



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης
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Accreditation Report **for the Undergraduate Study Programme of:**

Hispanic Language and Civilization Studies

Institution: Hellenic Open University

Date: 8 June 2022

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

- 1. Prof. Moschos Morfakidis-Filactós (Chair)**
Universidad de Granada, Granada, Spain

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

- 3. Assoc. Prof. Ernest Emili Marcos Hierro**
Universitat de Barcelona, Barcelona, Spain

- 4. Ms Panagiota Foteinopoulou (Student of Philology)**
University of Patras, Patra, Greece

II. Review Procedure and Documentation

Before the online visit, the External Evaluation and Accreditation Panel (EEAP) studied many documents provided in advance by HAHE, including the Department's Proposal for Accreditation, the description of courses, the HAHE Guidelines, the 2014 External Evaluation Report and other information about the Study Program (SP) under evaluation (statistical data, quality indicators, student questionnaires, website of the programme, etc.).

The online visit took place on June 06, 07 and 08 2022 via the Webex platform. The schedule of talks, meetings and interviews was the following one:

Monday, June 06 2022

12:00 – 14:30: Preliminary meeting of the EEAP via the Google Meet platform.

15:00 – 15:30 Teleconference with Prof. Efstathios Efstathopoulos, Vice-Rector and President of MODIP, Prof. Emmanouil Koutouzis, Dean of the School of Humanities, and Prof. Dimitrios Drosos, SP Director. In this meeting, an overview of the SP's history in the context of the HOU, the academic profile of the SP, its current situation, as well as its strengths and possible areas of development was presented to the EEAP.

15: 45 – 17:45: Teleconference with Prof. Efstathios Efstathopoulos, Vice-Rector and President of MODIP, Prof. Dimitrios Drosos, SP Director; Assoc. Prof. Georgia Pateridou and Asst. Prof. Zacharias Palios, OMEA representatives; Prof. Vassilia Hatzinikita, Prof. Stylianos Zerefos and Assoc. Prof. Dimitrios Stergiou, MODIP representatives; MODIP staff Evangelia Kaldani, Nikos Karousos (Internal Assessment Unit) y Serafeim Karaiskakis (Strategic Planning & Development Office). In this session, the degree of compliance of the SP to the Quality Standards of Accreditation was discussed in detail and there was a review of studies assignments, exam papers and examination material.

17:45 – 18:15: Meeting of the EEAP for a debriefing. The EEAP reflected on impressions and prepared for the second day of the online review.

Tuesday, June 07 2022

10:00 – 10:45: Teleconference with the SP's teaching staff (DEP) and the adjunct teaching staff (SEP) : Assoc. Prof. Dimirios Filippis (DEP) and Prof. Konstantinos Palaiologos, Prof. Viktoria Kritikou, Prof. Eleni Leondaridi, Assoc. Prof. Maria Tsokou, Asst. Prof. Maria Damilakou, Asst. Prof. Aggeliki Alexopoulou, Asst. Prof. Dimitra Tsokaktsidou, and Dr. Vasiliki Kanelliadou (SEP). The participants in the teleconference discussed development opportunities, mobility and workload of the teaching staff, as well as some aspects of the competence and adequacy of the staff to ensure learning outcomes and possible areas of weakness.

11:00 – 11:45: Teleconference with 12 students belonging to all years of the four-year SP. In this interview, the EEAP discussed a number of issues mainly concerning students' satisfaction with their SP and the SP/institution facilities, students' input in quality assurance, and priority considerations on students' life and welfare.

12:30 – 13:00: Online tour of the facilities; discussion of a video on the facilities produced at this effect. The SP Director, Prof. Dimitrios Drosos, Prof. Dimitrios Filippis , two members of the Adjunct Teaching Staff (SEP), Prof. Viktoria Kritikou and Assoc. Prof. Maria Tsokou, the Chief Administrative Officer, Ms. Marianna Taliouri, and six Administrative Staff members, Kyriakos Petropoulos (Student Registry Department), Mara Thanopoulou (Library), Panagiotis Togiias (Personnel Department), Georgios Bousios (Premises and Building Project Department), Theodoros Vagenas (Liaison office) and Dimitra Paraskevopoulou (Education department), participated in the meeting. The session was devoted to the reviews of the facilities and the learning resources in order to ascertain that the learning materials, equipment and bibliographical support are adequate for a successful provision of the programme.

