Accreditation Report
for the Undergraduate Study Programme of:

German Language and Literature
Institution: Aristotle University of Thessaloniki
Date: 16 July 2022

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **German 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 **German Language and Literature** of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Margaritis Fourakis (Chair)**
   University of Maryland, Maryland, USA

2. **Assoc. Professor Emeritus Gina Ioannitou-Valavanitou**
   Le Mans Université, Le Mans, France

3. **Mr. Evangelos Iosifidis, student of Philology**
   National and Kapodistrian University of Athens, Athens, Greece

4. **Professor Dr Theodoros Marinis**
   Universität Konstanz, Konstanz, Germany

5. **Professor Ulrich Moennig**
   Universität Hamburg, Hamburg, Germany

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (henceforth EEAP) was provided with the following documents about two weeks before the online meetings with the Department of German Language and Literature (henceforth DGLL): The DGLL accreditation proposal, supporting documents for each Principle, the previous external evaluation report dated March 2014, the Undergraduate Study Programme (USP) Guide, ten Quality Indicator Control Documents, an extensive description of the Student Survey instrument, and several HAHE supplied documents including guidelines, templates, etc. In addition, during the week of the meetings, DGLL supplied the EEAP with additional material including the PowerPoint presentations by faculty members, and in a separate folder extensive documentation of teaching materials.

The EEAP held its initial organizational meeting on July 11, from 16:00 to 18:00. During this meeting the members introduced themselves to each other and an allocation of tasks was made. Following this meeting, the EEAP conferred with Prof. Dimitrios Koveos, Vice Rector for Academic & Student Affairs / President of MODIP and Prof. Anthi Wiedenmeyer, Chair of DGLL. Professor Koveos gave a short presentation of the overall structure of the University and the preeminent position of DGLL within the University. Professor Wiedenmeyer also gave a more specific presentation of the department's history and current status.

Following this meeting the EEAP was joined by members of MODIP and OMEA including the Head of MODIP, Prof. Vasilios K. Gounaris, School of History and Archaeology, and members of the OMEA, Assoc. Professors M. Oikonomou, K. Chatzidimou, and I. Pagkalos; Professors C. Papadopoulou and A. Rassidakis; and Assoc. Professor and Chair A. Wieenmeyer. Also present were members of the MODIP administrative staff, Mrs. A. Tzaneraki and Mr. K. Alvazidis. At this meeting, the EEAP was given detailed presentations of DGLL's strategic goals, academic profile, Quality Assurance Policies, Study Programme structure, teaching staff etc. Members of the EEAP asked questions regarding these topics which were satisfactorily answered. Following this meeting the EEAP met privately to discuss the information gleaned so far and their overall impressions.

On Tuesday, July 12, the EEAP first met with eight members of the teaching staff. In this meeting the EEAP and the faculty members discussed topics related to teaching methodologies, connections between teaching and research, financial issues, mobility, workload, career development, research opportunities and possible areas of improvement. Next, on the same day, the EEAP met with ten current students from all years of enrolment. The EEAP asked the students to relate their experiences in the DGLL regarding classes, professors, interactions with professors, and any other topic they would like to bring up. The meeting ran overtime because the students had so much to say, all positive. The EEAP was impressed. Continuing on the same day, the EEAP met with the administrative staff responsible for the everyday function of the department: members of the secretariat, the librarians, the information technology person, and three professors, each responsible for different aspects of the educational mission of DGLL. After a presentation of the facilities, the discussion centered around workload issues,

professional satisfaction, interactions with the academic staff, etc. At the end of the day the EEAP met with ten graduates of DGLL at various stages of career and/or graduate studies. The EEAP asked the graduates to evaluate how well the DGLL had prepared them for the world, their opinion of the structure of the undergraduate programme, and anything else they would like to mention. As with the current students, the discussion with the graduates ran over time. There were several suggestions made by the graduates that the EEAP listened to carefully and will be included in the detailed report that follows. Something that should be mentioned here, however, is that four of the graduates mentioned the importance of the theatre performance that DGLL organizes each year. There was a private short debriefing session afterwards.

