greek, German–Greek, Italian–Greek, Spanish–Greek and Russian–Greek. The syllabus is clear and available online, along with details of the content of each course. Its structure

reflects its professional orientation.
The programme is delivered by twelve permanent academic staff and fourteen external contributors, including professionals currently employed at European institutions. Consequently, the teaching provided draws on professional experience from highly specialised fields, as well as academic research — particularly the team's own work.

The panel finds that the DPMS is perfectly designed to prepare students, on the one hand, for the demands of the workplace and, on the other, for the writing of their final dissertation. It spans four semesters. During the first semester, students must complete six modules, including theoretical and practical interpreting, international politics and interpreting, and back-to-back practice. These count towards 30 ECTS credits. During the second semester, students undertake interpreting practice and study digital tools and terminology, earning a further 30 ECTS credits. The third semester covers translation ethics, specialised terminology, and optional courses in localisation and audiovisual translation, worth a further 30 ECTS credits. The fourth semester is devoted to writing and defending the final dissertation, as well as undertaking 300 hours of intensive interpreting practice. Candidates who pass the assessments are awarded a total of 120 ECTS credits, qualifying them for the degree.

Modules on the Translation Programme consist of specialised Translation Studies courses, in-depth study of the oral and written usage of the Greek language in specific contexts (depending on cultural, professional and other factors) and language technology courses to optimise the use of digital tools and AI. Several advanced courses on the practice of translation in the chosen languages are also offered, including courses on terminology in specific translation fields and courses on translation ethics. The fourth semester involves writing and defending a final dissertation before a panel including the candidate's supervisor. It also comprises 300 hours of professional translation training spread over ten weeks. Candidates who pass the assessments are awarded a total of 120 ECTS credits, qualifying them for the degree.

Both pathways are characterised by a strong international focus and offer students the opportunity to participate in exchange programmes or undertake an internship at European institutions during the four-semester programme. Since 2014, the programme has been awarded the European Master's in Translation (EMT) label by the European Commission's Directorate-General for Translation. This label recognises high-quality Master's programmes in Translation at European universities.

To date, the DPMS has produced 253 graduates, many of whom now work for European Union institutions. The professors, lecturers and translation professionals who contribute to the programme on a temporary basis are all actively involved in professional translation and interpreting practice, as well as

academic research in these areas. This is evident from their publications. The students and programme alumni who met with the panel were all highly mature individuals.
They all emphasised the unfailing dedication and commitment of their professors, which helped shape their professional development.

III. Conclusions

The PSP fully complies with all relevant procedural specifications relating to participants, information sources and certifying bodies. This is, quite clearly, a programme of excellence.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Continue along this path. It opens up every opportunity for excellence!

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The DPMS in Interpreting and Translation has adopted student-centred learning as its primary pedagogical orientation, a commitment that is articulated in the programme's formal documentation and operationalised across a range of teaching and assessment practices. The student-centred approach is described in the programme regulations, the internal rules governing the academic advisor function, the complaints and appeals procedures, and the course outlines (M2.4), all of which are publicly accessible on the programme website. The programme is delivered across two specialisations — Interpreting and Translation — each with a curriculum designed to engage students as active participants in knowledge construction rather than passive recipients of instruction.

Teaching in the programme deploys a diverse range of pedagogical methods. Practical interpreting and translation courses are conducted in small groups, ensuring individual attention and enabling the simulation of authentic professional conditions — including the dedicated interpreting booth facility equipped with simultaneous interpreting systems, recording equipment, Braille interfaces, and teleconferencing capacity. Translation courses are conducted in computer laboratory settings where a one-to-one student-to-workstation ratio is maintained, with professional-grade translation tools (including SDL Trados Studio, MemoQ, Phrase TMS, Déjà Vu X2, and Sketch Engine) available to students without charge. Theoretical courses involve oral and written presentations, mini research portfolios, corpus analysis tasks, and problem-based assignments, promoting autonomous and collaborative work.

Student assessment is formative and summative. Courses are evaluated through continuous assessment — mandatory attendance, simulation exercises, oral presentations, and portfolio tasks — alongside final examinations where applicable. Translation outputs are assessed against a structured rubric that positively weights documented research, adherence to translation briefs, terminological consistency, and digital competence, while identifying specific categories of error (comprehension, expression, morphosyntax, deadline compliance). Thesis assessment involves three examiners. Practical placement performance is evaluated both by the student's written report and by the host organisation. Assessment criteria and methods are published in advance through course outlines on the MODIP platform and in the e-learning environment.

The programme provides institutional support for student-centred engagement through the academic advisor system, a formal complaints and appeals mechanism (Article 12 of the programme regulations), orientation events at the start of each academic cycle, mandatory supervised placements (30 hours in Interpreting; 300 hours in Translation), and financial support mechanisms including tuition fee waivers and programme-funded scholarships awarded on academic merit criteria.