14:00 – 14:45: Teleconference with 10 SP graduates where the EEAP discuss with them their study experience in the SP and how this experience shaped their career path.

15:00 – 15:30: Meeting of the EEAP for a debriefing. The EEAP discussed on the outcomes of the online review and prepared the oral review.

Wednesday, June 08 2022

14:30 – 15:00: Teleconference with Prof. Efstathios Efstathopoulos, Vice-Rector and President of MODIP, two members of OMEA, 3 MODIP representatives and 3 MODIP staff. In this meeting, several points/findings needing further clarification were discussed.

15:00 -15:15: Closure with the Vice-rector/President of MODIP, the Director of the SP, OMEA and MODIP staff.

All meetings were conducted in a very constructive atmosphere. The EEAP would like to thank all members of the SP, Faculty of Humanities and University staff for their readiness to collaborate with the accreditation process, to answer all questions and to provide all the information required.

III. Study Programme Profile

The Undergraduate Study Programme of Hispanic Language and Civilization Studies of the National Open University opened its first courses in 2001. The SP focuses, in the study of the language, the literature and the civilization of Spain and Latin America. The program offers its students the ability to:

- Use the Spanish language in education/teaching and other scientific areas
- Have a good knowledge of the linguistic aspects of the language
- Study the literature, history and civilization of Spain and Latin America
- Develop basic research abilities in the areas of language/linguistics, literature, history and cultural studies
- Acquire an excellent proficiency in Spanish

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 School of Humanities (Σχολή Ανθρωπιστικών Επιστημών, ΣΑΕ) has established a Quality Assurance Policy for the undergraduate programme that is in line with the institutional policy on quality. All policies dealing with curriculum improvement and strategic goals, as well as the orientation and academic profile of the programme, are defined by the interaction of the following units:

1. Teaching Staff Teams (Ομάδα Διδακτικού Προσωπικού, ΟΔΠ): Each one of these teams is composed by the teaching staff involved in every Thematic Unit (Θεματικές Ενότητες, ΘΕ) in the programme. The Teaching Staff Teams discuss all the issues internal to the Thematic Units and report to the Programme of Studies Committee (Επιτροπή Προγράμματος Σπουδών, ΕΠΣ).
2. Programme of Studies Committee (Επιτροπή Προγράμματος Σπουδών, ΕΠΣ): This committee is formed by the coordinators of the Thematic Units and decides on the organization of the programme as a whole. The decisions of the Programme of Studies Commission are sent to the School of Humanities for approval.

The Programme of Studies Committee uses the rich statistical information provided by the Internal Evaluation Unit (ΜΕΑ), in collaboration with the Quality Assurance Unit (MODIP), in order to establish strategic goals as well as concrete actions for the Study Programme (SP) annually. One of these documents is published in the website of the SP (Quality Target 2022, <https://www.eap.gr/en/undergraduate/spanish-language-and-culture/>). The ΜΕΑ compiles, based on student's evaluations as well as many other sources, information on student population, student satisfaction, duration of studies, etc.

Analysis of judgement

The quality procedures in place ensure that the learning outcomes and qualifications are in accordance with the European and National Qualification Framework for Higher Education. All courses (thematic units) are evaluated by the students and the participation of the students in this process is satisfactory. The different units involved in the quality assurance of the SP (Programme of Studies Committee, Teaching Staff Teams, MODIP, ΜΕΑ, etc.) work efficiently together and produce valid target plans on an annual basis.

Conclusions

The HOU has a long tradition in monitoring quality assurance policies. The SP, in line with the institution, is committed to continuously improving the quality of the programme of studies. It has the sufficient technical resources and administrative support to attain its goal. Nonetheless, it is necessary to increase the permanent teaching staff of the SP in order to achieve a higher level of quality.