On Wednesday July 13, the first meeting was with employers and social partners. This was a diverse group, representing the labour market, institutions with connections to the German language and culture, and heads of two schools in Thessaloniki. Once again, the discussion ran overtime. The comments by the participants were very positive. After a short debriefing session, the EEAP had a final meeting with the members of MODIP and OMEA during which the members of the EEAP asked several questions which were answered in a satisfactory way. The Vice Rector, Dr. Koveos joined this meeting at the end. The EEAP had prepared a statement, which the Chair read, which thanked everyone involved in the process and stated that the EEAP was very positively impressed by the efforts of the DGLL staff (both academic and administrative) to provide the best possible education to the students of the department.

III.   Study Programme Profile

The DGLL was established during the 1960/61 academic year as one of the four departments comprising the Institute of Foreign Languages and Literatures, part of the School of Philosophy at the Aristotle University of Thessaloniki. In 1982, the DGLL became an independent department.

The Department has 17 permanent staff members (6 full professors, 6 associate professors, 5 assistant professors), 6 EEP and EDIP members, 1 ETEP member, 5 staff on contract, 1 staff from secondary education and 1 DAAD lecturer and 1 staff member with a DAAD scholarship.

The Department has two divisions:

- Linguistics and Didactics
- Literature and Culture

The course of study requires successfully completing courses over 8 semesters and accumulating 240 credit units in the European Credit Transfer System (ECTS). Of these 240 ECTS, 126 are in Basic courses and 114 in Specialization courses. All courses within the Department are taught in German and most interactions between instructors and students take place in German.

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 organisation 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

Findings

The DGLL pursues a policy in quality assurance that is in complete accordance with the European and the National Qualifications Framework for Higher Education and with the policy of its institution, the AUTH. The members of the academic staff, under the guidance of the Departmental Curriculum Committee, in an ongoing process and in close cooperation with the institutional QAU and the IQAS, review the USP and adjust it, according to new developments in the field of studies and, what is more, taking into account all kinds of feedback, such as student evaluations, the evaluation report of the EEAP of 2013/14 and feedback from representatives of the labour market. All members of the teaching staff, the academic staff as well as student representatives are involved in this process. One example: In recent years the introduction of computer linguistics and corpus analysis was demanded, and the DGLL met the request by introducing a course in corpus analysis. Part of the material the EEAP was invited to evaluate was based on the regulations of the USP valid from 2015 to 2020 (and still relevant in the frame of transitional regulations), while in 2020 a major revision took place (see document B10.3 transmitted by the HAHE and the Student manual 2021–2022). This ongoing process of internal evaluation and review, conducted on an annual basis in close cooperation with the IEG and the QAU, ensures the quality of the USP, and thus, a continuous improvement of the teaching process. A major goal in the reorganization of the USP was the reduction in the number of mandatory courses (in the student manual marked as Y) and, as a consequence, better options for individual specialization (in the student manual marked as E). A rotation of teaching staff for mandatory courses is only one of the measures the Department applies in order to ensure quality and effectiveness of teaching.

The members of the academic staff are repeatedly evaluated both in the course of promotional procedures and via student evaluations. They are given the opportunity of research trips on a regular basis, as well as monetary allowance to participate in conferences and meetings of relevant societies. And what is more, members on a regular basis, and often successfully, apply for grants which allow for longer research stays especially in Germany. They are involved in a number of international networks, societies and joint projects. These cooperative agreements ensure a much better access to bibliography and other relevant material than the library of the Department, due to underfinancing, is able to provide. Due to its rich output in publications the Department is very well visible on an international level. This is rewarded by donations which occur e.g. from institutions of German speaking countries. In the revised USP of 2020 the writing of four student papers (in German language) is mandatory. Students have a choice, in which courses and which specialization (E) they want to write these papers. Students also have the option to write a final thesis, which is credited with 12 ECTS. These measures ensure a tight linking between teaching and research.

