Accreditation Report

for the Undergraduate Study Programme of:

French Language and Literature

Institution: Aristotle University of Thessaloniki

Date: 3 July 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **French Language and Literature** 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 Undergraduate Study Programme of **French Language and Literature** of the **Aristotle University of Thessaloniki** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Anna Panayotou-Triantaphyllopoulou (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Prof. Manuel Español-Echevarría**
   Université Laval, Quebec, Canada

3. **Assoc. Prof. Fryni Kakoyianni-Doa**
   University of Cyprus, Nicosia, Cyprus

4. **Assoc. Prof. Madeleine Voga**
   Université Paul Valery Montpelier III, Montpelier, France

II.   Review Procedure and Documentation

Monday, June 28, 2021, Briefing through Zoom
External Evaluation & Accreditation Panel (EEAP) and members of the HAHE met online through Zoom at 16.00 EET to discuss the proposal report, allocation of tasks and list of issues.

Tuesday, June 29, 2021, Zoom meeting with Vice-Rector, Head of Department, OMEA & MODIP
The EEAP had its first welcoming meeting online with the Vice-Rector/President of MODIP Prof. Dimitrios Koveos and the Head of the Department Prof. Maria Litsardaki from 16.00 EET to 16.30. A short overview of University Aristotle of Thessaloniki and the undergraduate programme (history, academic profile, current status, strengths, and possible areas of concern) was presented to the EEAP.

Another meeting followed with EEAP, OMEA & MODIP representatives **from 16:45 EET to 18:45 OMEA representative**: Prof. Symeon Grammenidis, OMEA Coordinator, Students' Advisor, Prof. Maria Litsardaki, Head of the Department, Prof. Panagiotis Panagiotidis, Vice-President of the Department, Representative at the AUTH Research Committee, Prof. Panagiotis Arvanitis, Director of the Laboratory of Digital Technologies in Foreign Languages, Teaching and Communication, Responsible for the computer laboratories, Prof. Xanthippi Dimitroulia, Head of the Section of Translation, Head of the committee for Publications.
MODIP staff: Prof. Vasilios K. Gounaris, Department of History and Archaeology, Ms Alexandra Tzaneraki, MODIP Secretary, Dr Konstantinos Aivazidis, Quality Management Official and Ms Eleni Bitsiadou, MODIP Secretariat. Prof. Vasilios K. Gounaris presented a ppt discussing issues such as the degree of compliance of the UP to the Quality Standards for Accreditation. Prof. Symeon Grammenidis presented the undergraduate programme, the institutional strategy, pedagogical methods, the quality and effectiveness of teaching, the existing examination system, instructor's workload and student population profile.

After a break between 19.00 and 20.00 EET, the EEAP had a Zoom meeting **at 20.00 EET** with teaching staff members Prof. Evangelos Kourdis, Director of Semiotics Lab, Erasmus Program Coordinator, Assoc. Prof. Panagiota Kyriakopoulou, Assoc. Prof. Kalliopi Exarchou, Assist. Prof. Elpida Loupaki, Assist. Prof. Olivier Delhaye, Head of the Section of Linguistics and Didactics, Publications Committee member, Assist. Prof. Olympia Tsaknaki, Assist. Prof. Polytimi Makropoulou, Head of the Section of Literature, Dr Pinelopi Krystalli, Laboratory Teaching Staff and Dr Loukia Kostopoulou, Laboratory Teaching Staff. Assist. Prof. Elpida Loupaki presents an overview of the programme. The main focuses of the discussion were professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; and possible areas of weakness.

At 21.00 EET, a teleconference with a group of ten undergraduate students followed. The EEAP discussed with them their satisfaction with respect to their study experience.

From 21:45 - 22:15 the EEAP met online for 30 minutes through Zoom for a final debriefing. They reflected on impressions and prepared for the second day of the online review.

Wednesday, June 30, 2021, Zoom meeting
At 16.00 EET, the EEAP had an online tour on classrooms, lecture halls, libraries, laboratories, and other facilities. Discussion on the facilities presented in the video produced for this purpose followed between the EEAP, administrative staff members and teaching staff members (Prof. Symeon Grammenidis, Director of the Translation and Speech Processing Laboratory, Prof. Panagiotis Arvanitis, Director of the Laboratory of Digital Technologies in Foreign Languages Teaching and Communication, Responsible for the computer laboratories, Assist. Prof. Evgenia Grammatikopoulou, Director of the Laboratory of Comparative Literature, Erasmus Program Co-Coordinator, Mr Konstantinos Pagkalos, Technical Laboratory Staff, Responsible for websites & Computer Labs, member of the Committee for the Department's website, responsible for videoconferencing, Ms Evangelia Tsimplouli, Head of the Administration Office, Ms Dimitra Moraitou, Librarian, Dr Kalliopi Ploumistaki, Laboratory Teaching Staff, Dr Parthena Charalampidou, Laboratory Teaching Staff, Dr Athina Varsamidou, Laboratory Teaching Staff, Dr Andreas Papanikolaou, Laboratory Teaching Staff). The discussion focused on the evaluation of the facilities, laboratories and learning resources in order to ascertain that the learning material, equipment, and facilities are adequate for a successful provision of the programme.

