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Accreditation Report
for the Foreign Language Programme of:

Orthodox Theology and Spirituality

Department: Theology

Institution: Aristotle University of Thessaloniki

Date: June 2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Foreign Language Programme of **Orthodox Theology and Spirituality** 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 Foreign Language Programme of Orthodox Theology and Spirituality of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. PSARROS NIKOLAOS (Chair)
   Universität Leipzig

2. PAPAKOSTAS APOSTOLIS
   Södertörn University

3. ROUDOMETOF VICTOR
   Τμήμα Κοινωνικών και Πολιτικών Επιστημών, Πανεπιστήμιο Κύπρου

4. VRANAS PETER
   Department of Philosophy, University of Wisconsin-Madison

5. Γιαλούρης Αλέσιος Αλέξανδρος
   National and Kapodistrian University of Athens

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) was constituted in May 2026 and the accreditation support material concerning the Foreign Language Undergraduate Program (FLP) "Orthodox Theology and Spirituality" of the Department of Theology of Aristotelian University of Thessaloniki (AUTH) was available via the HAHE Accreditation Management System before the accreditation visit. The review was organized by HAHE and the Department of Theology of the AUTH. The quality of the support material was excellent. Indicatively, the providing documentation included: Strategic Plan, Study Guide, the Guidelines for Academic Advisors, the Senate decision for the Quality Policy and Institutional Strategy, the Student Guide, the Internal Evaluation Report of MODIP, Teaching Staff Information, the Accreditation Proposal, etc.

During the visit, all the participants involved (MODIP, Teaching Faculty, Administrative Staff, and social partners) were very prompt to provide us with all the information we asked for. The meetings with the Department of Social Theology and the social partners, took place in presence on Wednesday, June 10th, 2026, in the premises of the Theological Faculty of the Aristotelian University of Thessaloniki that is situated in the University Campus. All meetings took place in a very friendly and cooperative spirit.

Before the actual meeting the members of the EEAP convened electronically to organize the meeting and allocate their tasks.
The timetable and agenda of the actual accreditation review were as follows:

On Wednesday, June 10th, 2026, the EEAP members had in the conference room at the Faculty of Theology of the AUTH the introductory welcome meeting with the following University members:

- Prof. Kyriakos Anastasiadis Rector of the AUTH,
- Prof. Nikos Maghioros, Head of MODIP, Vice Rector of Academic Affairs and Development of the AUTH
- Prof. Ilias Evangelou, Head of Department of Theology, AUTH

Immediately afterwards, the EEAP met with the Head of the Department, the Director of the FLP, and members of the Department's (OMEA) and the University's (MODIP) Quality Assurance Units:

- Prof. Ilias Evangelou, Head of the Department, Director of the FLP
- Assoc. Prof. Athanasios Stogiannidis, Head of OMEA
- Assoc. Prof.Petros Panagiotopoulos, Member of OMEA
- Prof. Vasileios Fyntikoglou, MODIP Committee Member
- Mrs. Alexandra Tzaneraki, MODIP Committee Secretary

The following meeting was with members of the teaching staff, namely:

- Prof. Vasiliki Mitropoulou, Professor
- Prof. Christos Tsironis, Professor
- Prof. Stylianos Tsompanidis, Professor
- Prof. Panagiotis Yfantis, Professor
- Prof. Timoleon Galanis, Assist. Professor
- Prof. Vasilios Tzerpos, Assist. Professor

- Prof. Charidimos Koutris, Assist. Professor
- Assist. Professor Rev. fath. Sergios Marnellos
- Assoc. Prof. Nikolaos Koios,
- Assoc. Prof. Dimitrios Papazis,

The EEAP discussed various topics of interest with the above-mentioned faculty members, namely professional development opportunities, mobility, workload, competence and adequacy of the teaching staff to ensure learning outcomes, link between teaching and research, possible areas of weakness of the FLP.

The next meeting was members of the administrative staff, namely:
- Dr. Glykeria Pita, Head of the Administration Office
- Ms. Theodora Tzavella, Staff Member
- Ms. Panaghiota Efthyvouli, Staff Member
- Dr. Ilias Kagiaras, Laboratory Teaching Staff, Head of the Computer Laboratory
- Ms. Liana Michailidou, International Studies Office, AUTH

The EEAP discussed matters related to institutional policy on quality assurance, student management, responsibilities and professional development.

This meeting was followed by a tour of the facilities, namely lecture halls, seminar rooms, laboratories and the Faculty's Orthodox chapel that serves also as teaching place for the various types of Orthodox liturgy and a lunch break.