The EEAP, based on the feedback given by graduates, concludes that the qualifications acquired prepare students very well for the labour market. All stakeholders agree on the importance of a very good training in the German language. Students also have the option to complete an internship, which is credited with 12 ECTS. There is training in additional skills and the Department will be negotiating with other Departments in order to offer more courses on subjects such as statistics. The support services, including central (institutional) services are excellent. All relevant information is provided and all objectives and the measures and activities are communicated via the Departmental or, respectively, the Institutional website.

Analysis of judgement

The EEAP gained the impression that the Academic Unit Policy for Quality Assurance is in line with the Qualifications Framework for Higher Education. Information policy is very efficient and transparent. The scientific and teaching staff are highly motivated and dedicated to achieve the goals of quality assurance. Students' satisfaction and the success of graduates in the labour market are impressively high.

Conclusions

The principles underlying the USP adhere to the European and the National Qualifications Framework for Higher Education. All necessary measures are implemented to the highest possible degree. The Department is in a constant and ongoing process of making adjustments and improvements. The Department is in full compliance with this Principle.

Panel Judgement

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

Panel Recommendations

Negotiate with Psychology for student access to the Introductory Statistics course.

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

Findings

The DGLL is strategically supported by the Institution. Students very actively accept the options provided by the USP itself and also accept those opportunities, which do not derive from the USP, in order to gain more experiences related to their studies (e.g. through cooperation with external partners such as the Goethe Institut). Feedback from the external stakeholders is impressively positive. They stress the students' high level of competence both in the German language and in bilateral cultural relations. Student study guides include a diagram of courses offered in the four years/eight terms of the USP (in the manual for 2021-2022 on pp. 24-27). There are basic courses, credited with a total of 126 ECTS. Of these courses credited with a total of 90 ECTS are mandatory (Y) and courses credited with a total of 36 ECTS are elective (E). Courses of specialization are credited with a total of 114 ECTS, again divided into mandatory and elective. There is a clear progress, in the courses from the 1st through the last term, from basic and mandatory courses to a higher degree of individualisation and specialisation. The catalogue of the Winter term 2021-2022 lists 41 courses, and the corresponding catalogue for the summer term 2022 lists 43 courses. The high degree of individualisation is a product of the

fact that the DGLL takes into account the feedback of the labour market. The subjects of the mandatory courses include German language, linguistics, German literature, culture, phonetics, morphology, syntax, translation and interpreting, modernity, didactics, teaching German as a foreign language. The subjects of elective and specialisation courses include cinema studies, comparative literature and various fields in linguistics. Student workload is in full compliance with the European credit and transfer accumulation system (ECTS). The options for individualisation include the option of completing an internship credited with 12 ECTS. Didactics and competence in teaching German as a foreign language, both relevant to opportunities in the job market, are integral parts of the USP. In the frame of their specialisation students have to choose four courses, in which they deliver written papers. This ensures a strong linkage between teaching and research. Students within the frame of individualisation do also have the option to gain 12 ECTS writing a final thesis. The new Studies Programme regulations were approved by the Department on January 31, 2020, went into effect for the Winter 2020 term, and were approved by the Institution, the AUTH.

Analysis of judgement

The EEAP had the opportunity to evaluate all relevant documents and discuss all relevant topics with representatives of all relevant groups. The program is absolutely in line with the relevant principles. This becomes obvious from the clear and precise objectives of the USP and in the measures in place to continuously monitor and improve the USP. Various stakeholders are involved in the development and review of the program. The active input and feedback of students and graduates has resulted in tangible modifications to the program. The inclusion of research in teaching is provided in various ways. Students' practical work experience is efficiently integrated into the program.