At 17.00 EET, a teleconference with programme graduates Ms Christina Chatzipanteli (1997), French Language teacher in the secondary education, Ms Sissy Sigioultzi (1999), President, Hellenic - Cypriot Cultural Association" (HCCA), Dr Stavroula Voyatzi (2000), R&D Manager - PhD Linguist Engineer, www.viavoo.com, Ms Polyxeni Tsaimanaki (2004), Intercultural and Language Professional, European Parliament, Dr Eleftheria Florou (2004), Lecturer PR & Advertising, University of Westminster, Dr Polyxeni Konstantinopoulou (2008), EFL/SpLDs teacher, Co-founder/owner of the EFL/SpLDs center 'My Way', Ms Iro Tsiouli (2013), Research Associate, Athina Research Center, Ms Christina Kalpakidou (2016), French Language teacher, Arsakeio private school of Thessaloniki, Ms Aspasia Iordanidou, (2016), French Language teacher in private schools, Co-Founder/CEO of E-Language Centre Company. The discussion focused their experience of studying at the Department and their career path.

At 18.00 EET, a teleconference followed with employers and social partners: Ms Christina Leoussi, General Manager at ORCO S.A., Ms Vasiliki Ntantavasili, Translator, Conference Interpreter (President PAT), Mr Rodolfos Maslias, Head of the Terminology Coordination Unit (TermCoord), European Parliament, Dr Vasilis Vasileiadis, Researcher, Language and Literature Department, Center for the Greek Language, Dr Katerina Spyropoulou, Chief Communication-Marketing, Institut Français de Thessalonique, Ms Dina Marividou, Academic Coordinator for the French Department, DE LA SALLE Greek-French School of Thessaloniki, Ms Maria Kamilieri, Coordinator for the French Department, Kalamari private school of Thessaloniki, Mr Alexis Kokkaridas, Owner - Academic Director, Lelaki Language School, Mr Stavros Tzimas, Director of ANA-MPA (Athens News Agency-Macedonian Press Agency), journalist at Kathimerini. The

EEAP wanted to know about cooperations and future collaborations of the Department with external stakeholders from the private and the public sector.

The EEAP wanted to know about cooperations and future collaborations of the Department with external stakeholders from the private and the public sector.

After a 60-minute break between 19.00 and 20.00 EET, the EEAP met online at 20.00 to discuss on the outcomes of the online review and begin drafting the oral report.

At 20.30 EET, a teleconference with OMEA & MODIP representatives followed: Prof. Symeon Grammenidis, OMEA Coordinator, Head of the Committee of Student Advisors, Prof. Maria Litsardaki, Head of the Department, Prof. Panagiotis Panagiotidis, Vice-President of the Department, Representative at the AUTH Research Committee, Prof. Panagiotis Arvanitis, Responsible for the computer laboratories, Prof. Xanthippi Dimitroulia, Head of the committee for Publications, Prof. Vasilios K. Gounaris, Department of History and Archaeology, Ms Alexandra Tzaneraki, MODIP Secretary, Dr Konstantinos Aivazidis, Quality Management Official, Ms Eleni Bitsiadou, MODIP Secretariat. The EEAP presented several points/findings which needed further clarification.

At 21.00 EET, during the final session including Prof. Dimitrios Koveos, Vice-Rector for Academic & Student Affairs / President of MODIP, Prof. Maria Litsardaki, Head of the Department, Prof. Symeon Grammenidis, OMEA Coordinator, Head of the Committee of Student Advisors, Prof. Panagiotis Panagiotidis, Vice-President of the Department, Representative at the AUTH Research Committee, Prof. Panagiotis Arvanitis, Responsible for the computer laboratories, Prof. Xanthippi Dimitroulia, Head of the Committee for Publications, Prof. Vasilios K. Gounaris, Department of History and Archaeology, Ms Alexandra Tzaneraki, MODIP Secretary, Dr Konstantinos Aivazidis, Quality Management Official, Ms Eleni Bitsiadou, MODIP Secretariat, the key findings of the EEAP were presented.

Thursday, July 1st, 2021, Zoom meeting
Between 16.00 and 21.00 EET, the EEAP worked on the draft of the Accreditation Report.

Friday, July 2nd, 2021, Zoom meeting
Between 16.00 and 21.00 EET, the EEAP met online and worked on the draft of the Accreditation Report.

Saturday, June 3rd, 2021, Zoom meeting
Between 16.00 and 21.00 EET, the EEAP met online and worked on the draft of the Accreditation Report.

III.   Study Programme Profile

The Department of French Language and Literature at Aristotle University was first established in the academic year 1954-1955, as the French Department of the Institute of Foreign Languages and Philologies, which was inaugurated in 1952 under the auspices of the Faculty of Philosophy. In 1982, pursuant to the 1268 Reform Bill, the Department of French was granted autonomous status equal to that of the other Departments in the Faculty of Philosophy. Nowadays, it constitutes one of the eight Departments of the Faculty of Philosophy at Aristotle University.

