ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report
for the Postgraduate Study Programme of:

Languages, Communication and Management of Educational Services in modern social, economic and technological environment

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 **Languages, Communication and Management of Educational Services in modern social, economic and technological environment** 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 Languages, Communication and Management of Educational Services in modern social, economic and technological environment 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 DPMS, was posted on 3 April.

On Monday, 6 April, the panel held a private meeting from 3 pm to 4 pm to discuss the reviewed documentation and organise the various stages and tasks of their work.

A meeting with the key stakeholders involved in the three Interdepartmental Postgraduate Study Programmes was held 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, Professor Nikolaos Magioros (President of the QAU) 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.

On 8 April 2026, from 3:00 pm to 8:30 pm, panel members, programme lecturers, students, a selection of alumni, six employers, and social partners had the opportunity to discuss the quality of the curriculum and the career opportunities offered by the DPMS. This was followed by an informal discussion with the Head of the Department of French Language and Literature, lecturers, and DPMS management to conclude the day.

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 DPMS in Languages, Communication and Management of Educational Services in a Modern Social, Economic and Technological Environment combines language and language teaching studies delivered through digital tools with management studies. It was founded in 2018 and restructured in 2024. It operates under the auspices of the Department of French Language and Literature, in collaboration with the Departments of German Language and Literature, Philosophy and Education, and Economics. It is part of the School of Philosophy at the Aristotle University of Thessaloniki. The programme runs over three semesters, during which time students complete 10 modules and a final dissertation, earning 90 ECTS credits in the process. It provides language teachers with the skills required to take on management roles.

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 (DPMS) "Languages, Communication and Management of Education Services in the Contemporary Social, Economic and Technological Environment", hosted by the Department of French Language and Philology at the Aristotle University of Thessaloniki (AUTH), has established a Quality Assurance (QA) Policy that is formally aligned with the institutional QA framework approved by the Senate of AUTH. The policy has been developed in collaboration with the four participating departments — French Language and Philology, German Language and Philology, Philosophy and Pedagogy, and Economics — and reflects the core values and strategic commitments of the Institution.

The QA policy is operationalised through the Internal Quality Assurance System (IQAS/ESDP) of AUTH, with implementation coordinated in close cooperation with the Institution's Quality Assurance Unit (MODIP). The policy explicitly commits the programme to continuous improvement across all operational dimensions, including the suitability of its structure and organisation, the alignment of learning outcomes with Level 7 of the National and European Qualifications Frameworks, the quality and effectiveness of teaching and research, and the appropriateness of teaching staff qualifications. It also commits to the efficient utilisation of financial resources derived from tuition fees, and to annual internal evaluation through collaboration between the Programme's Internal Evaluation Group (OMEA) and the MODIP of AUTH.

The programme has articulated five distinct quality goal areas: (1) Educational Innovation and Academic Excellence, encompassing research capacity development, continuous curriculum renewal, and enhancement of digital competencies; (2) Study Counselling and Career Guidance, including the development of an effective academic advisory system and alumni career tracking mechanisms; (3) Digital Technologies and Education, targeting the digital upskilling of students; (4) National and International Visibility and Collaboration, through conference organisation, visiting scholars, and strategic advertising; and (5) Enhancement of the Quality Culture within the DPMS, through systematic application of quality procedures and continuous review.

The QA policy and the associated quality goals are published on the programme's bilingual website (https://dpms.frl.auth.gr), and are disseminated to academic and administrative staff, students, and other stakeholders through formal communication channels, including orientation meetings held at the start of each academic semester. The publication of the Quality Policy, including its specific annual targets, provides a robust foundation for stakeholder awareness and engagement.

II. Analysis

The QA policy of the DPMS satisfies all the substantive requirements set out under Principle 1. It constitutes a coherent, institution-embedded commitment rather than a merely formal declaration, and its operationalisation through the ESDP/MODIP structure ensures systematic implementation and accountability. The policy's integration with the strategic planning of AUTH — including alignment with the Senate-approved institutional quality principles — provides it

with the necessary institutional legitimacy and reach.

The five quality goal areas are noteworthy for their specificity and range. They cover the full spectrum of programme quality dimensions, from pedagogical innovation and student support to research output, digital readiness, and stakeholder engagement. Particularly commendable is the inclusion of measurable sub-objectives within each area, such as the targeted increase in student participation in course evaluations and the aspiration to raise average course quality ratings — indicators that are inherently monitorable and lend themselves to KPI-based tracking.

The commitment to continuous improvement is credibly operationalised. The programme conducts annual internal self-evaluation through OMEA in coordination with MODIP, reviews quality goals annually, and employs a structured feedback cycle that encompasses student course evaluations, teaching staff performance data, and curriculum review processes. The involvement of external stakeholders — including the General Directorate of Interpretation and the General Directorate of Translation of the European Union — in programme design and review further strengthens the outward orientation of the QA framework.

The transparent communication of the QA policy to all parties is well documented. The bilingual programme website ensures accessibility to both domestic and international audiences, while semester orientation meetings and informational sessions ensure that incoming students are fully briefed on quality expectations, rights, and responsibilities. The administrative infrastructure supporting QA — including regular updating of individual academic staff data sheets (D1 forms) and course description sheets (M1 forms) on the MODIP platform — demonstrates an embedded culture of systematic data management in support of quality assurance.