Conclusions

The EEAP confirms that the essential and fundamental objectives as well as their practical implementation in the USP fully meet the expectations and demands of a qualified academic education and the department is fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

The planned and ongoing activities should be continued in the way already established.

Principle 3: Student- centered 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-centered 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-centered 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

Findings

The DGLL uses a wide range of pedagogical methods flexibly to meet the teaching aims and learning objectives of the programme. A particularly innovative pedagogical method is staging each year a theatre production that brings students and the general public of Thessaloniki in contact with German literature and culture and at the same time is an excellent public engagement activity for the DGLL.

The Departmental faculty, along with a consulting committee, assists students with special learning difficulties, or other health issues and/or disabilities, by providing them, among other things, with alternative methods of evaluation. Students also have the possibility to use Braille

printers installed in the libraries of the DGLL. Access to buildings is provided for persons with special needs, except for the newest building. The University is in the process of rectifying this.

The students are strongly encouraged to be active partners in their learning procedure through choices of courses that respond to their interests. All criteria and methods of assessment are published in advance on the website of the DGLL.

The student evaluations are a major part of the quality monitoring procedure. For the last two years, students seem to be familiar with the electronic method of completing these questionnaires; the percentage of the students answering the surveys has more than doubled (from 20.8% in 2019-20 to 56.2% in 2020-21).

The assessment methods and evaluations vary (e.g., final and midterm exams, individual and group projects). During interviews, the students praised several aspects of the quality of both the delivery and instruction of courses they had to take. It is impressive how effectively the faculty adapted their courses and evaluations methods for online teaching, because of the pandemic. The quality indicators of the courses (84%) and the teachers (86,1%) are high. If a student fails a course more than twice, the DGLL gives him/her the opportunity to be re-examined with two examiners and feedback of his/her work.

There is a formal procedure in place to address situations where students want to contest a grade or file a complaint: through the complaint box to the Academic Advisor and to the Chair or the Assembly of the Department. The University has established the institution of a student advocate for its students, pursuant to Law 4009/2011.

Analysis of judgment

The Department's leadership and faculty have delivered a student-centered program of study. The course objectives and activities are consistent with a student-centered approach. Students are given opportunities and support to develop personal as well as academic skills.

The educational process is evaluated through questionnaires completed each academic semester. By comparing progress over time, these questionnaires provide significant data that contribute to the improvement of the offered courses. The relative high student participation ensures the validity of the results and guarantees that student opinion is represented.

Conclusion

The DGLL respects and attends to the diversity of students and their needs, considers and uses different modes of delivery, where appropriate. The DGLL regularly evaluates and adjusts the modes of delivery and the quality and effectiveness of teaching, as documented especially through student surveys. The department is fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

Provide access to the newer building for people with disabilities.

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

Findings

The ECTS system is applied across the curriculum and students must complete a minimum of 240 ECTS to get the Degree.

To support incoming students and facilitate their transition from High School to University the DGLL organizes at the beginning of each academic year welcome meetings where new students are informed about the services offered by the University in general and, in particular, about the organization of the Study Programme and the functioning of the Department. The DGLL has also created a video that provides all new students with information needed.

The academic advisors are two members of the teaching staff to whom students can turn if they need advice or help. In addition, faculty members are very willing to help students, as students themselves confirmed in the interviews held.

The DGLL publishes every year a complete Study Guide and the syllabi of all courses offered, which are available on the web in Greek and English.

Students have the possibility to participate in a practicum (internship), which is not compulsory. The DGLL has established a wide network of collaboration with a variety of external institutions and social partners. The number of students that participate every year in the teaching practicum, about 100 students, is impressive. In order to prepare students for the practicum, the department offers 12 ECTS courses called "microdidactics".

The Study Programme also includes the completion of a degree thesis which is not compulsory. The panel read some degree theses and found them exceptionally well done. The department also requires four written research assignments to promote research skills of the students and organizes seminars to introduce them to research.