The Accreditation Panel (EEAP) thinks that a more substantial involvement of the students in the strategic planning of the SP would be advisable, see Principle 2.

Panel Judgement

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

Panel Recommendations

Increase the number of permanent teaching staff.

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 Study Programme (SP), aligned with the European and international practices, has a clear academic and professional interest. The 240 ECTS credits of the programme are distributed among 12 Thematic Units (TU), 20 ECTS credits per TU. The TU is the basic operative unit of the programme. It involves teaching activities for the whole academic year and it is equivalent to three courses in other universities/programmes.

To complete their degree, students must follow three TUs each year in a fixed order. In the fourth year, they must choose three out of four available TUs according to their interest. Elective courses are almost non-existent, see Principle 3 for discussion.

The 13 TUs offered in the programme are structured according to the following subdomains: Language, 3TUs, Civilization/Cultural Studies, 3 TUs, History, 2 TUs, Literature, 4 TUs, Applied Linguistics-Education, 1 TU. Students holding a Diploma of Estudios Hispánicos from Spanish universities as well as students graduating from Spanish speaking high schools may follow three

(out four) TUs from the European Culture (EPO) programme of the HOU in replacement of the three Language Thematic Units.

The SP offers to the students the possibility of obtaining a Pedagogical and Teaching Competence Certificate if they follow the fourth year TU *ISP43 Applied Linguistics. Practical Training in the Teaching of Spanish as L2*. In the framework of this TU, students will undertake practical training in external institutions. More concretely, a recent agreement with the Instituto Cervantes of Athens will allow for the interested students to obtain pertinent experience in the teaching of Spanish as L2.

All the information concerning the SP is accessible in the website of the programme in Greek, English and Spanish.

There is a set of procedures in place allowing for the continuous evaluation of the SP as well as for the introduction of any necessary revisions. The website contains, only for the year 2022, a detailed document ([Στοχοθεσία Ποιότητας του ΠΠΣ ΙΣΠ 2022](#)) with all the strategic decisions concerning the improvements to be made to the programme. This document also include deadlines, concrete actions and names the people responsible for the implementation of the strategic goals. The participation of the students in this planning is an indirect one. The suggestions made by the students are collected from the evaluation system of the courses and from the interaction between students and professors.

Analysis of judgement and conclusions

The SP has a simple structure ensuring a smooth progression of the students throughout their studies. Everything is quite clear from the very beginning. The SP offers a serious formation in the domain of Hispanic Languages and Civilization Studies as well as the possibility of obtaining a Pedagogical and Teaching Competence certificate, which is an important asset.

The procedures involved in the development of the SP are efficient and have highly improved it in the recent years. Nonetheless, student participation (and that of external stakeholders) in the development of the programme could be more significant.

Panel Judgement

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

Panel Recommendations

Invite student representatives into the discussion of the strategic planning at the level of the Programme of Studies Committee.

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

Findings

The SP as well as the HOU make a conscious effort to adopt a student-centered approach. Students evaluate all thematic units and, according to the analysis of these evaluations, the modes of delivery, the pedagogical methods, are adjusted. Student participation in the evaluation of the TUs not bad (ca. 55.5% in 2020 and 2021, but see discussion in Principle 7) showing implication of the students in the improvement of their SP.

The SP uses a variety of pedagogical methods, some of them promoting responsibility and autonomy among the students. For instance, TUs involve in the general case up to four essays.

The academic staff is familiar with the examination system, the assessment criteria are known in advance and there is a formal procedure for student appeals concerning any aspect of the relations between teaching staff, administrative services and students. The independent office of the Student Advocate of the HOU deals with the resolution of these issues.

The SP promotes a very good relationship between professors and students. Such a relationship became evident in the EEAP's interviews with both students and alumni.