One dimension that merits ongoing attention is the monitoring of graduate employability outcomes. While the programme explicitly identifies alumni career tracking as a quality goal, the mechanisms for achieving this — including alumni surveys and targeted outreach — appear still to be in development. Strengthening this component would further enhance the programme's capacity for evidence-based quality management. Nonetheless, the overall QA architecture is well-conceived, appropriately resourced, and actively implemented.

III. Conclusions

The DPMS "Languages, Communication and Management of Education Services" demonstrates full compliance with Principle 1. The programme has established a clearly articulated, institution-aligned Quality Assurance Policy that is supported by a functioning implementation framework, embedded within the ESDP/MODIP structure of AUTH. The quality goals are specific, multidimensional, and oriented toward continuous improvement across teaching, research, student support, and international engagement. The policy is publicly accessible through the bilingual programme website and is actively communicated to all stakeholder groups. The Panel finds the QA policy to be appropriate for a programme at this level, genuine

in its commitment to improvement, and underpinned by the necessary institutional infrastructure to be effective. The Panel therefore judges the programme to be fully compliant with Principle 1.

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

Strengthening the monitoring of graduates' employment outcomes.

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 Languages, Communication and Management of Educational Services in a Modern Social, Economic and Technological Environment combines language studies, language teaching studies and management studies, all of which are delivered through digital tools. It was designed in accordance with the requirements of the University of Thessaloniki's Internal Quality Assurance System (IQAS/ESDP), and its implementation is overseen by the university's Quality Assurance Unit (MODIP). Following a decision by the Academic Council, the programme was established in 2018 (ΦΕΚ No. 3766 of 3 September 2018, Series B) and restructured in 2024 pursuant to Law No. 4957/2022 and Decision No. 3951 of 5 July 2024 (Part B). Operating under the auspices of the Department of French Language and Literature, it synergistically collaborates with the Departments of German Language and Literature, Philosophy and Education, and Economics. It forms part of the School of Philosophy at the Aristotle University of Thessaloniki.

The students' guide clearly outlines the programme structure, module content and nature of the final dissertation. Further details are discussed on the programme's online platforms, including the official course website and dedicated pages on social media, such as Facebook, TikTok, LinkedIn and Instagram.

The panel found that faculty members participating in the programme were highly committed to teaching and publishing in their specialist fields. According to students and alumni, they are consistently accessible for guidance and mentorship. The student-to-teacher ratio is 4.37:1.

The DPMS has received positive feedback from graduates regarding its delivery and career prospects. Its focus on economics and management is regarded as its most notable strength, fostering an entrepreneurial mindset among students.

Despite its vocational focus, one graduate has gone on to undertake doctoral research.

II. Analysis

The panel found that the DPMS's objectives, expected learning outcomes and employment prospects align with AUTH's Senate-approved institutional quality requirements framework. The programme offers two tracks: 'Language Teaching and Educational Technologies in Multilingual and Multicultural Environments' and 'Management of Educational Services in Multilingual and Multicultural Environments'. The programme aims to advance research in the fields of language teaching, educational language technology and educational services management,

as well as training professional staff capable of meeting current and anticipated social and developmental needs in the labour market. The expected learning outcomes are based on the EQF, the Dublin descriptors and the Greek National Qualifications Framework for Level 7.

The panel considers that there are enough students to ensure the programme runs smoothly and that their diverse backgrounds are a significant asset within the proposed interdisciplinary framework. The DPMS welcomes around forty students each year, including graduates from all Greek university and technical college departments, as well as recognised departments abroad. The programme lasts for three semesters, totalling 90 ECTS credits across 10 modules and a postgraduate dissertation. The first semester has five compulsory modules, common to both specialisations. The second semester has one common module and three specific to each specialisation. The third semester offers one module per specialisation, with the rest of the time spent preparing the final, combined research and practical application dissertation project.

Following an initial period of in-person delivery, the courses were offered in a hybrid format and are now available online, with mandatory attendance. In its current form, the programme no longer offers opportunities for international mobility.

Successful completion of all assessment components, including the dissertation defence, leads to the award of the PSP diploma in the Postgraduate Programme in Languages, Communication and Management of Educational Services in a Modern Social, Economic and Technological Environment.

III. Conclusions

The panel has found that the Interdepartmental Postgraduate Study Programme in Languages, Communication and Management of Educational Services in a Modern Social, Economic and Technological Environment complies with all relevant procedural specifications concerning participants, information sources and certifying bodies. It is a high-quality programme that brings together exceptional academic staff who are committed to teaching, research and their students. It is rightly appreciated by the vast majority of its 190 graduates, 73% of whom are employed.

Apart from the excellence of its staff, the programme's strengths lie in training students in the opportunities offered by digital tools and AI in language teaching. Another strength is the interdisciplinarity evident in the students' diverse backgrounds. Above all, the programme fosters an openness to entrepreneurship. This last point constitutes the programme’s key strength and is reflected in the graduates' shared request for more hours dedicated to statistics (than to

didactics).
Conversely, although transculturality is a frequent topic in self-evaluation documents, it was rarely mentioned by graduates. However, one external advisory committee member did speak of graduates' ability to deal with bilingual pupils.
The DPMS in Languages, Communication and Management of Educational Services in a Modern Social, Economic and Technological Environment is a highly regarded programme in Greece.