Finally, the DGLL has a very large number of mobility agreements to promote the mobility of students and faculty members. During the pandemic the mobility was reduced. The panel found

the number of outgoing students satisfactory; 45 outgoing students for practicum and studies abroad and 32 incoming students for the years 2018/19 – 2020/21.

Analysis of judgment

The DGLL is very active in organizing research activities: conversation groups with Erasmus students, cultural activities, lectures, seminars etc.

The DGLL shows a special effort towards internationalization and has a large number of agreements with foreign universities. It also has an impressive number of stakeholders, such as the GOETHE Institute, the German school of Thessaloniki and many other public and private schools where students complete their teaching practicum.

Conclusions

All procedures concerning student's admission, progress, recognition and certification are based on the institutional study regulations. The ETCS system is applied across the Study Programme and the Diploma supplement is issued in Greek and English for all graduates.

The DGLL promotes student and teaching staff mobility and has an impressive number of Erasmus agreements with foreign universities. It also encourages student participation in practical internships that allow students to develop skills for their future career.

Panel Judgement

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

Panel Recommendations

The DGLL should continue its efforts to increase student participation in mobility programmes.

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

Study Programme Compliance

The DGLL currently has 17 permanent staff members (6 full professors, 6 associate professors, 5 assistant professors), alongside 6 EEP and EDIP members, 1 ETEP member, 5 staff on contract, 1 staff from secondary education, 1 DAAD lecturer, and 1 staff member with a DAAD scholarship.

The staff/student ratio is high (1/41.05) and, as a result, also the staff teaching load, as in most higher education institutions in Greece. The DGLL, as all departments in Greece, does not have autonomy in opening new positions. Funding to replace retiring staff is controlled by the Ministry of Education. The DGLL takes all necessary steps to fill new positions with highly qualified staff in order to meet the teaching and research needs of the programme. It follows clear, transparent and fair processes in recruitment according to Greek legislation. Care is taken to have a balance among the core scientific domains: linguistics, didactics, literary studies, and translation.

The DGLL offers good opportunities for the professional development of the teaching staff. The workload is high because some staff members have retired and their positions haven't been filled yet. However, the DGLL has taken good steps to ensure all parts of the programme are being covered whilst keeping the workload of permanent staff within reasonable levels, for example, by employing temporary staff and bringing in staff from secondary education. To promote the professional development of the teaching staff, in line with Greek legislation, teaching staff can take three months of sabbatical leave after three years of service. In addition, staff can take one extra month of paid leave and two months of unpaid leave. This allows staff to concentrate on research activities.

The DGLL organizes a large range of scholarly activities to strengthen the link between education and research. Staff bring cutting edge research into the classroom by organizing lectures and seminars within their research interests, by engaging students in research projects, and by

inviting top scientists to present seminars and lectures. Good examples of such activities are the Masterclass, the summer school and the seminar series organized as part of the "Deutsch-Mittelmeerisches Netzwerk Sprachwissenschaft" project funded by the Alexander von Humboldt Foundation, the lectures, summer academy and workshops organized as part of the Netzwerk Mittelmeer-Südeuropa Germanistik, and the student involvement in developing material for an Online-Compendium, the project "The City writes on the walls. The linguistic landscape of Thessaloniki", and the project "Translators' portraits". Students take an active role in these activities not only by attending seminars and lectures but also by contributing in the research itself through internships, and writing their thesis.

The DGLL encourages innovation in teaching methods and the use of new technologies. Most teaching is based on seminars that require student involvement, presentations, and coursework writing. New technologies are being used across the board, including didactic courses, linguistics, literary studies, and interpreting, for example, through the newly set up suite for simultaneous interpreting.

Staff in the DGLL are engaged in a large range of international research projects within the field of linguistics, didactics, literary studies, and translation / interpreting. The DGLL promotes the increase of the volume and quality of the staff research output through the ability to take sabbatical leave as well as leave to attend conferences and other academic activities, through a vibrant research environment in place, reflected in the international networks in all core scientific topics of the DGLL, research projects, conferences, and workshops.