The Department of French Language and Literature offers undergraduate studies, as well as postgraduate and doctoral research programmes, which train qualified scientific personnel employed by both public and private sector institutions and organizations and by Greek or foreign HE institutes.

The four-year Undergraduate Study Programme of French Language and Literature at Aristotle University aims at the acquisition of knowledge in the sections of Linguistics and Teaching of Modern Languages, French Literature and Culture and Translation-Translation Studies.
Students are required to take compulsory courses and optional courses, as many as needed in order to complete 240 ECTS. They have to enrol in 23 compulsory courses and 19 elective courses offered by the Department of French Language and Literature. The compulsory courses (126 ECTS) offered are divided into three categories:
- 13 courses in the section of Linguistics and Teaching of Modern Languages including a mandatory internship in public or private schools which allow putting knowledge from classes into practice.
- 7 courses in the field of French Literature and Culture,
- 3 courses in the field of Translation-Translation Studies.

The 19 elective courses (114 ECTS) offered by the Department of French Language and Literature are divided into three categories as well:
- 10 courses from one of the three sections of the Department, Linguistics and Teaching of Modern Languages, French Literature and Culture and Translation-Translation Studies, or 8 courses and a BA dissertation (πτυχιακή εργασία)
- 3 courses from the two other sections not chosen in (1)
- 3 courses from other departments of the Faculty of Philosophy

Students may shape their programme of studies from their second semester onwards by choosing more elective courses in the field they are interested in. However, the degree awarded by the Department is a general degree in French Language and Literature and does not mention any specialization in a particular field of study. Graduates of the Department of French Language and Literature can pursue careers in education, translation and other domains in the public and private sector.

The Department also offers postgraduate programmes (MA) in *Linguistic, Literary and Intercultural Studies in the Francophone and European area* (Γλωσσικές, Λογοτεχνικές και Διαπολιτισμικές Σπουδές στο Γαλλόφωνο και Ευρωπαϊκό χώρο) and two interdepartmental MA programmes in *Languages, Communication and Management of Education Services in the modern social, economic and technological environment* (Γλώσσες, Επικοινωνία και Διοίκηση Υπηρεσιών Εκπαίδευσης στο σύγχρονο κοινωνικό, οικονομικό και τεχνολογικό περιβάλλον) and *Semiotics, Culture and Communication* (Σημειωτική, Πολιτισμός και Επικοινωνία). The Department actively participates in two more Interdepartmental Postgraduate Programmes in *Interpretation and Translation* (Διερμηνεία και Μετάφραση) and *European Literature and Culture Studies* (Σπουδές Ευρωπαϊκής Λογοτεχνίας και Πολιτισμού).

The Department has also undertaken the coordination of the Erasmus Mundus Joint master's degree "European Cultures and Literatures" (Cultures Littéraires Européennes), in which the Aristotle University of Thessaloniki participates in cooperation with 4 European and 3 non-European universities. This programme has been selected for a third consecutive period for funding by the European Union. The Department has three research laboratories: The Laboratory of Digital Technologies in Foreign Language Teaching and Communication (LDLC), the Laboratory of Comparative Literature (ESG) and the Laboratory of Translation & Natural Language Processing (EMEL).

A doctoral programme of French Language and Literature conducts original scholarly research.

Members of the Department participate in or co-ordinate many European and co-funded research projects. They offer as well open online courses. The Department promotes the creation of an alumni network, both through its page on Facebook or Twitter, as well as through its official website.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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

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

a) *the suitability of the structure and organization of the curriculum;*

b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*

c) *the promotion of the quality and effectiveness of teaching;*

d) *the appropriateness of the qualifications of the teaching staff;*

e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*

f) *ways for linking teaching and research;*

g) *the level of demand for qualifications acquired by graduates, in the labour market;*

h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*

i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

The Department has established a Quality Assurance Policy for the undergraduate programme that is in line with the institutional policy on quality. According to the documentation presented during the online meetings, the Quality Assurance Policy of the academic unit is in line with the institutional policy on quality with clear strategic goals and the means for

attaining them (cf. document Στοχοθεσία). The quality assurance procedures are carried out in close cooperation with the University Quality Assurance Unit (MODIP) and are in line with the requirements of ADIP and the European Standards for Higher Education. The Department follows a Quality Assurance Policy embracing areas of activity in research and teaching through the following actions:

- Recent improvement of the curriculum, which became more flexible and operational.
- Monitoring of scientific developments and their integration into the curriculum.
- Accreditation of the curriculum at all levels.
- Systematic monitoring of student performance and adjustment of the curriculum.
- Exploration of alternative methods of supporting the educational process, (e-learning and self-learning).
- Incorporation of courses in the curriculum enhancing research/communication skills.
- Thorough monitoring of the working environment and associations.
- Ensuring the adequacy of teaching staff (instructor-trainee ratio) by claiming positions at all levels.
- Encouraging student mobility, at undergraduate, postgraduate and doctoral levels level.
- Systematic promotion of all activities and initiatives of the Department and its members and research staff to the alumni and society, with relevant publications on the main website of the Aristotle University of Thessaloniki, the Department's website, the individual websites of its programmes, on social media, and contact lists within and outside the university.
- Compulsory Practical Training for all students. It can be paid (NSPF) or not. In any case, during the internship, there is compulsory insurance for all students. It is credited with 12 ECTS. This training aims to familiarise students with the reality of foreign language teaching in public and private education, in both primary and secondary schools.
- In order to present good practice examples, a website has been developed, which is accessible by students and teachers alike.
- Systematic cooperation with the graduates of the Department for further dissemination of information about the Department and its strategic planning (websites of associations, social media, etc.).
- Continuous updating, through the Department's website and social media, of the students and all potentially interested parties about the curriculum and the professional prospects of studying at the Department.
- Improvement of the administrative services of the Department by supporting the work of the administrative services and ensuring their continuous modernisation (systematic funding of administrative services by the Department).
- Optimisation of communication between students and the administrative services of the Department (systematic information for students on all websites of the Department).
- Promoting e-practices and reducing bureaucracy.

- Provision of incentives (participation in international activities and competitions, in events in society, scholarships, prizes, awards, distinctions) to students, with the aim of improving their performance and enhancing their perception of the Department as a community of practice.
- Systematic promotion of the activities of the Department's laboratories.
- Systematic cooperation with institutions other than the Aristotle University of Thessaloniki and promotion of the Department's activities on their websites and social media.

The design of the Undergraduate Study Program has been developed with a view to:
- the general specifications of corresponding programmes of Greek and foreign universities
- the European and National Qualifications Framework
- the results of the 2011 External Evaluation, and the continuous evaluation of the students

The evaluation of the Department's undergraduate studies programme is continuous and its results, after being processed and validated by the relevant committees are forwarded to the MODIP and the Senate. The evaluation includes the assessment of the teaching and research work of the faculty members, the amount of work assigned to the students and the time required for the completion of their studies. It also assesses the relevance and effectiveness of the Undergraduate Studies Programme, as well as the degree of satisfaction of the students considering their expectations and the needs of society and the labour market.

Panel Judgement

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

Panel Recommendations

- The Department is clearly understaffed as regards French native speakers and this issue makes it difficult to fully maintain the quality assurance on the improvement of the graduates' language skills.
- The EEAP suggests the increase of courses taught in French.

Principle 2: Design and Approval of Programmes

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

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

The programme of studies offered by the Department reflects its academic profile and is aligned with the European and the National Qualifications Framework for Higher Education. The total number of courses (42) is sufficient and divided in specific areas of French Studies (French Language and Linguistics, Literature, Translation studies). Factors taken into consideration are the following:

- The institutional strategy
- The active participation of students
- The experience of external stakeholders from the labour market
- The smooth progression of students throughout the stages of the programme
- The anticipated student workload according to the European Credit Transfer and Accumulation System
- The option to provide work experience to the students
- The connection between teaching and research

- The relevant regulatory framework and the official procedures for the approval of the programme by the Institution.

The curriculum offered by the Department is aligned with the priorities defined in European and international practice. International experience and good practices are taken into account in the meetings of the sections. Subsequently, the Curriculum Committee also takes into account the student evaluations which are processed by the Department's Internal Evaluation Team. Furthermore, it implements the recommendations of the external evaluation of the Department. Subsequently, all these are submitted to the General Assembly of the Department, then to the MODIP and finally to the Senate of the Aristotle University of Thessaloniki.

The structure of the new curriculum is rational and clearly articulated and defined by the Department, as compared to the older one. It is published in the Students' Handbook and at the website of the Department. In the first year, it starts with compulsory courses, and gradually includes larger numbers of optional courses facilitating a valuable learning experience. In order to provide work experience to students, the Department offers the possibility as well to undertake internships in external public and private institutions.

As regards comparative assessment with other curricula, new education subjects have been introduced (compulsory and optional compulsory courses). Moreover, there is an extensive presence of New Technologies (one compulsory course and more than twelve elective courses). The compulsory Practical Training gives students the opportunity to gain work experience through practice in real working conditions in both primary and secondary education, in private and in public schools.

Teaching and research are linked since the curriculum is shaped by current trends in research and teaching. Finally, students of the Department actively participate in the Erasmus+ programme (77 agreements of the Department).

The Programme is always under revision, in order to be adapted not only to academic and scientific requirements, but also to the demands of the labour market.

Panel Judgement

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

Panel Recommendations

The Department should take measures to increase courses taught in French (Corrective phonetics, Didactics of French as a Foreign Language, Applied linguistics, Critical thinking to literature, etc.).