Panel Judgement

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

Panel Recommendations

The DPMS's title would benefit from being shorter and more prominent.
The field of educational management, which is far more visible and highly regarded, could be given greater prominence.
The DPMS could benefit from including optional teaching modules.
Concrete links with schools and other educational institutions could be strengthened.
The same applies to links with foreign universities, despite the fact that distance learning does not encourage mobility.
As the programme is delivered entirely online, consideration should be given to becoming more outward-looking by offering courses in languages other than Greek and recruiting international students.

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 "Languages, Communication and Management of Education Services" explicitly adopts a student-centred philosophy as its primary strategic orientation in learning and teaching. This commitment is documented across multiple regulatory instruments, including the Programme Regulations, the Academic Advisor Regulation, the Complaints and Appeals Regulation, and the course outlines (M2.4), all of which are publicly available on the programme website.

In terms of teaching modes, the programme employs a wide range of pedagogical methods designed to promote active student engagement. These include oral presentations, small-group research projects, mini research portfolios, case studies, simulated professional scenarios, and collaborative project work. The programme also supports participation in staff research groups and in the organisation of guest lectures and postgraduate seminars. All taught modules are delivered via the AUTH e-learning platform, ensuring continuous access to lecture materials, assessment criteria, reading lists, and supplementary resources. Digital technology courses are taught in small groups, with a dedicated computer for each student, reflecting a deliberate commitment to hands-on, personalised learning.

Assessment across the programme is formative and summative in character, with criteria published at the start of each course. The grading scale is ten-point, with a pass mark of six. Assessment instruments include written assignments, oral presentations, research projects, and end-of-semester examinations. Assessment criteria are communicated in advance, ensuring transparency and consistency. Students are formally evaluated by their teaching staff, while the programme also provides for the inverse: systematic evaluation of courses and instructors by students, conducted anonymously via the MODIP platform (qa.auth.gr) from the eighth week of each semester, with results processed after the announcement of grades to ensure evaluation integrity.

The programme designates an Academic Advisor for each student intake, with a proactive remit extending beyond reactive problem-solving to anticipatory monitoring of student progress. A formal Complaints and Appeals Regulation is in place, with a named staff member designated as the complaints officer. Financial support mechanisms — including fee waivers for eligible students and scholarships awarded on academic merit — further reflect the programme's commitment to an inclusive, student-centred environment. Students also have full access to the broader welfare and support services of AUTH, including the Centre for Counselling and Psychological Support, the Career and Employment Office, and the Gender Equality Committee.

II. Analysis

The programme's student-centred approach is substantive and well-institutionalised, extending across all three dimensions identified under Principle 3: learning and teaching, assessment, and student support. The diversity of pedagogical methods deployed — combining individualised and collaborative learning, synchronous and asynchronous delivery, theoretical instruction and practical simulation — reflects a genuine responsiveness to the range of learning

styles and professional backgrounds found among postgraduate students in this field. The e-learning platform ensures continuity of access and equity between students regardless of geographical or temporal constraints, while the small-group format for digital technology modules demonstrates awareness of the specific pedagogical demands of practice-based content.

The assessment framework is transparent, coherent, and consistent with the aims of a postgraduate programme at Level 7. The advance publication of assessment criteria, the use of multiple assessment instruments, and the formative character of continuous evaluation all ensure that students are not merely measured against outcomes but actively guided towards achieving them. The use of the MODIP evaluation questionnaires as the instrument for student feedback on teaching quality is methodologically sound: the anonymous, platform-mediated format minimises social desirability bias, while the post-grading release of results ensures that evaluative integrity is maintained on both sides of the teacher-student relationship.

The institutional framework supporting student engagement outside the classroom is robust. The academic advisor system operates proactively — a feature explicitly noted in the programme documentation — rather than purely as a reactive support mechanism. The Complaints and Appeals Regulation establishes a named and accessible point of contact for students with concerns, operating within a clearly defined process. The availability of fee waivers and merit-based scholarships reflects a commitment to widening access and ensuring that financial constraints do not constitute a barrier to participation or progression.

Student evaluation participation, recorded at approximately 29.95% during the 2021–2023 period, is acknowledged as an area for improvement by the programme itself, which has set increasing participation rates as a quality goal. The overall quality index derived from these evaluations — 76.6 out of 100 — indicates that student satisfaction with teaching quality is broadly positive, though the programme's self-identified goal of raising this further through ongoing pedagogical review is appropriate and well-directed. The systematic analysis of evaluation results by the Programme Committee, followed by targeted interventions where scores are low, demonstrates a functioning feedback loop between student voice and programme management.