The SP also offers a rich programme of activities of the students and the professors in the programme. These scientific and cultural activities include, among others, lectures, conferences, film screenings, book presentations and the edition of the scientific journal *Tribuna Abierta de Estudios Hispano-Helenos*, under the supervision of Prof. Dimitris Filippis. Students greatly benefit from these activities, but do not seem to actively participate in their organization.

The SP does not "enable flexible learning paths for students" (see the statement heading this section above). On the contrary, students all follow the same learning path with the same courses throughout the four years of studies, except for one choice in the fourth year.

Analysis of judgment

The HOU and the SP have an efficient system of teaching assessment and the EEAP thinks that the programme, as well as the teaching environment, is clearly student-centered.

The relatively small student population, together with devoted work of the academic staff, fosters a very good learning atmosphere in the programme.

The SP lacks flexibility compared to other similar programmes in Greece and abroad. In particular, there are no elective courses, no choice for students (except for one in the fourth year of studies). This is an important weakness of the programme, since a) students cannot partially shape their studies according to their interest and b) it becomes difficult to incorporate new areas of scientific and/or social interest in the SP. This negative feature cannot be viewed as intrinsically tied to the open and distance nature of the HOU. Other renowned open universities have managed to incorporate a number of elective courses in similar SPs, see for instance the BA (Honours) Arts and Humanities of [The Open University](#) in the United Kingdom.

Conclusions

In general terms, the SP scores well with respect to student-centered learning, teaching and assessment. However, the lack of elective courses and, consequently, the unavailability of different learning paths for students according to their needs and interests should be addressed.

Panel Judgement

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

Panel Recommendations

- Introduce some elective courses (or thematic units) into the SP in the third and/or fourth years.
- Increase the participation of the students in the SP activities through podcasts, student workshops, etc.

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

There is a clear set of published regulations covering all aspects of the students' progression towards their BA degree. All the necessary information about regulations as well any other aspect of the students' life in the SP are available in HOU's website. A diploma supplement is provided to the students.

The HOU, through the Internal Evaluation and Training Unit (MEAE), collects and manages detailed information on the student's progression in the SP.

Students are well oriented by the academic staff in relation to the organization of the curriculum and their progression in the programme. Students are also informed on the possible participation in exchange programmes (Erasmus). There is a participation of around 4 students per year in the last years.

The SP is introducing a system of practical training in place in the framework of the thematic unit *ISP43 Applied Linguistics. Practical Training in the Teaching of Spanish as L2*.

Students do not have the opportunity to produce a BA Thesis at the end of their undergraduate studies.

Analysis of judgement

The participation of the students in Erasmus exchanges, 4 students per year, seems in principle low. However, it must be taken into account that the SP has an average of only 41 entering students per year for the 2016-2021 period. In addition, the particular features of the HOU students (adult population, already in the job market and/or with families) may account for this low figure.

The EEAP thinks that it would be interesting for some students to work in a BA Thesis. This thesis would improve the students' chances of admission in graduate programmes, improve the link between teaching and research in the SP and facilitate an even richer cultural and scientific life in the programme.

Conclusions

The SP is fully compliant with respect to this Principle, since the institution, HOU, has an efficient system in place to develop and apply regulations on all aspects of the studies.

Panel Judgement

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

Panel Recommendations

Consider the possibility of introducing a non-compulsory BA Thesis.

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

Findings

In the University website (www.eap.gr), there is a section dedicated to the teaching staff and their CVs. This section also provides information on the organization and administration of the University, the study programmes, research, as well as the different supporting organizations. As far as the programme *Hispanic Language and Civilization Studies (ISP)* is concerned, the programme's website contains all the necessary information on the Director of the Program and the coordinators of the Thematic Units, but not on all the teaching staff. Nonetheless, the EEEAP members provided this information to the Accreditation Panel (EEAP) when required.