After the lunch break the EEAP convened for a debriefing session, which was followed by the last meeting with representatives of the program's stakeholders and social partners, namely:
- His Eminence Apostolos, Bishop of Tanagra, Director of the Office of the Representation of the Church of Greece in the European Union, Brussels
- His Eminence Nikiforos, Bishop of Amorion, Ecumenical Patriarchate, Abbot of the Sacred Royal, Patriarchal and Stavropegic Monastery of Vlatades in Thessaloniki
- His Eminence Kosmas, Bishop of Constantini, Patriarchate of Alexandria
- Rev. Dr. Sotirios Boukis, Pastor of the Greek Evangelical Church of Thessaloniki, delegate in the Faith and Order Commission of the World Council of Churches
- His Eminence Ioannis Spiteris, Archbishop Emeritus of Corfu, Zante and Cephalonia, Catholic Church in Greece
- Dr. Angeliki Ziaka, World Council of Churches (WCC)
- Ms. Xanthi Morfi, Communications on World Council of Churches (WCC)
- Dr. Konstantinos Zormpas, General Director of the Orthodox Academy of Crete (OAC)
- Mr. Vangelis Nikoloudis, Branch Manager of Hertz in Central Macedonia

Mr. Ilias Iordanidis, Member of the staff of Apostolos Tziitzikostas, European Commission Brussels was invited but could not attend the meeting.

This meeting took place via teleconference in the faculty's conference room, and it was of a very constructive nature. All involved parties highlighted the importance and utility of the FLP, especially for the education of members of the orthodox diaspora in Middle East, Africa, and the Americas, for interested orthodox students from the Balkans and for interested students of other Christian confessions, especially of the Roman Catholic and the Evangelical Church.

After the end of this meeting the EEAP proceeded directly to the final closure meeting, where a preliminary report of their key findings was given to the following members of the University:

- Prof. Kyriakos Anastasiadis Rector of the AUTH
- Prof. Nikos Maghioros, Head of MODIP, Vice Rector of Academic Affairs and Development, AUTH
- Prof. Ilias Evangelou, Head of the Department of Theology and Director of the FLP
- Assoc. Prof. Athanasios Stogiannidis, Head of OMEA
- Assoc. Prof. Petros Panagiotopoulos,
- Prof. Vasileios Fyntikoglou, MODIP Committee Member
- Mrs. Alexandra Tzaneraki, MODIP Committee Secretary

The EEAP wishes to thank the Department of Theology of the AUTH for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the EEAP over the course of the accreditation visit.

III. Foreign Language Programme Profile

The Foreign Language Undergraduate Program (FLP) "Orthodox Theology and Spirituality" of the Department of Theology of Aristotelian University of Thessaloniki (AUTH). It is designed to provide non-Greek undergraduate students with solid foundations in the field of Orthodox Theology and Spirituality at EQF level 6, culminating in a BA Degree.

The FLP is planned to commence operation in the winter semester of the academic year 2026-2027. After completion of their studies the program's graduates shall be able to:

- understand the Orthodox Tradition
- develop critical theological thinking
- participate in interfaith dialogue
- address contemporary social challenges within the framework of human rights
- analyze theological and social phenomena applying scientific methodology
- work in international environments
- continue in postgraduate and doctoral studies

A key focus of the program is academic outreach and collaboration, both nationally and internationally. It will actively seek partnerships with other universities and research centers via ERASMUS+ cooperations.

The Faculty members are dedicated to maintaining academic excellence, promoting innovative research, and contributing to the advancement of their disciplines.

The number of admitted students per year will be maximally 40 with 25 as the lowest operation threshold. The tuition fee will amount at € 5000 per academic year, i.e. € 20000 for the total duration of the studies. There will be provisions for fellowships (at least 20) covering the tuition fees.

Foreign candidates who are eligible to apply are:

a) Graduates of lyceums or equivalent schools forms based abroad. The candidates must have completed the last two years of lyceum or of an equivalent school form in a foreign country and must present a high school diploma or other equivalent secondary education qualification that entitles them to enrol in higher education institutions in the country in which they graduated.

b) Graduates of a recognized foreign school in other Member States of the European Union or third countries, which is legally established and operates in Greece, whose qualification entitles them to admission to higher education institutions based in the country whose curriculum is followed by the foreign school from which they graduated, provided that:
   - they and their parents do not have Greek nationality, and
   - they have attended at least the last two years of high school on a full-time basis.

c) Students of relevant higher education institutions abroad who hold the certificate referred to in paragraph 1 of Article 314A of Law 4957/2022, in order to continue their studies in the corresponding

semester and be awarded a degree by the EUPS of the Faculty of Theology of the Aristotle University of Thessaloniki.

Foreign schools in Greece must be recognized as legally operating by the local Secondary Education Directorate.

The curriculum of the FLP "Orthodox Theology and Spirituality" will have a duration of eight semesters providing 240 ECTS points, delivered in 44 compulsory courses that will provide a systematic coverage of all fields of Theology including the fundamental fields of Biblical and Patristic studies, Dogmatics, Ecclesiastical History, Christian Liturgy, Orthodox Spirituality, Religious Studies and Interfaith Dialogue. The teaching will take place exclusively in presence and the instruction language will be English. However, the FLP will employ modern pedagogical methods and well the possibility of distance support of the students. There is currently no provision for a BA thesis.