Principle 3: Student- centred Learning, Teaching and Assessment

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

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

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

  In addition :
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

The programme deals with a great variety of aspects and levels of analysis of the French language. The programme is conceived in such a way that students, when they graduate, have been familiarised with and deepened their mastery of several aspects of the French language, linguistics, literature, and culture: the curriculum focuses on Literature and French Culture as well as on language, linguistics and translation studies. Teaching methods include massive use of ICT in the classroom as well as in virtual contexts. In the majority of classes, assessment focuses not only on a terminal control at the end of the semester, but also on continuous evaluation during the semester. Among the assets of the continuous evaluation is that, first,

the student is getting used to regularly produce (written) documents, and that, second, (s)he is given systematic feedback on his own productions and gets advice, if necessary, on the learning process. This type of assessment finally reinforces students' autonomy, compared to the classic control at the end of the semester. It has been proven especially useful and effective during the COVID-19 period.

Some classes use French as teaching language with translation classes being taught, by definition, in the two languages simultaneously. The EEAP found however several classes taught in Greek, and for most of these classes, the assessment is in French (or in French and in Greek).

This discrepancy between the teaching language and the assessment language should be reduced. Although all the bibliography for most of these courses is in French, it may be difficult for the students to express notions and concepts of grammatical analysis of the French language in French, since they have been taught these notions and concepts in Greek. Moreover, grammatical concepts and distinctions are inherently related to a given language (i.e. French) and, by definition, may not be adequately transposed to the Greek language (even if cross-language similarities do exist).

The classes focusing on oral speech should make the object of oral assessment.

Practical training is an important component of the programme since it allows all students to have a teaching experience in Thessaloniki schools under satisfactory conditions and without being obliged to move to other cities (with the consequent expenses of the relocation). This interaction with the local tissue, especially the educational one (ΕΛΛΗΝΟΓΑΛΛΙΚΗ ΣΧΟΛΗ ΚΑΛΑΜΑΡΙ and Collège «DE LA SALLE») is preserved thanks to the efforts of the departmental staff as well as the long tradition of *Francophonie* in Thessaloniki.

The Erasmus program is active with several French and francophone universities (Strasbourg, Paris, Montpellier, in France, as well as universities in Belgium), despite the deep financial crisis in Greece. This crisis, whose consequences started to be very visible after 2010, rendered Greek families unable to finance extended studies abroad. The students met by the Panel, especially undergraduate students (or students who graduated recently), expressed positive comments on their professors' availability and advice during all stages of the Erasmus program, from the beginning (i.e., the choice of the University) to the end.

In spite of the good orientation framework provided by the Department, the EEAP observes that the participation of the Department students in the Erasmus mobility programmes is very low in the recent years (even before the COVID-19 pandemic): 4 students for the year 2016-2017, 6 students for the year 2017-2018 and 9 students for the year 2018-2019, cf. OMEA Presentation, slide 27. According to the available data, the low number of students participating in exchange programmes seems to be mostly due to the effects of the 2009 Greek financial crisis. However, there may be additional reasons according to the EEAP analysis.

Panel Judgement

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

Panel Recommendations

- French should be used in all aspects of course teaching: content, bibliography, assessment, and in-class activities.
- Improve the participation of students in exchange programmes with francophone countries as much as possible.
- Attract foreign incoming students in exchange programmes.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

The Department has a set of published regulations covering all aspects of the students' progression towards their degree. All the necessary information about courses, teaching and administrative staff, student mobility and student life in general is available in the Students' Handbook (Οδηγός Σπουδών), which is updated every year. The Department is also very active in trying to reach students and be available to answer to any sort of demand. The EEAP notes the following points, among other, ensuring a good communication between the Department and its students:

- The Department is active in the social media (Official Webpage, Facebook, Twitter, etc.).
- A welcome event is organized every year for entering students.
- An Academic Counsellor is in charge every year of closely following students' progression in the programme.
- An Erasmus Academic Coordinator (Ακαδημαϊκός Συντονιστής Erasmus του Τμήματος), member of the teaching staff, takes care of information and counselling on the Erasmus mobility programme.

The Department organizes a system of ESPA-funded practical training as part of the BA curriculum. Students must follow credited practical training in the domain of French language teaching. A certificate is provided to the students for this practical training. This system seems to be very successful as stated by students, alumni and external participating partners in the interviews held by the EEAP.

Students have also the opportunity to produce a BA Dissertation at the end of their studies on an optional basis. This BA Dissertation, of about 40 pages long, constitutes a very attractive

feature of this programme of studies. This is shown by the high rate of participation, usually above the 20%. Moreover, the BA Dissertation ensures a smooth passage to graduate studies, enhancing the students' chances for admission in graduate programmes in Greece or abroad, as stated in the EEAP meeting with alumni currently pursuing a research career.

A diploma supplement is provided to the students together with their BA diploma.

The Department, in a collaborative effort with the University, is organizing a network of alumni. The EEAP encourages this initiative.