II. Analysis

The Panel finds that the student-centred approach adopted by the DPMS is substantive rather than merely declarative. The diversity of pedagogical modalities employed — encompassing simulation, project-based learning,

research exercises, peer interaction, individual skill development, and professional placement — reflects a considered pedagogical philosophy that is well matched to the demanding professional and academic objectives of a postgraduate programme in interpreting and translation. The design of the physical and digital learning environment actively reinforces this approach: the interpreting suite and translation laboratories have been developed specifically to replicate professional working conditions, enabling students to develop the practical competencies and professional dispositions required for labour market entry.

The assessment framework is particularly well-designed. The combination of continuous assessment and performance-based evaluation — with structured assessment rubrics rather than undifferentiated holistic marking — provides students with transparent, actionable feedback aligned to defined learning outcomes. The use of multiple examiners for thesis assessment, and the involvement of placement host organisations in evaluating practical training, ensures that assessment benefits from a diversity of expert perspectives and is not dependent on single-examiner judgement. This approach satisfies the requirement for consistency and fairness across the student cohort.

Student satisfaction data corroborate the effectiveness of the programme's teaching and assessment practices. The overall quality index, aggregating course and instructor evaluations for the period 2020–2023, stands at 84.07%, and the participation rate in evaluations has grown steadily across the same period, reaching approximately 74.76%. These figures, reported through the institutional MODIP platform, indicate both that students engage positively with the evaluation process and that its outcomes reflect a widely shared level of satisfaction with the learning experience. The programme's response to evaluation results — including the curriculum reform, partly driven by student and graduate feedback — demonstrates that satisfaction surveys function as a genuine instrument of improvement rather than a bureaucratic formality.

The functioning of the academic advisor system and the complaints mechanism provide students with meaningful institutional recourse and personal support, further reinforcing the programme's commitment to a learning environment characterised by respect for students as autonomous agents. The economic dimension of the student-centred approach — including fee waivers and merit-based scholarships — ensures that financial barriers do not systematically exclude capable candidates, which the Panel views as a dimension of inclusive quality.

III. Conclusions

The Panel concludes that the DPMS in Interpreting and Translation is fully compliant with Principle 3. The programme has implemented a coherent, evidence-based student-centred approach to teaching, learning, and assessment that is embedded in its regulatory frameworks, its physical and digital infrastructure, and its pedagogical practice. Assessment methods are transparent, multi-dimensional, and aligned to stated learning outcomes. Student satisfaction data are systematically collected, analysed, and used to drive programme development. The academic advisor function and complaints procedures are

formally established and publicly communicated. The Panel identifies the programme's professional simulation facilities and the structured integration of supervised practical placement as features of particular strength.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendation

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

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

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

- *the student 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*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

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

The Interdepartmental Postgraduate Study Programme (DPMS) “Interpretation and Translation” (INTRANS), offered by the School of Philosophy of Aristotle University of Thessaloniki, is delivered by:

the Department of French Language and Literature (coordinating Department),

the Department of German Language and Literature,

the Department of Italian Language and Literature,

the Department of Political Sciences.

The Programme provides advanced academic and professional training in Interpretation and Translation of modern languages, covering seven language combinations, and operates through two specialisations:

Interpretation

Translation

The Programme is professionally oriented and internationally recognised:

the Interpretation track is supported by European Union institutions (European Commission, European Parliament, Court of Justice),

the Translation track is a member of the European Master’s in Translation (EMT)

network since 2014.
The Programme operates on the basis of formally approved and publicly available regulations covering all stages of studies. All procedures relating to student admission, progression, internship, thesis preparation, recognition of studies, and certification are governed by the Internal Regulation and the Study Guide and are accessible through the Programme's dedicated websites.

Documentation
The following documentation and online resources support compliance with this Principle:
• Internal Regulation of the Interdepartmental Postgraduate Study Programme
• Study Guide, including detailed provisions for all stages of studies
• Special Regulation for the Master's Thesis
• Regulation of internship and student assessment
• Research Ethics framework of Aristotle University of Thessaloniki
• Degree certificate template and Diploma Supplement
Programme website (dedicated space):
• Greek version: https://intrans.phil.auth.gr
• English version: https://intrans.phil.auth.gr/en/
Website of the coordinating Department:
• Greek version: https://www.frl.auth.gr/index.php/el/spoudes/metaptyxiakes-spoudes/plirofories-gia-tis-metaptyxiakes-spoudes