The program is open to international students through the ERASMUS exchange program.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).

By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.

Relevant documentation

- *Institutional Strategy*
- *Academic unit Strategy, including a plan for effective revenue utilization*

Foreign Language Programme Compliance

I. Findings

The FLP "Orthodox Theology and Spirituality" of the Department of Theology of Aristotelian University of Thessaloniki is not an isolated educational initiative but is part of a broader strategic plan for the internationalization and academic upgrading of the Department of Theology. It is conceived as a foundation and starting point for the gradual development of an integrated framework of international academic activities, such as:

- the creation of postgraduate foreign language study programs, which will further specialize the subjects and attract high-level students from abroad,
- the development of international summer and winter schools with a thematic focus on current issues of theology, culture and interreligious dialogue,
- the creation of joint or double degrees in collaboration with recognized foreign universities
- the strengthening of international research collaborations through participation in competitive programs, research networks and academic partnerships.

The long-term strategy aims at the institutional and organizational transformation of the Department into an international center of theological education and research, with increased extroversion, a multicultural academic environment and an active presence in the international scientific dialogue. The gradual consolidation of the Department's international identity is expected to enhance its prestige and recognition, attract high-level teaching and research staff, and create a sustainable knowledge ecosystem with a continuous growth perspective. Through this strategic continuity and scaling of actions, a stable framework for long-term academic development is being formed, which responds to the contemporary demands of international higher education and substantially strengthens the position of the

Department on the global academic map.

At the same time, the program acts as a mechanism to strengthen the research activity of the Department, since the presence of international students and collaborations creates favorable conditions for the development of new research fields, participation in international projects and the dissemination of theological knowledge to a wider scientific audience. The connection between teaching and research is strengthened, while the possibilities for comparative and interdisciplinary approaches to theology are expanded.

According to the internal SWOT analysis the strengths of the program lie in:

- The strong brand name of the Aristotle University of Thessaloniki
- the long tradition of Theology at the AUTH
- the international recognition of the AUTH
- the strategic geopolitical position of Thessaloniki
- the strong relationships of the Department of Theology and the AUTH in general with the monastic societies of Mount Athos and the Patriarchate of Constantinople
- the fact that it is the First program of its kind in Greece and enjoys the financial support of the Church of Greece

However, weaknesses are diagnosed concerning following points:

- Initially limited international recognition of the program
- small initial scale of operation
- bureaucratic procedures concerning the issuing of visa etc.
- inhomogeneity of the educational level of future applicants
- increased cost of international visibility

The opportunities of the program lie in:

- the growing international demand for similar programs
- the internationalization of the Greek universities
- ERASMUS+ and international collaborations
- religious and cultural tourism
- new areas of potential applicants in America, the Middle East and Africa
- development of theological research and postgraduate synergies

Finally, the program must cope with several threats, as for example:

- competition at the international level
- geopolitical crises in the wider region
- changes in international student mobility
- demographic pressures in certain target countries
- international economic uncertainty

II. Analysis

The important question is whether the structure of the program renders it in position to exploit the opportunities and to successfully deal with the threats. The specialization of the program in Orthodox Theology and Spirituality and its sound rooting in the Orthodox religious tradition in connection with the openness of the teaching staff and their personal and institutional engagement in interfaith dialogue and in international organizations like the

World Church Council, as well as the close relationships of the Department with the Orthodox Patriarchate of Constantinople, the Roman Catholic Church in Greece and the Greek Muslim community are strong pillars that support a solid future development and an increasing influence in the scientific and the religious community and in the international education of theologians, religion scientists and ecclesiastical personnel of non-Greek Orthodox communities abroad.

On the other hand, following features of the FLP that are specific for Greek undergraduate programs in general may prove as severe factors that will impair the attractivity of the program for foreign students, who are not acquainted with the Greek culture of university studies:

- a relatively high number of courses per semester, which results in a corresponding high number of exams
- the fact that the program has no provisions for a BA thesis, even an optional one.

Especially the latter point in combination with a tuition fee that could prove forbidding for students from the so called "Global South", that make up a significant portion of the applicant pool, could become a major impediment for the attractivity of the program. This is because in many western university systems the composition of a BA thesis is a conditio sine qua non for continuing the studies at the MA and the doctoral level.

Another point that has not been given sufficient consideration by the program planners is the accreditation of the English language proficiency of the teaching staff. There is no doubt that most of the faculty members is in very good command of the English language, since they have studied and worked abroad and still maintain academic connections with the international academic community and they also publish in international journals. However, discussing with, teaching and supervising essays of students who are native speakers of various "flavors" of English places special demands on the language skills of the teaching staff, that should be, at least formally, certified by relevant institutions residing in Greece, e.g. the British Council etc.