At the time of EEAP's visit, the programme has only one permanent professor (ΔΕΠ member). The remaining teaching staff either comes from other universities or are specialists in the subject of the course they teach. More concretely, the only permanent member of the EEEAP (Dimitrios Filippis) also acts as Director of the Programme, and, as Thematic Unit Coordinators, we find four professors from the National and Kapodistrian University of Athens (Dimitrios Drosos, Efthimia Pavlaki, Viktoria Kritikou and Maria Tsokou), three from the Aristotle University of Thessaloniki (Konstantinos Paleologos, Eleni Leontaridou and Dimitra Tsokaktsidou) and one from the Ionian University (Maria Damilakou). All of them are renowned scholars in the fields of the language, the literature and the history of the Hispanic world. Their presence guaranties very high standards of quality to the study programme. In addition to this core teaching members, there are other university professors, as well specialists (without university affiliation)

teaching courses related to their area of specialization. These professors also come mostly from the above-mentioned universities. A total of 17 professors are distributed in the following general areas: 5 in language, 8 in history and civilization, both Spanish and Latin American, and 4 in Spanish and Latin American literature.

Taking into account the quality of the CVs of all the members of the teaching staff, the Panel concludes that the programme follows an active policy of attraction of highly qualified personnel and that the selection and hiring procedures respond to appropriate criteria.

The programme website provides two documents in Greek explaining the evaluation of the Quality Policy of the Programme: Quality Policy of the ISP and Quality Target 2022. The analysis of these documents, as well as the interviews the Accreditation Panel conducted with the members of the HOU, the teaching staff, the students and the alumni, indicate that all necessary conditions guarantying a teaching staff of high quality are in place (cf. the documents ΜΟΔΙΠ (Quality Assurance Unit - QAU), <https://modip.eap.gr/>, MEA (Internal Evaluation and Training Unit - IETU), <http://meae.eap.gr/el>, and the Office of Strategic Planning and Development, <https://www.eap.gr/to-eap/strategic-planning/>). Nonetheless, some students and alumni told to the EEAP that the courses and the teaching approach need some renewal and updating.

The SP undoubtedly offers the teaching staff an interesting path for professional development. Professors can make use of highly developed technologies in their teaching and acquire very relevant experience in their domain of expertise. In addition, the SP provides a number of activities fostering research and knowledge transmission. These activities mainly include the organization of colloquia, conferences, talks, and the edition of a scientific journal, which counts three issues to this date. In spite of that, the structure and development of the SP hampers the strengthening of the link between teaching and research, since the programme of studies does not include a final degree thesis, where the professor guides the student throughout the whole process and has a more direct contact with him/her. In this sense, some students and alumni told the EEAP during the interviews that the number of online meetings with the professors throughout their courses should be increased (there are 5 online meetings per Thematic Unit). On the other hand, the lack of physical presence in the HOU building makes it difficult, although not impossible, for the professors to develop innovative, or even experimental, approaches to teaching according to the specific needs of an Open or Distance University. Finally, the research activities undertaken by the teaching staff have mostly impact in the Department and Universities where they have their primary affiliation.

Analysis of judgement and conclusions

The findings and the analyses just presented indicate that the quality and the development of the programme regarding the teaching staff is guaranteed. This is due to a) the recognized standing in teaching and research of the teaching staff, b) the excellent work of the Director, and c) the measures taken by the HOU. There are, however, some deficiencies, mostly related to the lack of permanent teaching positions and consequently to the inadequate link between teaching and research in the programme.

Panel Judgement

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

Panel Recommendations

- Increase the number of permanent teaching positions.
- Promote collaborative research projects with internal or external funding.
- Renew and update to some extent the courses (subjects, textbooks, etc.), as well as the pedagogical approaches.

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

Findings

Concerning the Teaching Staff, the ISP has only one DEP member, Prof. Filippis, and 8 SEP members who are the coordinators of the Thematic Unities.