The DPMS has established a comprehensive and detailed regulatory framework covering all aspects of the student lifecycle.
Admission procedures are clearly defined in the Internal Regulation (Articles 5 and 6) and the Study Guide, specifying eligibility criteria, required documentation, deadlines, and a structured evaluation system. Transparent procedures are in place for the publication of results and student registration.
Student progression is fully regulated through Articles 6, 7, and 8, which define the duration of studies (four semesters), student rights and obligations, conditions for suspension or termination, and assessment procedures. The curriculum structure, including ECTS allocation, course types, and evaluation methods, is clearly specified.
The Programme includes a mandatory internship component, corresponding to 15 ECTS, which is adapted to the professional profile of each specialisation. The internship is supervised, evaluated by academic staff, and supported by feedback from host organisations.
The Master's thesis is compulsory and governed by both the Internal Regulation and a dedicated thesis regulation, ensuring structured supervision, formal requirements, and transparent evaluation procedures.
Recognition of studies is regulated through provisions concerning the recognition of foreign qualifications (Article 4) and language competence requirements (Article 8), including specific criteria for multilingual training.

Scholarships are provided in accordance with national legislation, including tuition fee waivers and additional awards based on academic criteria.
Certification procedures, including the award of the Master's degree, are clearly defined in Article 13 of the Internal Regulation and further elaborated in the Study Guide.
All the above information is publicly available through the Programme's dedicated websites and the coordinating Department's online platforms.

II. Analysis

The Panel considers that the DPMS fully complies with Principle 4, as it demonstrates a highly structured and comprehensive regulatory framework covering all stages of postgraduate studies. The admission process is transparent and merit-based, supported by clearly defined criteria and formal procedures. The Programme's multilingual and interdisciplinary character is reflected in the selection criteria and contributes to its academic and professional relevance. Student progression is effectively regulated, with clear provisions for study duration, assessment, and academic obligations. The structured curriculum supports consistent monitoring of student performance. The inclusion of a mandatory internship component is a significant strength, ensuring alignment between academic training and professional practice. The procedures governing the Master's thesis are detailed and consistent with academic standards, while recognition and certification processes are clearly defined and aligned with national and European frameworks. The Programme's participation in international frameworks, such as the EMT network and collaboration with European institutions, further enhances its quality and credibility. The availability of comprehensive information through dedicated Programme websites (in Greek and English) ensures transparency and accessibility for all stakeholders.

III. Conclusions

The Panel concludes that the Interdepartmental Postgraduate Study Programme (DPMS) "Interpretation and Translation" (INTRANS) has established and effectively implements a comprehensive, transparent, and well-documented framework governing student admission, progression, internship, thesis preparation, recognition of studies, and certification. The Programme combines strong academic regulation with professional orientation and international recognition, ensuring high-quality postgraduate education.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	

Non-compliant	

Panel Recommendations

Continue to maintain and further enhance the international visibility of the Programme, particularly through its participation in European networks and partnerships.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment 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*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The DPMS "Interpreting and Translation" is supported by a highly qualified and professionally accomplished teaching staff, whose selection and development follow clear, transparent and legally grounded procedures. Appointments and recruitment are based on well-defined academic criteria, ensuring that all members possess the necessary pedagogical competence and a strong research profile.

The quality of the staff is reflected in their sustained research activity, publications in international journals and active participation in different forums both in Greece and abroad, as well as a high level of citations registered on platforms such as Google Scholar, ResearchGate and others.

The Programme also demonstrates a consistent commitment to supporting its

staff through opportunities for academic mobility (Erasmus, Erasmus+ and related programmes), further training, participation in conferences and symposia and the possibility of teaching at other universities.
The academic staff of the Programme are supported by the newly established Centre for Teaching and Learning Support (KEDIMA) of Aristotle University of Thessaloniki (AUTH). The Centre provides training and guidance, particularly in the use of new technologies and teaching methods, with special attention to the inclusion of persons with disabilities. In parallel, the Department operates an informal mentoring system to support newly appointed members of teaching staff (Appendix M1).

II. Analysis

The DPMS "Interpreting and Translation" operates within a coherent and well-regulated framework that defines the selection, evaluation and responsibilities of its teaching staff. The procedures, in accordance with national legislation, ensure that appointments are made on the basis of academic merit, teaching ability and research contribution - the latter being exceptionally strong in this case. The professional profile of the staff is further confirmed by measurable research output and recognised academic indicators, including publications, citation counts and an established presence in international indexing systems.
The clearly defined structure of teaching responsibilities - covering course delivery, supervision and academic advising - reflects a high degree of professional organisation and accountability.
The DPMS "Interpreting and Translation" benefits from a mature and professionally engaged academic community in which teaching is consistently combined with research activity.
In addition to its permanent staff, the DPMS engages external collaborators. In such cases, the postgraduate programme proceeds either through an open call or, where appropriate, through direct assignment of teaching duties. In both cases, strict selection criteria are applied, with particular emphasis on professional experience in interpreting and translation within international organisations. External collaborators are accordingly selected on the basis of their professional standing, substantial practical experience, demonstrated teaching ability and specialised expertise.