III. Conclusions

The concept and the structure of the Foreign Language Undergraduate Program ("Orthodox Theology and Spirituality" of the Department of Theology of Aristotelian University of Thessaloniki is an integral part of the strategic planning of the University and the Department in their efforts to occupy a strategic spot in the international higher education landscape, at least in the region, with real options to become a global player in the field of Orthodox Theology.

However, the structure of the program that is too close to the structure of corresponding Greek undergraduate study programs and is overladen with courses and exams, in combination with the complete lacking the option to compose a BA thesis, may prove an impediment of the desired development.

For these reasons the EEAP finds that the FLP "Orthodox Theology and Spirituality" is substantially compliant with the requirements of Principle 1

Panel Judgement

Principle 1: Strategic Planning	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- Reduce the number of the courses per semester.
- Introduce the option of a 12 ECTS BA thesis in lieu of two 6 ECTS point courses.
- Introduce the requirement of a language certification for the teaching staff to the employment requirements in the program.

Principle 2: Quality Assurance Policy

ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.

The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Quality Policy*
- *Quality Targeting (utilizing S.M.A.R.T. methodology)*

Foreign Language Programme Compliance

I. Findings

The School of Theology and the Undergraduate Program of Studies in "Orthodox Theology and Spirituality" implements the institutionalzed quality assurance procedures of the Quality Manual of the Internal Quality Assurance System (ESDP) of Aristotle University of Thessaloniki, in collaboration with the Quality Assurance Unit (MODIP) of the Institution.
In order to implement the Quality Policy, the Department and the Undergraduate Program of Studies in "Orthodox Theology and Spirituality" are committed to applying procedures that document:

1. the suitability of the structure, organization and content of the Study Program,
2. the clear formulation and achievement of learning outcomes, in accordance with the European and National Qualifications Framework for Higher Education
3. the quality and effectiveness of teaching
4. the adequacy and suitability of teaching staff qualifications,
5. the drafting, implementation and review of annual quality objectives,
6. the relevance of the knowledge and skills acquired to the labor market and international academic reality,
7. the quality of support services for students,
8. the rational and efficient use of available resources,
9. the conduct of an annual internal evaluation and review of the Program, in collaboration with the OME and the MODIP.

II. Analysis

The monitoring and continuous improvement procedures include, among other things:

1. periodic review and revision of the Quality Policy,
2. design and updating the Study Program,
3. evaluation of courses and teachers by students,
4. varied and reliable methods of student assessment,
5. monitoring the progress and professional rehabilitation of graduates,
6. collection, analysis and utilization of quantitative and qualitative quality data,
7. comparison with national and international indicators

III. Conclusions

The EEAP finds that the Program is fully compliant with the principle 2.

Panel Judgement

Principle 2: Quality Assurance Policy	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES, AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS, AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, the experience of external stakeholders from the labour market, the smooth progression of students throughout the stages of the Programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution.

The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *Institutional Senate decision for the establishment of the FLP (par. 2, 3, and 5 of article 82 of Law 4692/2020)*
- *FLP Guide (bilingual, in Greek and English)*
- *Course outlines*
- *Teaching staff (list of names with scientific specializations, employment relationship, and assignment of teaching in the FLP and other Programmes)*
- *Special protocols on cooperation or memoranda of agreement*
- *Feasibility study*
- *QAU records*

Foreign Language Programme Compliance

I. Findings

Aristotle University's institutional strategy is well defined and easily accessible online at the departmental website. The strategy is subject to continuous review and revision every three years to accomplish the objectives of modifications and improvement. With regard to the establishment of the foreign language program all necessary steps appear to have been followed. The EEAP has received the Senate's formal decision towards the establishment of the new FLP (par. 2, 3, and 5 of article 82 of Law 4692/2020).

The EEAP has further received the bilingual (Greek and English) foreign language FLP guide, which should be available to the incoming cohort of new undergraduate students in the Fall of 2026.

Information on the teaching staff has been delivered to the EEAP, and this information is also available on the Department's website.

There is also an extensive list of some 83 institutional and/or departmental protocols of cooperation or memoranda of agreement with several institutions.

II. Analysis

Course outlines were made available to the EEAP, alongside the other materials provided by the Department. Since this is a new FLP, these outlines provide only rudimentary documentation. Some information refers to digital material not readily accessible to the EEAP. There is no detailed information regarding reading lists and required readings. Moreover, it is often the case that links provided within the descriptions are inoperative. The EEAP has been told that this is because the links are not yet accessible and that the Department will make them available only after the FLP's approval. That makes sense; however, it clearly constrains the ability of the EEAP to assess this information.