The DGLL follows quality assurance processes for all staff members in line with the quality assurance processes of the Aristotle University of Thessaloniki, including processes related to attendance, performance, self-assessment, and training.

The DGLL has developed policies to attract highly qualified academic staff. These include being part of national and international networks for teaching and research, such as, the network "Mittelmeer-Südeuropa Germanistik" and the "Deutsch-Mittelmeerisches Netzwerk Sprachwissenschaft", being part of an exchange programme of the German Academic Exchange Service (DAAD) that funds highly qualified lecturers from Germany, and having established an alumni association that enables graduates to support each other and be in touch with the DGLL.

Analysis of judgement

The panel analysed all documents submitted on file in 2020, including the updated documents and presentations during the visit and took into consideration the discussions with staff about the processes of staff recruitment, workload, and the supporting system in place for the advancement of the scientific work of the academic staff. It also took into consideration discussion with students, graduates, employers, and other stakeholders regarding the link between teaching and research. The DGLL provides staff with a supportive environment that promotes the advancement of their scientific work. It applies fair and transparent processes for the recruitment of development of the teaching staff.

Conclusions

The Department is fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

The DGLL should maintain the transparent and fair processes for the recruitment of properly qualified staff, the opportunities in place that promote their professional development and the advancement of their scientific work, and the excellent initiatives that link education with research. It should continue working proactively and collaboratively to attract highly qualified academic staff that will contribute to the highly collegiate atmosphere of the DGLL.

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 panel was not able to visit physically the Department; thus a virtual tour was organised using video clips to present the University, show the buildings where the DGLL is based, and the infrastructure of the DGLL, including the lecture halls and other teaching rooms, office space for academic and administrative staff, lab space, and libraries. The panel discussed with staff and students issues of infrastructure, learning resources and student support.

The infrastructure, learning resources and student support have been improved in the last years. The virtual tour showed that the DGLL has excellent lecturing halls and teaching space with projectors that enable the use of presentations. The old and new building have Wi-Fi coverage through eduroam and the University is in the process of installing Wi-Fi also in the newer building used by the DGLL. Microphones and loudspeakers have been installed in both of the teaching rooms. Students with mobility difficulties can use lifts and ramps to reach the relevant lecturing theatres and teaching rooms. The DGLL has a sufficient number of offices to host academic and administrative staff, as well as office space for PhD students. The newly established suite for simultaneous interpretation has state of the art facilities to enable training in simultaneous interpreting.

The central library and library of the DGLL are well stocked with journals, books, as well as electronic publications available for staff and students for teaching and research. The library has three spaces for students with vision needs. The DGLL has been active in raising funds to supplement the funding provided to the DGLL in order to improve the resources available to the students, such as books and e-publications.

Digital services are provided centrally to students, including e-learning platforms, as well as electronic services for administrative tasks. Forms are available online from the Dept website.

Due to the pandemic, the development of electronic processes has been accelerated. As a result, most administrative tasks can be done electronically.

The University provides a range of services to students. The Observatory of Students from Vulnerable Social Groups assists students with disabilities, foreign students, minority students, and foreign students of Greek descent or repatriate students. The Observatory collaborates with the Social Policy and Health Committee, with the University Centre for Counselling and Psychological Support, and with the Volunteer Committee. Information about these committees and services is provided at the University website that are linked to the Departmental website. The Greek version of the Departmental website provides direct links to these services. The German and English versions have fewer links to these services, something that may be a barrier for incoming students. The DGLL appoints each year two academic advisors, one for each core topic: linguistics and didactics, literary studies and culture. Information for all these services is provided at the departmental website.

Support and administrative staff are sufficiently qualified and content with their roles. Students and staff are very appreciative of the work of the support and administrative staff.