The Distance Library and Information Centre of the HOU provides the students with the services they need. The main centre is located in Patras and it is open from 7:30 am to 7:30 pm. It offers borrowing services of printed books, interlibrary loan, user training seminars and access to the e-services. There is also a library branch in Athens, whose premises also include, as in Patras, a reading room for the students. The HOU Library provides access to Common Bibliographic Databases which are of interest for all the users of the institution and some specific ones addressed to the students of the School of Humanities such as JStor: Journals-Archive Collections or Linguistics Collection. There is also access to e-books from important electronic resources (Wiley Online Library, Elsevier, ScienceDirect); Open Edition Books, etc. and to electronic journals either through Heal-Link portal or through subscriptions of the HOU. The Library has also Open Access agreements with important publisher houses such as Cambridge University Press, Oxford University Press, Elsevier and Wiley.

Regarding the scholarship system, the HOU offers two kinds of scholarships/fellowships. The first type of scholarship is aimed at students with the best grades (υποτροφίες αριστείας), while the second type (υποτροφίες με κριτήρια) is intended to help people with economic difficulties or affected by social problems.

Analysis of judgement

Despite the effectiveness of his work as coordinator, the presence of a single DEP member as sole responsible for all the programme is considered insufficient.

Judging by the subject search in the library catalogue (Spain, Hispanic Studies, Spanish Literature and History, etc.), there is a lack of printed books for the students of the ISP programme, which cannot be replaced by electronic resources.

The scholarship award criteria are clear and objective and are publicly displayed on the institution's website.

Conclusions

There are some difficulties for the programme caused, on the one hand, by the lack of teaching staff with DEP status and, on the other, by the scarcity of printed publications on Spanish topics in the library.

The Study Programme under review, i.e., Hispanic Language and Civilization Studies (ISP) has two very particular features: (a) its teaching staff features just one permanent/DEP member and (b) most of the other professors teaching in the programme have their main affiliation in other Greek universities.

The EEAP thinks that this obvious lack of permanent staff has some consequences in a number of the Principles proposed in the review. The EEAP focused on Principles 5 and 6. Principle 5: In the description of Principle 5 on "Teaching Staff", it says that "They (institutions) should apply fair and transparent processes for the recruitment and development of the teaching staff."

Since a great number of professors in the programme have their primary affiliation in other universities, the AP does not see any meaningful sense of applying the concept of "development of the teaching staff" in a context where the great majority of the teaching staff "develop" their careers in other universities. Whenever the HOU decides to hire additional permanent teaching staff, we will be able to talk about processes of development of the teaching staff. Therefore, the AP decided to recommend the hiring of additional permanent teaching staff, so that there will be the possibility for career development of the teaching staff, among other things.

Principle 6: The description of Principle 6 on "Learning Resources and Student Support" begins as follows: "Institutions should have adequate funding to cover teaching and learning needs." Since (a) the EEAP thinks that having just one DEP member harms the overall efficiency of the Study Programme and (b) it became clear to the EEAP, from its visit, that this situation is the result of a strategic choice of the HOU direction, the EEAP concludes that the institution does not provide adequate funding to cover the teaching needs of the SP. Therefore, the EEAP recommends again increasing the number of permanent teaching positions to fix this problem of inadequate funding of the teaching needs.

Summing up, the issue is of such a significance that the EEAP decided to include the recommendation twice. In addition, the conclusion that the SP needs more DEP positions can be reached, as we expect we have shown in the preceding lines, from the content description

of both Principles 5 and 6. Thus, the EEAP thinks that the best way to proceed is to include the same recommendation in the two principles.

Panel Judgement

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

Panel Recommendations

- The expanse of the DEP membership of the programme should be promoted to improve the quality of the programme, cf. Principle 5.
- The Distance Library and Information Centre should increase the acquisition of printed books on the programme topics and invest at the same time in the expansion of electronic resources.
- The scholarship policy should remain in the same terms as it is currently.

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

Following the regulations on Quality Policy of the HOU, the ΜΟΔΙΠ (Quality Assurance Unit - QAU) and the ΜΕΑΕ (Internal Evaluation and Training Unit - IETU) have established mechanisms for the electronic collection of data and indicators regarding students, teaching staff, the organisation of courses and the provision of services to students, financial data, etc.