Moreover, the course descriptions in the student guide are duplicated within each section – this is an obvious clerical error. It is likely that more details could be furnished once the program commences operation, as instructors are likely to develop such resources during their teaching: it will take four years for the total number of the listed courses to be offered.

While the list of protocols of cooperation and memoranda of agreement pertains to the Department at large and is not specific to this new FLP, its existence offers ample evidence of cross-institutional cooperation with additional stakeholders. The existence of specialized laboratories (εργαστήρια) may be of interest to the incoming students.

While the external stakeholders are enthusiastic about the new FLP, to date, there are no memoranda or agreements concluded between the stakeholders and the Department that pertain to the new FLP. The EEAP was told that a considerable amount of funding will come from the Orthodox Church of Greece and that this funding will cover the expenses of approximately 20 incoming students. However, this agreement has not yet been formalized. The EEAP was told that this is something that will be done only after accreditation is secured. Given the short time between June 2026 and October 2026, it is evident that too many things should take place in a relatively short period of time.

Regarding the relevant regulatory framework, there are two administrative boards for the internal control of the quality of the program (ΟΜΕΑ and ΜΟΔΙΠ). These take care of the regularity of the official procedures for the approval of the program by the institution. Both boards present and discuss the data and analysis of the evaluation with all Department members at the committee meetings of their Council.

III. Conclusions

The FLP appears to meet the criteria set out for this principle.

Panel Judgement

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Reevaluate the curriculum to determine whether it might be possible to compress the large number of courses into a more compact course design. Such an exercise could be useful in establishing those core elements that should receive priority in teaching. Currently, there is a generalized tendency to cover many a multitude of different topics, historical eras and specific issues of concern, which might be a cause for student overload.

- Consider offering the students the option of an undergraduate thesis, roughly equivalent to 2 undergraduate courses (12 ECTS). Such an option can be quite useful to the students.

Principle 4: Student-Centred Learning, Teaching and Assessment

ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

In the implementation of student-centered learning and teaching, the academic unit:

- *Respects and attends to the diversity of students and their needs, enabling flexible learning paths*
- *Considers and uses different modes of delivery, where appropriate*
- *Flexibly uses a variety of pedagogical methods*
- *Regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *Regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *Reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *Promotes mutual respect in the student - teacher relationship*
- *Applies appropriate procedures for dealing with students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Operating procedure for managing student complaints*
- *Operating procedure for the function of the academic advisor*
- *Report on teaching methods and student assessment*

Foreign Language Programme Compliance

I. Findings

The Foreign Language Undergraduate Study Program (FLP) "Orthodox Theology and Spirituality" adopts clear policies and procedures that support centered learning. Firstly, the FLP shows respect for diversity and flexible methods. The program implements a centered approach with an emphasis on learning outcomes, ensuring equal treatment regardless of gender, religion, ethnic origin, or sexual preferences. Full accessibility for students with disabilities is ensured through appropriate infrastructure, while alternative examination methods are provided, such as oral examinations for individuals with dyslexia or motor/visual impairments. Generally, teaching is conducted in person, utilizing the AUTH e-learning platform for digital support, while there is a provision for synchronous distance learning under emergency conditions. Pedagogical methods vary, including lectures, assignments, and practical exercises (e.g., in the Liturgics course in churches). Every semester, an evaluation of teaching by students happens, specifically, after the 10th week of each semester, students evaluate the courses and instructors by anonymously completing electronic questionnaires through the Quality Assurance Unit (MODIP). The questionnaires assess parameters such as course organization, ability to convey knowledge, consistency, and the instructor's

approachability. As far as supporting the students, the Academic Advisor exists to assist them. The Regulation of the Institution of Academic Advisor is fully implemented. The Advisor facilitates students' transition, guides them in course selection, monitors academic progress, and supports them in overcoming difficulties. However, their recommendations are not binding and every student is advised to organize his academic life as he or see deems best, thus promoting the autonomy and responsibility of the student in the path they want to follow. Regarding complaints, there is an established "Regulation for the Operation of the Complaints and Appeals Mechanism" which follows 3 clear stages: Stage 1 (Direct Resolution / Hearing), Stage 2 (Formal Resolution through mediation by the Academic Advisor or the Student Ombudsman, and Administrative Review), and Stage 3 (Appeal to the School Assembly) ensuring that every problem can be met at the correct level.

II. Analysis

The implementation of the centered approach is documented by the variety of teaching methods and the flexibility in assessment. The explicit provision for oral examinations for students with disabilities or learning difficulties ensures respect for diversity and personalized support.

The regular evaluation of the quality of teaching by the students themselves through the MODIP platform provides direct feedback. The detailed questionnaires cover every aspect of the educational process, giving the School the tools to continuously readjust and improve its methods.