III. Conclusions

The DPMS "Languages, Communication and Management of Education Services" demonstrates full and effective compliance with Principle 3. The programme has institutionalised a student-centred approach across its learning, teaching, and assessment practices, supported by a comprehensive regulatory framework, a proactive academic advisory system, transparent assessment procedures, and accessible student support services. The diversity of pedagogical methods, the formative character of ongoing assessment, and the systematic use of student feedback for quality improvement all reflect a mature and well-embedded commitment to student-centred education. While student participation in formal

evaluations remains an acknowledged area for continued development, the mechanisms for improvement are already in place and actively monitored. The Panel judges the programme to be fully compliant with Principle 3.

Panel Judgement

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

Panel Recommendations

No recommendations.

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

The Interdepartmental Postgraduate Study Programme (DPMS) "Languages, Communication and Management of Educational Services in the contemporary social, economic and technological environment", offered by the Department of French Language and Literature in collaboration with the Departments of German Language and Literature, Philosophy and Education, and Economics of Aristotle University of Thessaloniki, operates on the basis of formally approved and publicly available regulations covering all stages of studies.

All procedures relating to student admission, progression, thesis preparation, recognition of studies, and certification are governed by the Internal Regulation of the Programme and are accessible through its official website:
https://dpms.frl.auth.gr/

Documentation

The following documentation is in place and publicly available:

Internal Regulation for the operation of the Postgraduate Study Programme (https://dpms.frl.auth.gr/)

Research Ethics Regulation of Aristotle University of Thessaloniki

Regulation of studies, including provisions for assignments, thesis preparation,

and mobility (available via the Programme website)
Degree certificate template and Diploma Supplement, in line with national legislation

The DPMS has established a coherent regulatory framework governing all phases of studies, which is made available through the Programme website and the Student Guide.
Admission is carried out through an open call, which clearly specifies the number of available places, eligibility criteria, required supporting documents, deadlines, and selection procedures. Applications are submitted electronically. The required documentation includes academic qualifications, a curriculum vitae, a statement of purpose, proof of foreign language competence (minimum B2 level in English), and identification documents.
Candidate selection is based on a set of clearly defined and published criteria, including academic performance, motivation, additional qualifications, language skills, and participation in relevant academic or research activities. An interview is also conducted as part of the selection process. A weighted scoring system is applied, with a minimum threshold for admission. Final results are published in accordance with data protection regulations, and candidates are given the opportunity to submit objections within a specified timeframe.
Student progression is governed by explicitly defined rights and obligations. Attendance is compulsory, and students are expected to participate actively in all educational activities, complete assignments within the prescribed deadlines, and attend examinations. Progress is monitored through continuous assessment and compliance with academic requirements. The Programme also provides for appropriate support measures for students with disabilities and/or special educational needs.
Clear procedures are in place for the preparation and assessment of the Master's thesis. Students submit an application including a proposed topic and supervisor, and a three-member examination committee is appointed. The thesis is carried out under academic supervision and in accordance with the institutional Research Ethics Regulation. Following successful evaluation, the final version is deposited in the institutional repository (https://www.lib.auth.gr/), which is a prerequisite for the completion of studies.
The Programme accepts graduates from higher education institutions in Greece and abroad. The academic recognition of foreign qualifications for admission purposes is carried out by the competent academic units, in accordance with the applicable legal framework.
The award of the degree follows the successful completion of all academic requirements. Graduates are awarded the Master's Degree, which includes all necessary academic information and is accompanied by a Diploma Supplement, ensuring transparency and international recognition.
Although internships are not a compulsory component of the Programme, provisions exist regarding scholarships and general student support. Opportunities for student mobility (e.g., Erasmus+) are available at institutional

level and are communicated through the relevant channels.

II. Analysis

The Panel considers that the DPMS demonstrates full compliance with Principle 4, as it applies a clear and well-structured regulatory framework covering all stages of the student lifecycle.

The admission process is transparent and based on explicit criteria, allowing for a balanced and merit-based evaluation of candidates. The procedures are clearly communicated and consistently applied.

Student progression is effectively supported through clearly defined requirements, including attendance, coursework, and continuous assessment. These mechanisms contribute to the smooth progression and timely completion of studies.

The arrangements for the Master's thesis are appropriate and in line with established academic practice. The structured supervision and evaluation process, combined with the application of research ethics provisions, ensure academic integrity.

The procedures for recognition of prior studies are consistent with the national framework, while certification processes, including the award of the Diploma Supplement, are aligned with European Higher Education Area standards.

The Programme provides sufficient and accessible information through its website (https://dpms.frl.auth.gr/). At the same time, the Panel notes that the presentation of student mobility opportunities could be further strengthened within Programme-level documentation.

III. Conclusions

The Panel concludes that the Interdepartmental Postgraduate Study Programme DPMS "Languages, Communication and Management of Educational Services in the contemporary social, economic and technological environment"

has established and effectively implements a comprehensive framework governing student admission, progression, thesis preparation, recognition of studies, and certification.

The relevant procedures are clearly defined, publicly available, and aligned with the applicable legal and institutional framework.

The Programme ensures transparency, consistency, and academic quality throughout all stages of studies.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

Enhance the visibility and structured presentation of student mobility opportunities within Programme documentation.

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 "Languages, Communication and Management of Educational Services in the Modern Social, Economic and Technological Environment" is supported by a well-qualified and experienced teaching staff. The selection and development of staff follow clear and transparent procedures, in accordance with national legislation. Appointments are based on academic qualifications, teaching ability and research activity.