Analysis of judgement

The committee analysed the documents on file, the website of the DGLL and University, and discussed with staff, students, graduates and employers about the infrastructure, resources and support services provided by the DGLL and the University. The DGLL has appropriate, adequate, and accessible infrastructure and resources to cover teaching and learning needs of all students.

Conclusions

The Department is fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

- The University should ensure that the infrastructure in the buildings is well maintained to support staff activities and student learning.
- The University should also provide sufficient resources to maintain technical equipment and ensure that the library has sufficient resources that are necessary for staff to conduct their research and for students to learn.
- The DGLL should continue being proactive in raising funds to cover gaps in funding from the Ministry.
- The DGLL should check the German and English versions of the website to ensure all links for support services are available in these languages to ensure Erasmus incoming students and visiting students are aware of these services.

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 analysing information and planning follow-up activities.

Study Programme Compliance

Findings

The DGLL collects a wide variety of data including statistics on the makeup and progress of the student body, the academic staff's teaching methods and publication records, and anonymous evaluations of courses. The DGLL uses the University's general information systems (sis.auth.gr) for the management of student data, grades, courses, staff etc. The members of staff further contribute by filling in staff questionnaires where the various University facilities and services are evaluated. The DGLL also collects information on research activity (Publications, Research Grants, Research Infrastructure etc.) as well as staffing levels and categories alongside data in gender distribution etc. The data that the DGLL collects are processed and the relevant statistical information is presented appropriately in tables, graphs and lists as required and is more relevant to the questions at hand each time. The DGLL also maintains a very informative website keeping students informed of the different activities in the department. The above findings indicate a nearly optimal use of the resources made available to DGLL.

The EEAP also noted that, in the latest report in Document B9, there was no information regarding career paths of graduates. However, it is hoped that, with the establishment of the Association of DGLL graduates, this kind of data will start being collected.

Analysis of judgement

The DGLL places significant emphasis on the collection and analysis of as much data as it is useful and feasible and responds appropriately to statistically significant patterns in terms of programme design and strategic direction within the general legal, financial and other discipline specific constraints.

Conclusion

The DGPP is fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

As mentioned above, more data on the career paths of graduates should help the department adjust its offerings in the future.

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

Findings

All key information regarding DGLL, undergraduate and postgraduate studies, research, announcements, activities, conferences and symposia and contact information is available on the department's web site, in separate tabs in Greek, German, and English. The undergraduate studies information is clearly laid out and detailed, describing the two sections comprising DGLL. The courses available, a description of each course, a downloadable course outline, ECTS allotment, and mode of assessment are clearly laid out. On a separate section there is information about the members of the staff with their contact details, their field of specialization and a link to their webpage together with the current courses each member of the staff teaches Also available is the programme of studies, the current year's study guide, which can be downloaded, information on registration on any course with a link to the electronic registration webpage, and a brief description of the assistance offered by academic advisors along with their contact information. It should be noted that there are some sections that are available only in Greek. These are sections that mostly pertain to enrolled students, such as graduation criteria, teaching certificate, etc. The Quality Assurance policy and its implementation are available in all three languages in the general information for the department, together with the links to the latest internal evaluation report and the last external evaluation report.

Analysis of judgement

The DGLL has made an exceptional effort to present itself to its students and to the public.

Panel Judgement

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

Panel Recommendations

All sections of the web page should be available in all three languages.

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

Findings

The DGLL has in place a robust system of internal evaluation following the current legal requirements and the requirements specific to the AUTH. Furthermore, the DGLL provides a significant amount of data to the HAHE which further contributes to the evaluation process.

The departmental internal evaluation committee (OMEA) draws on a variety of data sources in order to measure the effectiveness of teaching, research productivity, departmental visibility etc. In collaboration with the University's unit for quality assurance (MODIP) it conducts annual audits and recommends/undertakes relevant actions aiming at the continuous improvement of the DGLL in all aspects of its activity (Teaching, Research, Administration, External relations and so on). We have seen concrete examples relating to student workload, the cohesion of the programme, updates to the programme with a focus on interdisciplinary issues, the integration of electronic assessment methods (beyond what was needed for the Pandemic) etc.