The enhancement of autonomy combined with adequate guidance is excellently achieved through the Academic Advisor. The relationship is based on mutual respect, as the Advisor's role remains advisory, becoming a living and personal guide, leaving the final academic decisions to the student. The complaints mechanism is highly detailed, transparent, and ensures equal treatment. It covers all potential issues (from academic disagreements to issues of harassment and discrimination) and involves objective institutions such as the Student Ombudsman, ensuring the appropriate and fair resolution of disputes.

III. Conclusions

Based on the analysis of the available regulations, documents and the on site evaluation the Foreign Language Undergraduate Study Program "Orthodox Theology and Spirituality" is deemed by the EEAP fully compliant with the guidelines of Principle 4.

Panel Judgement

Principle 4: Student-Centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).

The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. Graduation represents the culmination of the students´ study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the FLP (Senate decision)*
- *Regulation of studies, internship, mobility, and student assignments*
- *Diploma Supplement*

Foreign Language Programme Compliance

I. Findings

Admission to the FLP "Orthodox Theology and Spirituality" of the Aristotle University of Thessaloniki requires a terminal secondary education degree and English language knowledge of level at least B2. The selection procedure takes into account each candidate's academic record and motivation letter (up to 500 words), as well as an oral interview and (in case the admissions committee requires it) a multiple-choice exam in theological matters.

II. Analysis

Incoming students are supported through extensive orientation materials, a special informational ceremony for incoming students, and the foreign students office of the Aristotle University of Thessaloniki. Greek language courses are required in each semester of studies.

The ECTS is applied across the curriculum, and the Diploma Supplement is planned to be issued without request to all graduates. There is no practical training or diploma thesis, but in the opinion of the EEAP the option to write a thesis should be made available and a Thesis Handbook should be prepared.

III. Conclusions

Based on the above analysis, the EEAP finds that the FLP "Orthodox Theology and Spirituality" fully complies with Principle 5.

Panel Judgement

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The option to write a diploma thesis should be made available and a Thesis Handbook should be prepared.

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes

ACADEMIC UNITS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the law).

More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, obligations*
- *Staff support and development policy*
- *Performance of the teaching staff in research and teaching*

Foreign Language Programme Compliance

I. Findings

The teaching staff of the FLP "Orthodox Theology and Spirituality" of the Aristotle University of Thessaloniki consists of 33 members: 13 full professors, 6 associate professors, 7 assistant professors, 3 emeritus professors, and 4 laboratory teaching staff. Only 8 of the 33 members (4 full professors, 2 assistant professors, 1 emeritus professor, and 1 laboratory teaching staff) are women. The research and teaching interests of the teaching staff cover a large variety of areas, ensuring that the courses of the FLP can be adequately taught.

II. Analysis

There are no eligibility criteria for the teaching staff who can participate in the program. Regardless of whether the staff members have taught in English before, it is assumed that their knowledge of English, their participation in international conferences, and their previous interactions with foreign students and professors render them eligible to teach in the FLP. In the opinion of the EEAP, this assumption is unsafe. Clear eligibility criteria should be

established, and members of the Department of Theology should go through some kind of training and certification before they are assigned to teach in the FLP.

Teaching in the FLP will be additional to teaching in the existing Greek language programs of the Department of Theology, and this may result in a rather heavy teaching workload, which might not allow for very extensive engagement in research activities. Although the publication record of the teaching staff is extensive, its international impact is unclear: no data concerning the Google Scholar or Scopus h indexes of the teaching staff were provided to the EEAP, and most publications of the teaching staff are not in international peer-reviewed venues.

The teaching staff is regularly evaluated by the students through electronic surveys, and the results of those surveys are made available to the faculty members and are taken into account (in addition to the research performance of the faculty members) in promotion decisions.

III. Conclusions

Based on the above analysis, the EEAP finds that the FLP "Orthodox Theology and Spirituality" substantially complies with Principle 6.

Panel Judgement

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- Establish clear eligibility criteria for teaching in the FLP. The criteria should include some kind of training and certification in teaching in English.
- The teaching staff should make an effort to publish more in international, peer-reviewed venues, especially those indexed in Scopus.
- An effort should be made to address the gender imbalance by hiring more women.

Principle 7: Learning Resources and Student Support of Foreign Language Programmes

ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES, ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support, and counselling services. When allocating the available resources, the needs of all students -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.