III. Conclusions

The DPMS "Interpreting and Translation" fully satisfies the requirements concerning teaching staff at postgraduate level. Its academic personnel combine strong scholarly credentials with clear teaching experience and genuine engagement - a conclusion supported by student evaluations: based on questionnaires completed by students, the overall quality index of the postgraduate programme stands at 84.07% and is considered high (Appendix M1).
As a conclusion, the Programme maintains a strong connection between teaching and research, supported by staff who are actively involved in the international

academic environment and are ready to support their students in every occasion.

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING 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 students, students with disabilities), in addition to 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 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 Interdepartmental Postgraduate Study Programme in "Interpreting and Translation" (DPMS) is hosted by the collaborating Departments of the Faculty of Philosophy of AUTh and makes use of the existing teaching rooms of these Departments, which are fully adequate in size and equipment for seminar-style teaching and laboratory-type classes. Courses are delivered in appropriately equipped classrooms and, where relevant, in specialised laboratories, such as the Translation and Speech Processing Laboratory and other ICT-enabled teaching spaces, which support hands-on work in translation technology and interpreting practice.

The programme and its students benefit from the full range of central university services and infrastructures: the AUTh institutional wireless network, the institutional repository ΙΚΕΕ, the central and departmental libraries with access to printed and electronic resources, the myAuth mobile application, and the central Class Schedule platform offering personalised timetables and room information. The DPMS relies on the System for Quality Management (ΜΟΔΙΠ's S.D.P.) and the Student Information System (SIS) for administrative and academic data management; through SIS, students have access to enrolment, grades, certificates and other digital services.

Additionally, the Panel was informed during the visit that the DPMS students receive full hands-on training in Computer-Assisted Translation (CAT) tools and have access to licensed versions of these tools through the university's computer laboratories.

In terms of student support and welfare, the PSP leverages the ecosystem of AUTh services: scholarships, housing and meal provision, free internet access on campus, reduced-fare transport, and full access to all university libraries (physical and online). Additional supportive structures available to the DPMS students include the Office for Supporting Students from Socially Vulnerable Groups, the Centre for Counselling and Psychological Support, the Studies and Career Services Office, the Accessibility Office for students with disabilities, the Internship Office, the Student Ombudsman, and units responsible for European Educational Programmes and International Relations. The DPMS's international professional orientation is strengthened by a set of highly specialised learning and mentoring resources that go beyond standard provision. Students receive full preparation for interpreters' entrance examinations for EU institutions through dedicated courses and targeted assessment formats that mirror professional examination conditions. They benefit from one-to-one mentoring with current interpreters in the European Parliament and the European Commission, allowing them to receive personalised feedback on their performance, career guidance and up-to-date insights into institutional requirements in conference interpreting. The programme maintains close contact with current trends in the translation and interpreting market, integrating recent developments (e.g. audiovisual translation, project management, remote interpreting, CAT and terminology management workflows) into teaching content and practical assignments.

The feasibility and sustainability study and the Tuition Utilisation Plan (M6.2) document the resource framework for the DPMS over a five-year horizon. Tuition fees amount to 3,000 € for the full four-semester programme and are allocated according to a detailed plan: a portion is transferred to the Special Account for Research (ELKE), while the remainder is distributed among teaching staff remuneration, administrative and technical support, software and equipment procurement, student support and scholarships, staff and student mobility,

consumables, maintenance, and outreach/visibility activities. The Panel was informed that the study visit to Brussels is fully funded, with student expenses covered, thus ensuring equitable participation in this key professionalisation activity irrespective of individual financial circumstances.

Administrative support is currently provided by the Secretariat of the Department of French Language and Literature (in particular the Head of Administration) and by external collaborators in IT and administrative support, whose roles, qualifications and responsibilities are listed in M6.5. The internal evaluation by the academic unit acknowledges that, although administrative support for the DPMS is effective, the number of permanent administrative staff is limited, and that further reinforcement would enhance the efficiency and resilience of administrative provision, especially as programme activities expand.

The Quality Policy explicitly includes “the quality of support services” and “the efficient utilisation of programme resources” among the dimensions monitored through the Internal Quality Assurance System, while the Quality Goal Setting document identifies specific actions related to learning resources and support (e.g. systematic dissemination of information about services, enhanced participation in the Career Office’s activities, and monitoring of student satisfaction with infrastructures and services).