The academic profile of the staff is reflected in their publication record, participation in conferences and sustained research engagement, both in Greece and internationally.

The DPMS further supports its staff through opportunities for mobility, further training and access to research facilities and resources.

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 "Languages, Communication and Management of Educational Services in the Modern Social, Economic and Technological Environment" operates within a clear and structured framework for the selection and management of teaching staff. The procedures ensure that appointments are made on the basis of merit and relevant academic experience.

The research activity of the staff is evident through publications, citation records and their presence in recognised academic databases, indicating a consistent level of scholarly engagement. Teaching responsibilities are clearly defined and include course delivery, supervision of postgraduate work and academic support to students, all of which contribute to the effective organisation of the Programme.

Taken together, the evidence points to an active academic community in which teaching is sustained and informed by ongoing research activity.

III. Conclusions

The DPMS "Languages, Communication and Management of Educational Services in the Modern Social, Economic and Technological Environment" meets the requirements for teaching staff at postgraduate level. The staff combine academic experience with active involvement in research and the framework for the selection, roles and development is clear and in line with national legislation.

The connection between teaching and research is well established and supports the academic quality of the Programme. Based on questionnaires completed by students, the overall quality index of the postgraduate programme is 76.6% and is considered good (Appendix M1).

Panel Judgement

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

Panel Recommendations

While the Programme is based on a solid academic foundation, further development could be achieved through a stronger emphasis on internationalisation, in particular by expanding collaborative and joint teaching initiatives. Greater involvement of early-career researchers in teaching activities would also be beneficial. Continued support for research activity, especially in terms of its international visibility, remains important for the Programme's ongoing development.

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 (DPMS) "Languages, Communication and Management of Education Services in the Contemporary Social, Economic and Technological Environment", hosted by the Department of French Language and Literature at the Aristotle University of Thessaloniki (AUTH) is funded through tuition fees of 2,100 € in total. The financial planning indicates that expected tuition income is sufficient to cover the operational costs of the programme without additional financial contributions from the collaborating Departments or from AUTh, thereby ensuring full budgetary autonomy. The main purposes of the tuition fees are to support scholarships for students (according to

legal criteria), additional administrative support, subscriptions to specialised journals, acquisition of books and technical/research equipment used in teaching, remuneration of teaching staff, and coverage of participation costs in conferences for both students and staff to disseminate research.

The classes of the DPMS are held online, there is thus no use of physical infrastactures for lectures/labs. However, students benefit from free access to the rich library resources of all collaborating Departments, the central University Library and the Library of the School of Economic Sciences. The catalogues of the collaborating Departments' libraries, the central library and other Greek and foreign libraries are accessible online. The programme also provides access to a wide range of electronic academic resources, including databases, e-journals and e-books, ensuring that students have the necessary resources to conduct research and complete their studies successfully. The Panel was informed during the visit that the students find the available electronic resources to be adequate for their needs at all stages of their studies.

Beyond learning infrastructures, PSP students have full access to the entire set of AUTh support and welfare services: the institutional repository IKEE, the myAuth mobile application, the central ClassSchedule system, the European Educational Programmes Office (Erasmus), the Student Ombudsman, the Ethics Committees and the Research Ethics Committee, the Gender Equality Committee, the Data Protection Officer, the Career Office, the Office for Supporting Students from Socially Vulnerable Groups, and the Centre for Counselling and Psychological Support. All relevant information and links to these services are also posted on the PSP website.

At programme level, students can contact specific staff members for support: an Erasmus/mobility coordinator and an advisor for students belonging to socially vulnerable groups. The Academic Advisor scheme is implemented according to the French Department's regulation: an Academic Advisor is assigned to each student, monitoring academic progress and addressing emerging issues. The M3 documents regulate student course and teacher evaluations (M3.1), the complaints and appeals mechanism (M3.2) and the Academic Advisor system (M3.3), and document systematic student participation in programme evaluation.

During the Panel's online visit, students and graduates reported high levels of satisfaction with the learning resources and the support they receive. They emphasised that they acquire additional digital skills (e.g. Moodle course design, online teaching techniques, use of sound-recording and editing tools) that they are able and happy to apply in their current jobs. They stated that they feel close to the teaching staff and to the institution, and that they experience themselves as part of a team and of AUTh, despite their physical distance from the campus. Students described themselves as motivated by the programme, and several reported that the student-centred approach has "opened new horizons", with

some changing their study focus or even their field of work as a result of inspiration from the courses.

Students also underlined that they feel very well supported by staff throughout their studies and that multiculturalism, digital technologies and leadership/management skills constitute important assets that the programme has helped them develop. They reported that they are encouraged and supported to pursue further education and research, and that teachers often sacrifice personal time to teach additional skills and to support student research projects.

Stakeholders and graduates also indicated that more elective courses could help accommodate the diverse interests and professional needs of students, and that stronger foundations in statistics and research methodology would better prepare graduates for the next steps in research, particularly thesis work. They expressed a desire for more structured opportunities for interaction with professionals and external organisations ("outsourcing" and meetings with professionals). The Panel notes positively that the programme is already in the process of formally establishing an Advisory Committee precisely to strengthen links with the professional field and to explore virtual mobility and enhanced "opening to Europe" as mechanisms to address these needs.