According to the data provided by the Department (cf. below under Principle 7 for more details), a serious cause of concern both for the Department and the Accreditation Panel is the duration of studies, which, at the end of 2020 exceeds 10.7 years. Almost half of the students (49.49%) prolong their studies to six years (n+2) and more. This is related apparently not only to the economic and social crisis of Greece during the last decade, but mainly to the Greek legislation concerning the duration of studies. During the interview conducted by the Panel, some working students pointed out how much the long-distance learning developed during the COVID-19 pandemic helped them to cope better with their programme of study and/or their family life.

Panel Judgement

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

Panel Recommendations

- Fully develop an alumni network in collaboration with the AUTH.
- A bold plan and appropriate measures have to be suggested to the Greek government concerning the duration of studies, which seem now overwhelming for the Department and beyond.

- Application of blended courses on a regular basis will permit to reduce the number of students working outside the University, who have no possibility of attending face-to-face courses on a regular base.
- The Department should consider the increase of the number of courses taught by (near) native speakers in French.
- When COVID-19 crisis comes to an end, student exchange programmes with all countries of the *Francophonie* must be enhanced again.

Principle 5: Teaching Staff

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

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
- *offer opportunities and promote the professional development of the teaching staff;*
- *encourage scholarly activity to strengthen the link between education and research;*
- *encourage innovation in teaching methods and the use of new technologies;*
- *promote the increase of the volume and quality of the research output within the academic unit;*
- *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

The Department hires academic staff following the procedures and criteria established by the Greek legislation on public universities. The recruitment of academic staff (μέλη ΔΕΠ) constitutes a slow and complicated process, and the appointments depend on decisions made by the University and the Ministry of Education. In 2011, year of the last external evaluation, the Department had 24 professors (μέλη ΔΕΠ), whereas nowadays there are 18 professors. This decrease in the number of professors does not correspond to a reduced offer of courses nor a decrease of the student population. In fact, the professors (μέλη ΔΕΠ) have been replaced by other types of teaching staff (ΕΕΠ and ΕΙΔΙΠ) which were 2 in 2011 and went up to 9 in 2021, cf. OMEA Presentation, slide 32. In spite of the decreasing number of professors, the Department has successfully responded to very difficult challenges regarding new teaching environments (e-learning) as well as new developments in post-secondary education in general (student-centered approach to teaching, closer connection between theory and application, among others). As a consequence, even if we take into account a good ratio in the number of students per professor, the Department is clearly understaffed.

Opportunities for the professional development of the teaching staff

The Department provides a very interesting environment for the professional development of the teaching staff. There is a stimulating scientific activity in the Department, where scientific meetings and conferences are frequent. In addition, the Department hosts two peer-reviewed electronic journals, *Δια-κείμενα* (comparative literature) and *Syn-thèses* (translation, didactics)

of high-quality standards. The EAAP suggests to the publishers of theses journal to publicize them more largely.

As stated in the EEAP interview with the teaching staff, it is not difficult for the professors to participate in international conferences abroad or to move to other universities in Erasmus+ exchanges. As a matter of fact, a good number of professors have spent some time in other institutions abroad.

Link between teaching and research

The teaching staff is committed to linking their research interests to teaching. All professors teach courses closely related to their area of expertise and were quite successful in conveying their passion for research in the classroom, as shown by the fact that around 21% of the students complete an optional BA Dissertation at the end of their studies.

Use of technologies in teaching

Technologies are an essential component in a good number of courses. In fact, the study as well as the use of new technologies in the domains of translation and language teaching constitutes a key and distinctive feature of this Department compared to other departments in Greece and internationally.

Increase of the volume and quality of the research output

The teaching staff as a whole is very active from a scientific point of view. As an indication of this activity, the ΙΚΕΕ (Ιδρυματικό Καταθετήριο Επιστημονικών Εργασιών) data registers 264 publications for the last 5 years. The Panel observes, however, a decreasing tendency in the number of the publications for the years 2015-2020, cf. document B 10.5, Στοιχεία ερευνητικών επιδόσεων, p. 2, which deserves some attention. In any event, the relevant data are difficult to interpret, since they involve 2020, first year of the COVID-19 pandemic, in which research activities dramatically decreased worldwide.

The members of the teaching staff are also very active in research projects often involving other universities mainly in the francophone world. The quantity as well as the quality of the scientific production of the Department is remarkable.

Attracting highly qualified staff

The Department is conscious of the need of attracting highly qualified staff. Obviously, the accomplishment of this objective is highly dependent on funding. However, the Department is capable of maintaining a very attractive Graduate Programme with many PhD candidates (but few available positions). Looking at the CVs of the current teaching staff and complying with the goal of attracting highly qualified staff to an already good department, the EEAP suggests improving the numbers of predoctoral or postdoctoral young researchers from other universities in the Department, as stated in the recommendation below.