II. Analysis

The Panel considers that the DPMS is embedded in a well-developed institutional environment with extensive physical, digital and human resources, which are fully accessible to postgraduate students and appropriate for the programme’s advanced professional and academic objectives. Teaching rooms and specialised laboratories provide adequate spaces for both traditional seminar-style teaching and practice-oriented training in interpreting and translation, including realistic simulations of professional working conditions (e.g. interpreting booths, simultaneous and consecutive interpreting practice, real-world translation assignments using CAT tools).

The integration of licensed CAT tools, structured technology training and lab access is a particular strength, as it ensures that graduates are not only familiar with contemporary translation technologies, but can also demonstrate proficiency in tools widely used in the translation industry and EU institutions. Combined with one-to-one mentoring by practising interpreters in the European Parliament and European Commission, systematic preparation for competitive interpreters’ examinations, and a fully funded visit to Brussels, these resources position the DPMS as a programme that offers a strong bridge between academic training and the international professional market in translation and interpreting.

Student support services at the university level are comprehensive and cover academic, social, psychological, career and accessibility dimensions, in line with European standards for student-centred learning. The Panel notes positively that

the DPMS systematically directs students to these services, and that many of them (e.g. Career Services, Erasmus+, counselling) are well-known and actively used by the student body. The existence of an Academic Advisor system, a structured Complaints and Appeals mechanism and systematic student course evaluations further contributes to a supportive learning environment in which students can seek guidance and express concerns.

From a financial perspective, the DPMS's resource framework is carefully planned, and the Tuition Utilisation Plan reflects a realistic and balanced allocation between teaching, administration, equipment, student support, mobility and visibility. The fact that key professionalisation activities such as the Brussels visit are fully funded is commendable and demonstrates a strong commitment to equitable access and the integration of real-world exposure into the curriculum.

The only area where some vulnerability can be identified concerns administrative capacity. As acknowledged in the internal evaluation and the assessment of human resources, the number of permanent administrative staff is relatively low in relation to the Department's overall activities, and the DPMS partly depends on external collaborators for IT and administrative support. While no current shortcomings were observed in the functioning of the DPMS, the Panel considers that strengthening dedicated administrative support would further consolidate the programme's ability to manage its complex teaching, mobility, mentoring and outreach activities.

III. Conclusions

The Panel concludes that the DPMS is fully compliant with Principle 6. The learning resources and student support infrastructures available to the programme are extensive, well suited to the specific professional orientation of translation and interpreting, and fully accessible to students. The combination of specialised laboratories, licensed CAT tools, mentoring by EU interpreters, systematic preparation for interpreters' examinations and fully funded study visits represents a notable strength and confers a distinctive profile to the DPMS in the national context. Student welfare and support services are comprehensive, and their integration into the DPMS's quality policy and goal-setting framework is clearly demonstrated.

While the current level of administrative support is sufficient for the programme's operation, the Panel recommends that the Department and the Institution continue to monitor administrative workload and consider reinforcing dedicated support, in order to safeguard the high quality and sustainability of learning resources and services.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

In view of the range of activities and the complexity of international partnerships, the Department should consider strengthening dedicated administrative support for the DPMS, so as to ensure that administrative services remain robust and responsive.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY ACCESSIBLE WAY.

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

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

Documentation

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

Study Programme Compliance

I. Findings

The Interdepartmental Postgraduate Study Programme in "Interpreting and Translation" (DPMS) has been designed and is implemented within the Institutional Internal Quality Assurance System (IQAS) of AUTh, under the responsibility of the Quality Assurance Unit (MODIP) and the Internal Evaluation Group (OMEA) of the Department of French Language and Literature. The Quality Policy of the academic unit explicitly covers postgraduate study programmes and emphasises continuous monitoring, evidence-based decision-making and alignment with institutional strategy and national standards. The Quality Goal Setting document defines specific quality objectives, indicators, responsible bodies and timelines for the DPMS, addressing teaching quality, student recruitment and progression, internationalisation, research, links with the labour

market, and student support.

Data collection and analysis are supported by a comprehensive information infrastructure. The DPMS uses the AUTh Student Information System (SIS) and the Quality Management System of MODIP to collect quantitative and qualitative data on students, courses, teaching staff, assessment results and student evaluations. The APOP/OPESP reports (M7.1) provide an integrated statistical profile of the DPMS, including ECTS, duration, number of students, admissions, withdrawals, completions, teaching staff composition, and evaluation metrics such as the number of courses, share of compulsory and elective modules, and student participation in course evaluations.

Student feedback is systematically collected through standardised course and teacher evaluation questionnaires administered each semester under the responsibility of MODIP; a sample questionnaire and aggregated results for two academic semesters are provided in M3.1, along with commentary on how these results are discussed and used for programme improvement. The DPMS also operates a formal Complaints and Appeals mechanism, regulated by M3.2, ensuring that student concerns related to academic and administrative matters can be submitted, examined and resolved through clear procedures at multiple levels. The Academic Advisor system (M3.3) offers an additional channel for early identification of problems and for student-level monitoring and support.