Relevant documentation

- *Insurance contract for foreign students*
- *Level, structure, and organizational setup of the Foreign Students Support Unit (Senate Decision)*
- *Administrative support staff of FLP (positions, qualifications, and responsibilities)*
- *Information material for the students with reference to the services provided (in English)*

Foreign Language Programme Compliance

I. Findings

The Foreign Language Undergraduate Study Program (FLP) "Orthodox Theology andSpirituality" provides a comprehensive framework of learning resources and student support. Firstly, a special "Foreign Students Support Unit" has been established, responsible for guiding them through enrollment procedures, the issuance of visas and residence permits, their settlement in Greece, as well as facilitating their attendance in Greek language courses. There is also insurance coverage with a private group insurance contract, provided for foreign students ("Personal Accident Protect" by Europe Asfalistiki), which offers coverage for medical and pharmaceutical expenses, a daily hospital benefit, and compensation in cases of accident, disability, or death. The program in addition, features specialized administrative staff to support its secretariat, with members holding high academic qualifications (e.g., Head of the Secretariat with a PhD, Secretariat Employee who is a PhD candidate). The Secretariat undertakes the management of the entire life cycle of the studies, record keeping, and

support for the teaching staff. Regarding infrastructure, the Department is housed in fully accessible premises (ramps, elevators) with wireless internet connectivity. The School has an independent, fully equipped Library with a reading room, as well as a Computer Lab, offering access to electronic databases (OPAC). Furthermore, 6 specialized Laboratories (such as LADRE for languages of dialogue and the Pedagogy Laboratory) operate to support teaching needs. In order to cater student welfare AUTH offers direct access to a multitude of services, such as free healthcare and a Psychological and Counseling Support Centre. There is also the Career Services Office for career support, the School of Modern Greek Language, the University Gym, and the Independent Accessibility Office for Students with Disabilities (AmeA). The financial needs and operational expenses of the program (including teaching staff remuneration) are fully secured by the tuition fees (€5,000 per year), the management of which is transparently controlled through the Special Account for Research Funds (ELKE) of AUTH.

II. Analysis

Ensuring high-level academic facilities—with a rich library, specialized laboratories, and digital services—allows for unhindered access to knowledge. Particularly important is the organized care dedicated to the specific (foreign) profile of the FLP students. The establishment of the Foreign Students Support Unit, combined with the foresight for private medical insurance (Europe Asfalistiki Contract), demonstrates the Institution's strategic planning to reduce bureaucratic obstacles for international students and ensure their smooth integration and living in the country. The supportive services offered by the University (Psychological Support, Independent Office for Students with Disabilities, Career Services Office) guarantee the overall well-being and professional prospects of the student population.The staffing of the administrative secretariat with specialized higher education personnel adds credibility and competence to the management of the program. The resources generated from tuition fees ensure full and unhindered operation, offering financial autonomy and sustainability.

III. Conclusions

The EEAP finds that the Foreign Language Undergraduate Study Program "Orthodox Theology and Spirituality" fully complies with the requirements for Principle 7.

Panel Judgement

Principle 7: Learning Resources and Student Support of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes

ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.

Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).

The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.

During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).

Relevant documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) on the launching of FLP*
- *Operation of an information management system for the collection of administrative data for the implementation of the Programme (Students' Record)*

Foreign Language Programme Compliance

I. Findings

This is a new FLP and therefore the performance indicators are not yet available. There is no existing student body, as the incoming cohort should arrive in the Fall of 2026, at the very earliest. Information on student progression, success and drop-out rates or student satisfaction cannot be assessed prior to the program's operation.

According to the instructions, data concerning the profile and structure of the FLP must be entered.
According to the information provided to the EEAP, the profile and structure of the FLP has been made available, inclusive of the sequence of coursework and overall profile (inclusive of information pertaining to course descriptions, teaching staff, potential collaborators, potential students etc.)

II. Analysis

Aristotle University has an efficient information management system in place suited for the collection of administrative data following the implementation of the new FLP. Based on interviews with the staff members, the basic technical steps have already been taken to secure the integration of data from the new FLP alongside the University's data management systems.

III. Conclusions

Insofar as it can be ascertained at this early stage, the FLP appears to meet the criteria set out for this principle.

Panel Judgement

Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 9: Public Information concerning the Foreign Language Programmes

ACADEMIC UNITS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE, AND READILY ACCESSIBLE.

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 Foreign Language Programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning, and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The Aristotelian University of Thessaloniki operates an internet site devoted exclusively to the foreign language study programs currently in operation.

The URL of the site is: https://gateway.auth.gr/our-programmes/.

The site is well structured and provides all relevant information about the offered programs.

The programs are clearly presented, and all relevant links are functioning.

Since the FLP "Orthodox Theology and Spirituality" is not yet operational, the site containing the specific information about it, is not accessible via the homepage of site.

However, it can be accessed via a google-search and contains all relevant information except the link to the enrollment procedure.

II. Analysis

When operational the FLP will have a very good internet presentation.

III. Conclusions

The EEAP finds that the FLP "Orthodox Theology and Spirituality" is fully compliant with the requirements of Principle 9.

Panel Judgement

Principle 9: Public Information concerning the Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 10: Periodic Internal Review of Foreign Language Programmes

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

Regular monitoring, review, and revision of the FLP aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of: the content of the FLP in light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression, and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs, and satisfaction in relation to the FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP is adapted to ensure that it is up to date.