Panel Judgement

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

Panel Recommendations

- Attract more teaching staff (μέλη ΔΕΠ), especially from francophone countries.
- Attract more young researchers/instructors, at the predoctoral or postdoctoral level, from other universities, especially from francophone countries.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND– PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND –ON THE OTHER HAND– FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

The Department has 4 rooms (2 rooms equipped with PCs and 2 rooms of "theoretical teaching"), plus 2 fully equipped language laboratories. The Department has two libraries, one for Literature and one for Linguistics, from which students can borrow books and journals, and where they can study under good conditions (each library has a reading room with 15 seats).

The e-learning platform of the University is fully operational and benefits from the presence of specialised staff who helps the students in case of technical difficulties. During our (virtual) visit, we were particularly impressed by the fact that the vast majority of courses have each their own website (in the e-learning platform) which in most cases is very well organised, and that the Department teaching staff seems to be fully committed to this kind of interaction with students. We wish to underline that the Department (and the University in general) was fully operational during the difficult COVID-19 period thanks to the e-learning platform.

Given that there are two categories of courses, the compulsory courses and the optional ones (i.e. the students have to compulsory choose among several optional courses) and given that the role of the optional courses has been reinforced following the recommendations of the 2011 external evaluation procedure, it is especially relevant for the students to be able to be accurately informed with respect to the content and the assessment of each course at the beginning of each semester. This phase is greatly facilitated by the e-learning platform of the University, which contains the exhaustive catalogue of all the offered courses and their

description (teaching hours, ECTS units, prerequisites, objectives, assessment, and bibliography). The Panel noticed that for the vast majority of courses, these descriptions are fully adequate, especially with respect to the formal characteristics of the courses provided (ex. teaching hours, ECTS units, assessment). However, the EEAP also noticed that for certain courses the "content section" provides only the bibliography of the course. The EEAP also noticed that most of course websites are written exclusively in Greek. This can be a problem, especially with respect to the exposition to and familiarisation of the students with the French language, but also as regards the international attraction of the Department, for instance, the regional attraction. The Department could be interested in attracting Erasmus students from neighbouring countries given the special place of Thessaloniki as an academic centre in the region.

Panel Judgement

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

Panel Recommendations

All courses should provide a content section sufficiently clear and comprehensive of the given course written in French, or, alternatively, in a bilingual version (Greek and French).

Principle 7: Information Management

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

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme Compliance

In accordance with the policy of Aristotle University of Thessaloniki, the Department of French Language and Literature put in place and operates an adequate information system for the management and monitoring of data concerning students, teaching staff, course organization and provision of services to students as well as to the wider community.

The relevant material was included and frankly discussed mainly in the document Πρόταση πιστοποίησης (B1) and the relative documentation (section B); cf. also Students' Handbook (in Greek and French) 2019-2020 [B3.1] and 2020-2021 [B3.2].

According to these data, a vital issue and cause of concern both for the Department (B 1, p. 40) and the Accreditation Panel is the duration of studies, which, at the end of 2020 exceeds 10.7 years (see also above under Principle 4). Almost half of the students (49.49%) prolong their studies to six years (n+2) and more. This is related apparently not only to the economic and social crisis of Greece during the last decade, but mainly to the Greek legislation concerning the duration of studies.

During the interview conducted by the Panel, some working students pointed out how much the long-distance learning developed during the COVID-19 pandemic helped them to cope better with their programme of study and/or their family life. This greater involvement of

students in the departmental life would ameliorate the consistency in analysing information: see e.g. data dated 26/2/2020 (i.e. before the pandemic) provided in B 7, pp. 7, 24. The participation rate in the course assessment is 30.3 for the first-year students, 36.4 for the second-year students, but for the n+1 students only 3.5.

All in all, the Panel underlines that although the Department and the appropriate authorities do collect data, the exceedingly difficult issue of the duration of studies distorts all the statistics.

The Department should also consider the increase of the number of courses taught in French by native speakers (see Οδηγός Σπουδών Students' Handbook (in Greek and French) 2019-2020 [B3.1] and 2020-2021 [B3.2] and Course content of the new programme [B 5.1]). This aims mainly to the attraction of (near) native speakers among the teaching staff when the economic condition of the country permits it, in long term, or, to the recruitment of ΕΔΙΠ members in short term.

Panel Judgement

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

Panel Recommendations

- The exceeding average duration of studies prevents the overall effectiveness of the Department.
- Application of blended courses on a regular basis will permit to reduce the number of students working outside the University, who have no possibility of attending face-to-face courses on a regular base.
- The Department should consider the increase of the number of courses taught by (near) native speakers in French.

Principle 8: Public Information

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

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

The Department provided rich and well documented material on undergraduate programmes, the courses, the learning outcomes and the means provided for this purpose, the teaching, learning and assessment procedures, the learning opportunities available to students, as well as graduate employment information. The Department also provided information about exams, premises, staff, teaching staff profiles and research interests, facilities for the students. Overall, the information on Department's activities is useful for prospective and current students, graduates, other stakeholders and the public.