The internal evaluation report M9.1 presents a structured assessment of the programme's strengths and weaknesses across all HAHE standards, including analysis of teaching staff quality, teaching and assessment methods, student support, resources, information management and quality culture. The report identifies strong points (e.g. high-level teaching staff, multiple assessment methods, practical training, strong links with stakeholders, modern equipment, structured quality policy, functioning information systems) and areas where improvement is sought (e.g. mobility opportunities, recognition of excellence, graduate feedback mechanisms, enhancement of collaboration between staff and students, further systematisation of the complaints mechanism).

In addition, the PSP collects feedback from graduates and employers. M7.3 describes a dedicated graduate questionnaire focusing on professional status, time to employment and relevance of the PSP to professional activities, which is administered periodically to track graduate outcomes and to inform programme revisions. The Brussels study visit and the structured interaction with stakeholders in the translation and interpreting market, including EU institutions, are also used as opportunities to obtain qualitative feedback on the programme's relevance and graduates' preparedness.

II. Analysis

The Panel considers that the DPMS exhibits a mature and well-structured quality assurance culture, with clearly defined roles for MODIP, OMEA, the DPMS

Director, the Programme Committee and other bodies. The internal evaluation documents present a coherent picture of a programme that is systematically monitored against explicit quality objectives, using a rich set of quantitative and qualitative data. The DPMS demonstrates strong formalisation of student feedback mechanisms, clear articulation of regulations (complaints, academic advising, research ethics), and explicit links between programme objectives and quality goals.

The external evaluation and monitoring framework is particularly strong. The repeated EMT accreditation by the European Commission, based on strict criteria regarding curriculum content, staff profile, professional orientation and quality assurance, provides an additional layer of external evaluation at European level. The fact that the programme has successfully maintained EMT status through multiple evaluation cycles is a clear indicator of its sustained quality and alignment with international standards in translation education.

Information management is robust. The use of SIS, the Quality Management System, MODIP tools, graduate questionnaires and other instruments ensures that the programme collects and analyses the data required to monitor admissions, progression, completion, student satisfaction and graduate outcomes. The Panel observed that these data are not only collected but also actively used: student evaluations feed into discussions with individual instructors and the Programme Committee, internal evaluation reports inform strategic decisions and external evaluation findings (HAHE and EMT) are systematically considered in programme development.

The Panel, nevertheless, maintains that the programme could benefit from a publicly accessible summary of key DPMS-specific quality indicators (e.g. time-to-degree, graduate employment profiles), which could be regularly updated on the programme's website.

III. Conclusions

The Panel concludes that the DPMS is fully compliant with Principle 7. The ongoing monitoring of the programme is robust and supports continuous improvement. The additional external evaluation provided by the EMT label further strengthens the programme's quality assurance framework and its alignment with European best practice in the field.

The Panel encourages the Department and the PSP to continue developing DPMS-specific indicators, thus reinforcing the programme's capacity to respond to evolving trends in the translation and interpreting professions.

Panel Judgement

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

Panel Recommendations

The panel encouragees the programme to consider a publicly accessible summary of key DPMS-specific quality indicators (e.g. time-to-degree, graduate employment profiles), which could be regularly updated on the programme's website.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

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

Study Programme Compliance

I. Findings

The DPMS "Interpreting and Translation" has a well-structured and comprehensive bilingual website (https://intrans.phil.auth.gr), which serves as a central source of information for current and prospective students, as well as for other interested audiences. It provides detailed and accessible information on key aspects of the programme, including admission requirements, duration of study, course offerings, tuition fees, scholarship regulations, faculty members and detailed course descriptions. At the same time, the website offers the academic and extracurricular activities developed within the programme, such as conferences, guest lectures, meetings with invited scholars, summer schools etc. All information is consistently available in both Greek and English.

The information available on the website is regularly and systematically updated, as also noted in the conclusions of the Quality Assurance Office (see appendix M1)

II. Analysis

As noted by the students of the DPMS "Interpreting and Translation" during the meeting, the website constitutes their primary source of information. At the same time, they also rely on direct communication with the programme administration: besides the fact that the website serves as their main point of reference for information about the programme, when they need further clarification, they turn to the programme administration which promptly provides any additional information or clarification by email or in person.

As students noted, they have not experienced any difficulties in accessing the information they need.

In addition, the website offers information about the programme's collaborations with both local and international organisations, as well as information on the professional occupation of its graduates and their reviews that helps future students in their career planning.

III. Conclusions

The website of the DPMS "Interpreting and Translation" which serves as the primary source of information for students and other interested parties, is well-organised, clearly structured and easy to use. All information available on the site is provided in full in two languages - Greek and English. The website fully complies with the requirements set by the Quality Assurance Office.