Administrative support is currently provided by the Secretariat of the Department of French Language and Literature. The internal evaluation report for the Department and its programmes notes that while administrative support is effective, the number of permanent administrative staff is limited relative to the volume of activities, and that securing dedicated (full- or part-time) administrative support for the DPMS is a stated medium-term objective.

II. Analysis

The Panel considers that the DPMS has access to adequate and appropriate learning resources and student support services, fully in line with its objectives and profile. The rich AUTh library holdings and extensive electronic resources provides a solid infrastructure for advanced study in language didactics, educational technology and education services management.

The financial framework is well thought out and consistent with the requirement of sustainability. Tuition fees have been set on the basis of a structured financial analysis, and the planned use of revenues is clearly linked to the programme's pedagogical, research and support priorities. The existence of tuition-fee waivers, scholarships and mobility support, within a stable financial model, demonstrates a genuine commitment to student-centredness and equity, particularly for students from lower-income backgrounds or with significant mobility and research aspirations.

Student testimony during the online visit strongly confirms that learning resources and support services are not only available in principle but are experienced as

highly effective in practice. Students' reports of additional digital skills (e.g. Moodle, online teaching, audio editing), their strong sense of belonging to the programme and to AUTh despite physical distance, and their emphasis on multiculturalism, digital technologies and leadership/management skills as key assets indicate that the DPMS's resource and support environment is successfully aligned with its stated aims. The fact that the taching stuff is perceived as going beyond formal teaching obligations, including offering extra sessions and personalised research support, further underlines the strength of the programme's support culture.

However, the onsite discussions highlighted areas where further enhancement is possible. Requests for more elective courses, stronger statistical foundations and more robust training in research methodology point to the need for targeted strengthening of certain elements of the programme's learning resources (e.g. by introducing additional elective options and more advanced, practically oriented methods and statistics support). Similarly, the expressed desire for more systematic contact with external professionals and organisations underscores the importance of fully operationalising the Advisory Committee and of expanding outreach activities.

In terms of student support, the DPMS benefits from the full ecosystem of central AUTh services and from its own, programme-specific mechanisms, including the Academic Advisor, mobility coordinators, and a structured complaints and appeals mechanism, that ensure students are supported academically, administratively and personally throughout their studies.

The only area where some vulnerability can be identified concerns administrative capacity. As acknowledged in the internal evaluation, administrative tasks for the PSP are currently handled by the existing Secretariat of the French Department, which already supports multiple programmes. While this arrangement is functioning satisfactorily at present, the programme itself recognises the need to secure dedicated administrative support in the medium term. The Panel shares this view and considers that strengthening dedicated administrative capacity would further consolidate the programme's ability to provide highly responsive and personalised support to its student body

III. Conclusions

The Panel concludes that the DPMS is fully compliant with Principle 6. Learning resources and student support mechanisms are extensive, well aligned with the programme's aims, and fully accessible to all students. The programme's financial planning is sound, and the utilisation of tuition revenues effectively supports scholarships, mobility, research dissemination and the continuous enhancement of learning infrastructures. Student-centredness is reflected not only in teaching and assessment practices but also in the socio-economic and institutional measures taken to ensure equitable access and sustained support.

The student and graduate feedback, gathered during the online visit, confirms that the programme offers a supportive learning environment that fosters skills development, motivation, and progression to further study and professional advancement, while also identifying a set of realistic, well-targeted areas for enhancement (workload management, elective provision, research methods and external professional engagement).

Panel Judgement

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

Panel Recommendations

The Department and the Institution should continue to monitor administrative workload and prioritise the provision of dedicated administrative support (full- or part-time) for the PSP, in order to sustain the high level of student services.

The programme should fully operationalise the Advisory Committee and systematically use it to expand structured interactions with external professionals and organisations, including virtual mobility and other forms of “opening”, thereby further enriching students’ learning resources and professional exposure.

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 information managment in the Interdepartmental Postgraduate Study Programme in "Languages, Communication and Management of Education Services in the Contemporary Social, Economic and Technological Environment", hosted by the Department of French Language and Literature at the Aristotle University of Thessaloniki (AUTH), 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, good student to teacher ratio, structured quality policy, functioning information systems) and areas where improvement is sought (e.g. lack of outward orientation, recognition of excellence, graduate feedback mechanisms, collboration with external stakeholders, alumni networks).

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.

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, and student satisfaction.

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. It would also be beneficial to periodically collect data on the professional outcome of graduates.

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 Panel encourages the Department and the PSP to continue developing DPMS-specific indicators, as well as formalise a process of graduate data collection.

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.Additionally, it encourages the more systematic alumni data collection.

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 website of the DPMS "Languages, Communication and Management of Educational Services in modern social, economic and technological environment" (https://dpms.frl.auth.gr/el/) provides comprehensive information about the programme, with each segment presented in detail.

In the segment "Information" students or other interested persons can find information about the operation of the PSP, different regulations of the programme, useful forms and the Studies Guide - everything in both Greek and English languages. The site also provides detailed information about teaching and administrative staff, detailed descriptions of courses, the timetable, information about graduates and also about the different facilities that the University provides to students. The site is so complete that it even includes a description of courses of previous years.