The information under review was accessible through: The website of the Department, the social networking services, the Students' Handbook (in Greek and French) 2019-2020 (B 3.1) and 2020-2021 (B 3.2), the Course description (B 5.1), the Academic statistics (B 10.9) and other relevant material provided. The Panel was also provided with two film presentations (https://www.youtube.com/watch?v=4eOp4hxSwL8 and

https://drive.google.com/drive/folders/1yQPMWv5AuJWRoxWjr7wNdwwAwPkEhCXj?usp=sharing) aiming at the introduction of the Department to the public.

A three-member departmental committee is responsible for the updating of the information.

The students and the stakeholders interviewed praised for the information provided by the Department, especially during the COVID-19 pandemic.

Panel Judgement

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

Panel Recommendations

None.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:
- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme Compliance

In compliance with the Regulations, the Department has set an internal Quality assurance system. The revision of the study programme was decided in 2019 (see the Students' Handbook 2019-2020 [B 3.1] and 2020-2021[B 3.2]). Accordingly, the number of mandatory courses was reduced; the number of compulsory courses was augmented, fact that some of the interviewed students praised. As a result, the Panel underlines the equilibrium between theory and application reflected in the programme.

The Department has introduced or maintained a number of good practices, aiming at the effectiveness of the programme, e.g. the BA dissertation, which allows for the introduction to the research on a given topic. This measure was acknowledged by all interviewed students or graduates.

The introduction of new technologies is one of the strong points of the Department. Especially the graduate students were proud of the aforementioned courses which enabled effective achievements in their career. Stakeholders were also very satisfied with the placement students and graduates of the Department, consistent with the demands of the labour market. Stakeholders based their judgement on the professional expertise (e.g. as translators) of students and graduates, as well as on their proficiency and performance.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

The last external evaluation of the Department took place in January 2011. The recommendations made by the HQAA External Evaluation Committee have been taken seriously into account and the Department has implemented a number of actions addressing the recommendations as well as the weak points highlighted in the 2011 external evaluation. The Proposal for Academic Accreditation of the Programme of Undergraduate Studies (Πρόταση Ακαδημαϊκής Πιστοποίησης Προγράμματος Προπτυχιακών Σπουδών) presents a detailed account of the abovementioned actions (cf. pp. 51-53). Some of these actions were also discussed in our interviews.

Almost all the recommendations made in the 2011 External Evaluation of the Department have been successfully dealt with through measures adopted in the following years. We would like to underline here the contribution of the changes introduced in this respect in the new Programme of Undergraduate Studies (Πρόγραμμα Προπτυχιακών Σπουδών), approved in 2019. The adoption of a unified methodology in evaluating the courses or the possibility of taking up to three courses from other Departments of the Faculty of Philosophy (Φιλοσοφική Σχολή) are other examples of successful actions taken by the Department in response to the previous external evaluation.

In spite of the efforts made by the Department in order to implement the recommendations made in the 2011 External Evaluation, there is one point which has not been properly addressed (see page 11 of the document *Evaluation externe du Département de langue et littérature françaises de l'Université Aristote de Thessalonique*):

The insufficient number of French native speakers among the teaching staff: « Personnel natif. La commission constate le manque cruel de personnel enseignant francophone natif permanent en mesure d'assurer des cours de pratique et de soutien ». (Évaluation externe du Département de langue et littérature françaises de l'Université Aristote de Thessalonique, page 11, cf. recommendation in Principe 7 above).

The Department is aware of this weakness, cf. slide 61 of the OMEA Presentation. However, a proper treatment of the point hinges on the possibility of hiring additional teaching staff, which is not under the control of the Department; cf. the discussion in Principle 5.

Panel Judgement

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

Panel Recommendations

Cf. the discussion on the absence of francophone teaching staff.

PART C: CONCLUSIONS

This part contains the key points that the Accreditation Panel has to make after consideration of the relevant documentation and the findings of the online site visit.

I. Features of Good Practice

- The quantity as well as the quality of the scientific production of the Department is remarkable.
- Broad course range in line with contemporary research orientations and findings.
- Teaching staff committed to offering high-standard courses despite budgetary restrictions.
- Use of new technologies in the domains of translation and language teaching.
- Good infrastructure in terms of classrooms, offices, laboratories and libraries.
- Satisfaction of the students regarding the quality of the programme.
- Satisfaction of the stakeholders regarding the quality of skills of some graduates.

II. Areas of Weakness

- The Department is clearly understaffed as regards French (near-) native speakers and this issue makes it difficult to fully maintain the quality assurance of the graduates' language skills.
- The exceeding average duration of studies.
- Insufficient number of courses in French.
- Limited attraction of foreign students.

III. Recommendations for Follow-up Actions

- The Department should take measures to increase courses taught in French.
- French should be used in all material and pedagogical activities.
- Fully develop an alumni network in collaboration with the AUTH.
- Improve student participation in exchange programmes with francophone countries.
- Attract more young researchers/instructors especially from francophone countries.
- Reduce the excessive average duration of studies.
- Put in place blended courses in French to attract foreign students and increase the visibility of the Department.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **4 and 5**.

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**

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