Relevant documentation

- *Procedure for the re-evaluation, redefinition, and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the FLP, and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the FLP, and relevant decision-making processes (students, external stakeholders)*

Foreign Language Programme Compliance

I. Findings

The new program is supported by the accreditation proposal. Related documentation is, partly, in accordance with the quality procedures of Aristotle University's internal quality assurance process. In particular, the documentation has provided coverage of the objectives, content, and structure of the new program's curriculum as well as the prospective students' workload for progression and completion of studies.

II. Analysis

This program is designed and established in accordance with the Aristotle University's internal regulations concerning both students and outside stakeholders. Meanwhile, the EEAP has found that there were some omissions in the portfolio of the application, missing lists of course literature, not functioning links etc.

Some of the omissions were noticed by the internal report of the MODIP but not corrected. The EEAP was told that it was due to the extremely tight scheduling. Still there are many practical problems to solve in a short period of time.

III. Conclusions

The EEAP found some omissions in the application portfolio and there are some practical

questions to solve in a short period of time. Still, the EEAP finds the Programme substantially compliant with the principle.

Panel Judgement

Principle 10: Periodic Internal Review of Foreign Language Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- Complete the analytical descriptions of the courses according to accepted standards.
- Consider to postpone the start of the program.

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes

FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required.

The accreditation of the quality of the FLP acts as a means of verification of the compliance of the programme with 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 recommendations submitted by the committee of experts for the continuous improvement of the FLP.

Relevant documentation

- *Utilization of the recommendations of the external evaluation of the academic unit and / or the Institution for the establishment and the continuous improvement of the operation of the FLP (reference to the action plan)*

Foreign Language Programme Compliance

I. Findings

This program has not been externally evaluated in the past. During the current external review, all stakeholders were actively engaged. The Department and the University worked diligently in preparing materials, and presentations and organizing and hosting virtual meetings with the Panel. All the meetings included presentations, discussions, and question-and-answer sessions. The Panel had the opportunity to meet, talk, and interact with all the participants of all meetings. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

II. Analysis

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders, are aware of the importance of external review, its usefulness and the contribution it can make in improving the Program. The current external evaluation process showed that the University and the Department are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and

recommendations of the external evaluation. As they pointed out during the meetings, it will help them improve by enabling them to identify problematic areas and find suitable solutions.

III. Conclusions

The impression of the EEAP is that the Department and the University are committed to external evaluation as a vital component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to impact the Program and contribute to its continuous improvement positively. However, more tangible results and a more meaningful assessment regarding this Principle will be possible when a second external evaluation is carried out.

Panel Judgement

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- The specialization of the program in Orthodox Theology and Spirituality.
- Sound rooting in the Orthodox religious tradition.
- Openness of the teaching staff and their personal and institutional engagement in interfaith dialogue and in international organizations like the World Church Council.
- Close relationships of the Department with the Orthodox Patriarchate of Constantinople, the Roman Catholic Church in Greece and the Greek Muslim community.
- Good quality assessment procedures.
- Specialized laboratories (study courses and seminars).
- Clearly structured and informative website for the foreign language study programs.

II. Areas of Weakness

- Generalized tendency to cover many a multitude of different topics, historical eras and specific issues of concern, which might be a cause for student overload.
- No provisions for a BA thesis.
- No requirement of a language certification for the teaching staff to the employment requirements in the program.
- Gender imbalance among the teaching staff.
- Incomplete course descriptions.

III. Recommendations for Follow-up Actions

- Reduce the number of the courses per semester. (This could be useful in establishing those core elements that should receive priority in teaching. Currently, there is a generalized tendency to cover many a multitude of different topics, historical eras and specific issues of concern, which might be a cause for student overload.)

- Introduce the option of a 12 ECTS BA thesis.

- Introduce the requirement of a language certification for the teaching staff to the employment requirements in the program.

- The teaching staff should make an effort to publish more in international, peer-reviewed venues, especially those indexed in Scopus.

- An effort should be made to address the gender imbalance by hiring more women.

- Complete the analytical descriptions of the courses according to accepted standards.

- Consider to postpone the start of the program. (Given the short time span between the conclusion of this process and October 2026, it might be applicable that the program goes into full implementation a semester later than originally projected. This could enable all agencies involved to coordinate and cooperate with each other in a more timely fashion.)

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 3, 4, 5, 7, 8, 9, 11

The Principles where substantial compliance has been achieved are:

1, 6, 10

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
PSARROS NIKOLAOS	Signed by PSARROS NIKOLAOS
PAPAKOSTAS APOSTOLIS	Signed by PAPAKOSTAS APOSTOLIS
ROUDOMETOF VICTOR	Signed by ROUDOMETOF VICTOR
VRANAS PETER	Signed by VRANAS PETER
Γιαλούρης Αλέσιος Αλέξανδρος	Signed by Γιαλούρης Αλέσιος Αλέξανδρος -