Analysis of judgement

The DGLL monitors the rate of completion and acts when needed.

The accreditation proposal contains a wealth of examples of recommendations and how they were taken forward. The panel had the opportunity to discuss with members of the DGLL the process, recommendations and schedules for implementation.

These findings show that the processes of self-evaluation and critical reflection that leads to concrete action in order to bring about the continuous improvement of the programme USP in

general across the range of its activities are well embedded within the fabric of the DGLL, leading to significant improvement over time.

The DGLL continuously monitors the programme and through mechanisms in place can take appropriate action when such action is needed.

Conclusions

In conclusion, the DGLL is fully compliant with this principle.

Panel Judgement

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

Panel Recommendations

No changes are required.

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

Findings

The DGLL had one external evaluation in 2013 by HQA, HAHE's predecessor. It has also undergone six internal evaluations by OMEA, in 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21. All evaluation reports are available online.

Analysis of judgment

The members of staff are fully aware of the value of the external evaluation and were helpful, willing to provide information and happy to offer their viewpoints and experiences from the DGLL. The staff is keen on receiving the relevant accreditation. The measures and steps taken for the improvement according to the previous external report's recommendations and the ways improvements were achieved because of them were emphasized to the committee members.

It is very encouraging to see that the DGLL takes into account both internal and external evaluations as well as student and staff evaluations.

Conclusions

In conclusion, the DGLL is fully compliant with this Principle.

Panel Judgement

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

Panel Recommendations

No further action is needed.

PART C: CONCLUSIONS

I.   Features of Good Practice

- Flexible programme allowing students to choose optional courses;
- Excellent initiatives that link education with research and enable involvement of students in research projects;
- Involvement in national and international networks for teaching and research, such as, the network "Mittelmeer-Südeuropa Germanistik" and the «Deutsch-Mittelmeerisches Netzwerk Sprachwissenschaft»;
- Extensive cooperation with external stakeholders and potential employers;
- Theatre workshop by students in the Department;
- Very supportive environment for students during the programme period and beyond;
- State of the art suite for simultaneous interpreting.

II.   Areas of Weakness

- No access to the building for persons with disabilities.
- The German and English versions of the website are less developed than the Greek version of the website.
- Student participation in mobility programmes can be increased.
- Ministry of Education funding is at best insufficient.
- Introductory courses in statistics are important research as well as transferable skills for students but currently not part of the curriculum.

III.   Recommendations for Follow-up Actions

- Provide access to the newer building for people with disabilities.
- The DGLL should continue its efforts to increase student participation in mobility programmes.
- The DGLL should maintain the transparent and fair processes for the recruitment of properly qualified staff, the opportunities in place that promote their professional development and the advancement of their scientific work, and the excellent initiatives that link education with research. It should continue working proactively and collaboratively to attract highly qualified academic staff that will contribute to the highly collegiate atmosphere of the DGLL.
- The University should ensure that the infrastructure in the buildings is well maintained to support staff activities and student learning.
- The University should also provide sufficient resources to maintain technical equipment and ensure that the library has sufficient resources that are necessary for staff to conduct their research and for students to learn.

- The DGLL should continue being proactive in raising funds to cover gaps in funding from the Ministry.
- The DGLL should check the German and English versions of the website to ensure all links for support services are available in these languages to ensure Erasmus incoming students and visiting students are aware of these services. All sections of the web page should be available in all three languages.
- The DGLL should finalize negotiations with other departments (i.e. Psychology) so that their students can take introductory statistics as an elective.
- Collect more data on the career paths of graduates which should help the department adjust its offerings in the future.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.**

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

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

Overall Judgement	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Professor Margaritis Fourakis (Chair)**
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2. **Assoc. Professor Emeritus Gina Ioannitou-Valavanitou**
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