The EEAP was supplied with 5 annual reports for both the School of Humanities and the Programme ISP, that is 10 in total, with numerical data on students (e.g. number of students per year of study, percentage of students' graduations in 4, 5, 6, or more than 6 years, gender distribution among the student body) and teaching staff, going from 2015/16 to 2019/20. The ΜΕΑΕ has also provided a series of ten documents (B10.1-B10.10) with a very detailed information about the number of students for each thematic unity, their gender distribution and the academic results for two academic courses 2015/16 and 2016/17.

Thanks to all these data, it is possible, for example, to observe a significant decrease in the number of first-year students in the last academic years due to the economic crisis and the consequences of the COVID pandemic. In this same context, it is also interesting to stress the parallel extension of the duration of the studies, which also relates to the presence of a considerably higher number of women among the students of the programme.

Concerning the student’s opinion survey, the EEAP was supplied with a document with the results of three courses from 2015/16 to 2017/18. The survey is structured in the following sections. The first one is dedicated to the figure of the tutor teachers and asks about their involvement in the general course, in the face-to-face meetings with the students and in the correction of the written essays. These are very specific questions about their behaviour and attitude towards students and include an assessment scale from 1 to 5. The second section, with a similar structure, reviews the teaching material, while the third one deals with the organization and coordination of the thematic units. The fourth section asks about the general functioning of the Hellenic Open University (HOU) and the fifth section collects the data of the students participating in the survey.

The document offers an assessment of the results in comparison with those of the school and those of the entire university, which show that the participation of the students in the programme survey is lower than the other surveys. The results of the programme's survey are also somewhat lower than the terms of comparison, but give, in general, a rating for the teaching staff greater than 3.

Analysis of judgement and conclusions

The SP is fully compliant with Principle 7, as the established quality assurance system for the collection of data and indicators regarding students, teaching staff, the organization of courses and teaching is appropriate and transparent. The programme has adequately tracked data along several different axes on both the student population and the staff.

Panel Judgement

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

Panel Recommendations

In order to have substantial feedback, the programme should promote the increase in student participation in quality surveys, even considering the possibility of making them compulsory.

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

The university website (www.eap.gr) provides all the information students and prospective students need about the content of the programmes and their structures, as well as their rights and duties as students. There is also a special section dedicated to the teaching staff on their employment situation. The website is structured into various sections that cover aspects such as the organization and administration of the university, study programmes, research, and organizations at the service of the institution and the students. On the one hand, there is the possibility of separately accessing the information about the four schools of the university and, on the other, about the undergraduate and postgraduate study programmes. All the administrative documentation is available to the web visitor.

As far as the ISP programme is concerned, the programme's [website](#) offers in Greek and English all the necessary information on aim and description of the study, learning outcomes, admissions requirements, structure, teaching staff, tuition fees and activities. The structure of the programme is also available in Spanish in a separate document. The website also offers two documents in Greek on the evaluation of the quality of the programme: Quality Policy of the ISP and QUALITY TARGET 2022. A video on the objectives and contents of the programme is also published on the web. The ISP uses the information channels of HOU (website, social networks, LMS, Web Radio, numbers.eap.gr, etc.) to inform about its rich programme of public actions and events related to Spanish culture and collaborates with organizations at home and abroad.

Analysis of judgement and conclusions

The EEAP considers that the HOU's information system guarantees public access to all information on the ISP programme's objectives, structure, operation, and quality policy, and consequently gives it the qualification of fully compliant.

Panel Judgement

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

Panel Recommendations

The EEAP recommends the increase of the content in English on the general HOU website. This recommendation does not affect the SP, since the contents of its website are offered in both Greek and English, and even partially in Spanish.

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 EEAP was supplied with the documents that prove that the ΜΟΔΙΠ (Quality Assurance Unit - QAU) and the ΜΕΑΕ (Internal Evaluation and Training Unit - IETU) conduct annual reviews of the data of the ISP programme and non-mandatory student surveys. There is no evidence of surveys directed at employers or at graduate students in their working life after leaving the programme. However, a meeting forum for graduate students has been created to improve the institution's relationship with its former students (<https://alumni.eap.grec>). The objectives related to the improvement of the quality of the programme resulting from the analysis of these collected data are published on the web in the documents mentioned in the previous section.