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is recommended that the few remaining documents that have not yet been translated into English should be translated.

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

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

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

The above comprise the evaluation of:

a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date
b) the changing needs of society
c) the students' workload, progression and completion of the postgraduate studies
d) the effectiveness of the procedures for the assessment of students
e) the students' expectations, needs and satisfaction in relation to the programme
f) the learning environment, support services, and their fitness for purpose for the PSP in question

Postgraduate study 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.

Documentation

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

Study Programme Compliance

I. Findings

The Interdepartmental Postgraduate Study Programme (DPMS) "Interpretation and Translation" (INTRANS) operates within the Internal Quality Assurance System of Aristotle University of Thessaloniki, coordinated by the Quality Assurance Unit (QAU/MODIP), in accordance with the requirements of the Hellenic Authority for Higher Education (HAHE). The Programme implements processes of continuous monitoring and periodic internal evaluation, aiming at the systematic achievement of its objectives and the continuous improvement of its academic quality, while ensuring the active involvement and information of all stakeholders.

Documentation
The following documentation supports compliance with this Principle:
• Internal Quality Assurance System (IQAS) of Aristotle University of Thessaloniki
• Guidelines and instructions issued by the Quality Assurance Unit (MODIP) in accordance with HAHE standards
• Quality Policy and Quality Objectives of the Programme
• Monitoring of quality indicators (e.g. course evaluation, student progression, mobility, graduate tracking)
• Internal evaluation reports and recommendations
• Evidence of stakeholder participation in evaluation processes

The DPMS "Interpretation and Translation" (INTRANS) has initiated and implements processes of internal evaluation in cooperation with the Programme Committee (EPS), the Departmental Internal Evaluation Group (OMEA), and the Quality Assurance Unit (MODIP) of the Institution.
The Programme follows the guidelines provided by MODIP in line with the accreditation standards of HAHE and has developed mechanisms for the systematic monitoring and evaluation of quality indicators.
These indicators include, among others:
the attractiveness of the Programme,
student evaluations of courses and teaching staff,
student research activity,
participation in mobility schemes,
effectiveness of student support services,
duration and completion of studies,
evaluation of study outcomes,
tracking of graduates' professional paths,
cooperation with external stakeholders.

The Programme also monitors its interaction with all interested parties, including students, graduates, and professional organisations, ensuring their continuous information and engagement. In alignment with the strategic planning and quality policy of the Institution, the DPMS has defined specific quality objectives and monitors their implementation, undertaking corrective actions where necessary. The DPMS takes into account recommendations issued by MODIP within the framework of internal evaluation and incorporates them into its ongoing development. Student participation is actively encouraged through regular meetings with the Programme Committee at the end of each semester, during which issues related to the Programme are discussed in detail. Feedback is also collected from teaching staff and external stakeholders, including professional associations of translators and interpreters, ensuring that labour market needs are taken into account. In addition, both specialisations of the Programme are subject to external evaluations by European Union bodies:
the Interpretation track is evaluated annually by the Directorate-General for Interpretation of the European Commission, the Translation track is evaluated

every five years within the framework of the European Master's in Translation (EMT) network.

II. Analysis

The Panel considers that the DPMS fully complies with Principle 9, as it has established a comprehensive and multi-level system for continuous monitoring and periodic internal evaluation.

The systematic collection and analysis of quality indicators provide a solid basis for evaluating Programme performance across academic, administrative, and professional dimensions.

The involvement of multiple institutional bodies (EPS, OMEA, MODIP) ensures that the internal evaluation process is structured and embedded within the institutional quality assurance framework.

A particularly strong feature of the Programme is the active involvement of stakeholders, including students, teaching staff, and professional organisations. The regular feedback mechanisms and end-of-semester meetings contribute to the timely identification and resolution of issues.

The integration of labour market perspectives through collaboration with professional associations further enhances the relevance of the Programme.

The DPMS also benefits from additional external feedback mechanisms at European level, particularly through its links with EU institutions and the EMT network. These complement the internal evaluation processes and strengthen the overall quality assurance system.

At the same time, the Panel notes that the formal documentation and systematisation of internal evaluation outcomes and follow-up actions could be further enhanced, for example through more structured reporting and clearer linkage between identified issues and implemented improvements.

III. Conclusions

The Panel concludes that the Interdepartmental Postgraduate Study Programme (IPSP)

"Interpretation and Translation" (INTRANS)

fully complies with Principle 9.

The Programme has established and effectively implements a robust system of continuous monitoring and periodic internal evaluation, aligned with the institutional quality assurance framework and national standards.

The combination of internal evaluation processes, stakeholder engagement, and complementary external feedback mechanisms supports the continuous improvement and professional relevance of the Programme.