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

During discussions with students of the DPMS "Languages, Communication and Management of Educational Services in modern social, economic and technological environment", it emerged that although many of them had initially learned about the programme through various platforms, they all noted that the website is very useful and that they visit it almost daily to obtain different types of information. They particularly highlighted the fact that the site provides not only information about the professors, but also about the topics they are working on,

which makes it easier for them to choose a supervisor for their Master's thesis. In addition, since the teaching is conducted entirely online, the website includes a relevant function - one can join each class directly through the site via the provided Zoom link, which eliminates the inconvenience associated with sharing links.

III. Conclusions

The website clearly reflects the title of the DPMS "Languages, Communication and Management of Educational Services in modern social, economic and technological environment": it is written in excellent language, the management of the site is perfect and it is technologically organised at a very high level. 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

Although the website of the DPMS "Languages, Communication and Management of Educational Services in modern social, economic and technological environment" is informative and comprehensive, the promotional aspect of the programme appears somewhat limited. Given that the programme itself is very interesting, it would be beneficial if its promotion were improved and more actively supported through the website.

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 "Languages, Communication and Management of Educational Services in the contemporary social, economic and technological environment",
offered by the Department of French Language and Literature in collaboration with the Departments of German Language and Literature, Philosophy and Education, and Economics of Aristotle University of Thessaloniki, operates within the institutional quality assurance framework and applies procedures for the systematic monitoring and periodic internal evaluation of its operation.

These processes are aligned with the quality assurance policy of Aristotle University of Thessaloniki and are implemented in cooperation with the Quality

Assurance Unit (QAU). Relevant information is communicated through the Programme website and internal documentation.

Documentation
The following documentation and processes are in place:
Procedures for the periodic review and updating of the curriculum, in line with QAU guidelines
Processes for identifying weaknesses and implementing improvement actions
Student feedback mechanisms (course and teaching evaluation questionnaires)
Data collected within the framework of annual internal evaluation
Internal reports and relevant documentation produced within the quality assurance system

The Programme has established procedures for ongoing monitoring and internal evaluation, implemented in cooperation with the Coordinating Committee, the Department's Internal Evaluation Group (OMEA), and the Quality Assurance Unit (QAU).
Within this framework, the Programme systematically collects and analyses data related to key quality indicators, including:
the attractiveness and demand of the Programme,
student evaluation of courses and teaching staff,
student research activity,
mobility indicators,
the effectiveness of student support services,
duration and completion of studies,
graduate tracking, and
collaboration with external stakeholders.
Student feedback is collected on a regular basis through structured evaluation processes, while input from graduates and external stakeholders is also taken into account.
In alignment with the institutional quality policy and strategic planning, the Department has defined quality objectives for the Programme and monitors their implementation. The results of the evaluation processes are used to support decision-making and to introduce improvements where necessary.
Particular attention is given to:
the updating of the curriculum in light of developments in the field,
responsiveness to evolving societal and professional needs, and
the balance of student workload and progression.
The Programme also follows and implements recommendations issued by the QAU within the framework of internal evaluation.

II. Analysis

The Panel considers that the DPMS demonstrates full compliance with Principle 9, as it applies a structured and consistently implemented framework for the monitoring and internal evaluation of its operation.

Quality assurance processes are integrated into the institutional system and are supported by the cooperation between the Programme, OMEA, and the QAU. The systematic collection and analysis of data, including student evaluations, provide a reliable basis for assessing the effectiveness of the Programme.

Evidence indicates that the results of evaluation processes are taken into account in the ongoing development of the Programme, particularly with regard to curriculum content, teaching practices, and overall organisation.

The Programme addresses key dimensions such as student workload, progression, completion rates, and the relevance of the curriculum, thereby contributing to the maintenance of academic quality and the provision of a supportive learning environment.

Overall, the monitoring and evaluation processes are adequately developed, consistently applied, and contribute to continuous improvement.

III. Conclusions

The Panel concludes that the Interdepartmental Postgraduate Study Programme DPMS "Languages, Communication and Management of Educational Services in the contemporary social, economic and technological environment" has established and effectively implements procedures for the ongoing monitoring and periodic internal evaluation of its operation.

The Programme operates within a coherent quality assurance framework, collects and analyses relevant data, and uses the results to support continuous improvement. The processes in place are aligned with institutional policy and meet the requirements of Principle 9.

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

Enhance the visibility of quality assurance processes and results to stakeholders.
Maintain the systematic use of feedback from students, graduates, and stakeholders in 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 (IPSP)
"Languages, Communication and Management of Educational Services in the contemporary social, economic and technological environment",
offered by the Department of French Language and Literature in collaboration with the Departments of German Language and Literature, Philosophy and Education, and Economics of Aristotle University of Thessaloniki, operates within the national and institutional framework for external quality assurance coordinated by the Hellenic Authority for Higher Education (HAHE).
The Programme is subject to the external evaluation processes applied at institutional level and participates in the formal accreditation procedures required for postgraduate study programmes.

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) to HAHE (2018)
Institutional quality assurance framework and relevant documentation
Ongoing accreditation process of the Programme under HAHE

The external evaluation of Aristotle University of Thessaloniki (2015) confirmed the overall quality of its postgraduate study programmes and their broad disciplinary scope. The evaluation also highlighted areas for further development, including the strengthening of interdisciplinarity and the enhancement of

academic structures.
The recommendations arising from the external evaluation have been addressed at institutional level, as reflected in the progress report submitted by the Quality Assurance Unit (QAU) in 2018. This report indicates that the implementation of recommendations takes into account the specific characteristics of each academic unit and programme.
The Interdepartmental Postgraduate Study Programme under review operates within this institutional framework and benefits from the quality assurance processes established at university level.
In addition, the Programme is currently undergoing external evaluation and accreditation by HAHE. This process involves independent experts and constitutes the formal mechanism for assessing the Programme's compliance with national and European quality assurance standards.

II. Analysis

The Panel considers that the Programme demonstrates full compliance with Principle 10, as it is fully integrated into the external quality assurance system of the Institution and the national accreditation framework.
The institutional external evaluation and its follow-up have provided a solid basis for the development and continuous improvement of postgraduate programmes. The Programme operates within this context and reflects the broader strategic priorities of the Institution.
The ongoing accreditation procedure ensures that the Programme is subject to a systematic external review by independent experts. This process fulfills the requirement for regular external evaluation and supports the enhancement of academic quality.
The Programme demonstrates readiness to take into account the outcomes of external evaluation processes and to incorporate relevant recommendations into its future development.

III. Conclusions

The Panel concludes that the Interdepartmental Postgraduate Study Programme (IPSP)
"Languages, Communication and Management of Educational Services in the contemporary social, economic and technological environment"
complies with Principle 10.
The Programme operates within a well-established framework of external quality assurance and is currently undergoing formal accreditation. The combination of institutional external evaluation, follow-up procedures, and the ongoing accreditation process ensures that the Programme meets the requirements for regular external evaluation.

Panel Judgement

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

Panel Recommendations

Ensure the systematic incorporation of the outcomes of the current accreditation process into Programme development and planning.

PART C: CONCLUSIONS

I. Features of Good Practice

The programme takes a substantive and well-established student-centred approach.
It trains students in the opportunities offered by digital tools and AI.
Its openness to entrepreneurship is the programme's key strength.

II. Areas of Weakness

The panel did not identify any specific weaknesses. However, it does suggest some potential areas for improvement, which are outlined in the box below.

III. Recommendations for Follow-up Actions

The DPMS's title would benefit from being shorter and more prominent.
The field of educational management, which is far more visible and highly regarded, could be given greater prominence.
The DPMS could benefit from including optional teaching modules.
The DPMS could benefit from strengthening the monitoring of graduates' employment outcomes.
Concrete links with schools and other educational institutions could be strengthened.
The same applies to links with foreign universities, despite the fact that distance learning does not encourage mobility.

As the programme is delivered entirely online, consideration should be given to becoming more outward-looking by offering courses in languages other than Greek and recruiting international students.

Enhance the visibility and structured presentation of student mobility opportunities within Programme documentation.

While the Programme is based on a solid academic foundation, further development could be achieved through a stronger emphasis on internationalisation, in particular by expanding collaborative and joint teaching initiatives. Greater involvement of early-career researchers in teaching activities would also be beneficial. Continued support for research activity, especially in terms of its international visibility, remains important for the Programme's ongoing development.

The Department and the Institution should continue to monitor administrative workload and prioritise the provision of dedicated administrative support (full- or part-time) for the PSP, in order to sustain the high level of student services.

The programme should fully operationalise the Advisory Committee and systematically use it to expand structured interactions with external professionals and organisations, including virtual mobility and other forms of "opening", thereby further enriching students' learning resources and professional exposure.

The panel encouragees the programme to consider a publicly accessible summary of key IPSP-specific quality indicators (e.g. time-to-degree, graduate employment profiles), which could be regularly updated on the programme's website.Additionally, it encourages the more systematic alumni data collection.

Although the website of the PSP "Languages, Communication and Management of Educational Services in modern social, economic and technological environment" is informative and comprehensive, the promotional aspect of the programme appears somewhat limited. Given that the programme itself is very interesting, it would be beneficial if its promotion were improved and more actively supported through the website.

Enhance the visibility of quality assurance processes and results to stakeholders.

Maintain the systematic use of feedback from students, graduates, and stakeholders in programme development.

Ensure the systematic incorporation of the outcomes of the current accreditation process into Programme development and planning.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

The programme complies fully with all ten principles.

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
VERNADAKIS EMMANUEL	Signed by VERNADAKIS EMMANUEL - 04/05/2026 22:47:42 +03:00
ELOEVA FATIMA	Signed by ELOEVA FATIMA - 04/05/2026 22:47:42 +03:00
Iliopoulou Aikaterini	Signed by Iliopoulou Aikaterini - 04/05/2026 22:47:42 +03:00
SHAMANIDI SOPHIE	Signed by SHAMANIDI SOPHIE - 04/05/2026 22:47:42 +03:00
TSOULAS GEORGE	Signed by TSOULAS GEORGE - 04/05/2026 22:47:42 +03:00