Panel Judgement

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

Panel Recommendations

Continue to strengthen the integration of stakeholder feedback, particularly from the labour market, into Programme development.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

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

Study Programme Compliance

I. Findings

The Interdepartmental Postgraduate Study Programme DPMS "Interpretation and Translation" (INTRANS) operates within the national framework for external quality assurance coordinated by the Hellenic Authority for Higher Education (HAHE) and is subject to periodic external evaluation and accreditation procedures carried out by independent expert panels. The Programme participates in institutional and national external evaluation processes and is further strengthened by additional international evaluation mechanisms linked to its professional orientation.

Documentation

The following documentation supports compliance with this Principle:

• External Evaluation Report of Aristotle University of Thessaloniki (2015)

• Progress Report submitted by the Quality Assurance Unit (QAU/MODIP) to HAHE (2018)

• Certification of the Internal Quality Assurance System (IQAS) of Aristotle University of Thessaloniki (2019)

• External evaluation reports within the framework of the European Master's in Translation (EMT) network (2013, 2019)

• Ongoing accreditation procedures under HAHE

I. Findings

Postgraduate Study Programmes are subject to periodic external evaluation by expert committees appointed by HAHE, with the aim of their accreditation.

The External Evaluation of Aristotle University of Thessaloniki (2015) confirmed the high quality of its postgraduate programmes, noting that they cover a wide range of scientific fields. The evaluation also supported the strategic development of English-taught programmes to attract international students.

At the same time, the evaluation identified certain weaknesses at institutional level, including:

the absence of a coordinated mechanism to promote interdisciplinarity and interdepartmental collaboration,

understaffing in academic personnel.

It also proposed a number of recommendations, such as:

the establishment of structured postgraduate seminars to enhance interaction and feedback among students,

greater flexibility in programme duration,

the systematic inclusion of independent research and thesis work as core components of postgraduate studies.

The Progress Report submitted by the Quality Assurance Unit (2018) indicates that these recommendations have been taken into account at institutional level, while allowing flexibility in their implementation depending on the specific characteristics of each programme.

The certification of the Internal Quality Assurance System (2019) confirmed the effective operation of quality assurance mechanisms at institutional level, without specific remarks regarding postgraduate programmes.

In addition, the Translation specialisation of the Programme has undergone external evaluation within the framework of the European Master's in Translation (EMT) network and has successfully obtained the EMT quality label (2013, 2019).

The EMT evaluation reports highlight:

the strong professional orientation of the Programme and its alignment with EMT standards,

continuous improvement in teaching methods and learning conditions,

a well-structured and comprehensive curriculum covering the required competences.

At the same time, some minor recommendations were identified, particularly regarding employability aspects and the duration of internships.

II. Analysis

The Panel considers that the Programme fully complies with Principle 10, as it is fully integrated into a multi-layered system of external quality assurance.

The Programme benefits from the institutional external evaluation framework of Aristotle University of Thessaloniki and from the systematic follow-up of its recommendations. The evidence suggests that external evaluation outcomes are taken into account in the broader institutional and Programme context.

A particularly strong feature of the Programme is its participation in additional international external evaluation mechanisms, notably through the EMT network. These evaluations provide specialised, discipline-specific feedback and reinforce the Programme's alignment with European professional standards.

The EMT evaluations confirm the Programme's high level of professional orientation and academic quality, while also contributing to its continuous improvement through targeted recommendations.
The combination of national accreditation procedures (HAHE), institutional evaluation processes, and international disciplinary evaluation (EMT) ensures that the Programme is subject to regular, systematic, and diverse external review.

III. Conclusions

The Panel concludes that the Interdepartmental Postgraduate Study Programme (DPMS) "Interpretation and Translation" (INTRANS) fully complies with Principle 10. The Programme operates within a well-established and effective framework of external quality assurance at institutional, national, and international levels. The combination of HAHE accreditation, institutional external evaluation, and specialised external assessment through the EMT network ensures regular evaluation and continuous quality enhancement.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

The teaching staff are available, flexible and highly dedicated.
The programme includes training in anxiety and stress management.
It provides a broad perspective on the realities of the profession.
Alumni respond well to the programme and play an active role in maintaining its high

standards.

The programme constantly evolves to take into account technological advances in its fields of specialisation, as well as developments in society, the market and the real world.

II. Areas of Weakness

None

III. Recommendations for Follow-up Actions

In view of the range of activities and the complexity of international partnerships, the Department should consider strengthening dedicated administrative support for the DPMS, so as to ensure that administrative services remain robust and responsive.

Keep up the same momentum, a mark of excellence!

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

The panel found that the DPMS fully complies with principles 1 to 10. Therefore, it is currently an excellent programme, recognised not only nationally, but internationally, too.

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

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