Analysis of judgement

As already stated under Principle 7, the low participation of students in the non-mandatory survey can be considered a weakness of the system and should be addressed by the ISP programme. The quality objectives of the programme published on the web are clear and practicable, and have a completion date of December 31, 2022. They consist of the creation of internal work teams of the programme to review, firstly, the content of the teaching material of the thematic units and, secondly, to update it. Other objectives are the regulation of the level of Spanish for both access and qualification, and the development of collaborative initiatives with foreign Spanish institutions such as the Cervantes Institute.

Conclusions

The programme annually reviews its quality indexes, evaluates them and uses the results to design its annual improvement objectives posting them on the website.

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

10.1 Has the study programme undergone an external evaluation process administered by HAHE?

The only external evaluation of the study programme took place from February 3rd to February 5th 2014. The programme was evaluated only as part of the general evaluation of the school by the following panel:

- George Filippou, Professor (retired), University of Cyprus & University of Nicosia (coordinator)
- John Spiridakis, Professor, St. John's University, New York, USA
- Panagiotis Angelides, Professor, University of Nicosia, Cyprus
- Constantin Canavas, Professor, Hamburg University of Applied Sciences, Germany

10.2 Has the department implemented actions in response to recommendations made by the HAHE External Evaluation Committee?

The preceding Evaluation Panel reviewed the programme at an incipient stage and in the framework of a review of the School of Humanities. Consequently, the evaluation report limited itself to few comments on the way the studies should be organized. This report is not useful to have a clear picture of the programme's development up to 2022, since it does not contain any relevant information to trace the evolution of the programme from 2014 to 2022. The Evaluation Panel in charge of the 2014 evaluation had meetings with representatives of ΑΔΙΠ and ΜΟΔΙΠ, members of the School of Humanities, as well as students.

The conclusions and the recommendations of the present Accreditation Panel are based on the findings collected from the documentation provided before the beginning of the visit (this

documentation dates from 2020) as well as the exchanges of the Accreditation Panel with members ΔΕΠ, administrative staff, students, alumni and external partners.

According to these findings, the Accreditation Panel found out that the studies in Spanish Language and Culture provide employment opportunities in a number of areas in both the public and the private domain. This in spite of the fact that the Spanish language has not entered yet Secondary Education with the consequent limitations in the job market, and that the same studies are offered at the National and Kapodistrian University of Athens and, to a lesser extent, at Aristotle University of Thessaloniki. For this reason, and taking into account the fact that the goal of the HOU is to provide access to University education to an important sector of Greek society, the Accreditation Panel views in a positive way the existence of a specialization in Hispanic Language and Civilization at the HOU. These studies provide a good, in general terms, programme of studies, a rich team of professors and a constant determination to improve the quality of the SP. There are, however, a number of points which need improvement.

10.3 Has the study programme / academic unit recently undergone external reviews conducted by Agencies other than HAHE? What are the results of these reviews?

The MEAE (Internal Evaluation and Training Unit - IETU) conducts an annual evaluation of the programme and its findings are sent to the ΜΟΔΙΠ (Quality Assurance Unit - QAU), which elaborates and analyses the data and send them to the Office of Strategic Planning and Development.

10.4 Are the members of the staff aware of the importance of the external review and its contribution to improvement?

From the exchanges and conversations that the Accreditation Panel had with the members of the staff, the EEAP observed that they, which participate in full, were very aware of the significance of the external evaluation, showing a great interest in the final report and the continuous future improvement of the quality of the offered studies.

10.5 Do all stakeholders of the programme / academic unit actively engage in the external review and the entailed follow-up actions?

The Accreditation Panel concluded the following:

- a) The ensemble of the teaching and research staff of the programme actively participates in the external evaluation, as well as in the internal evaluations carried out by ΑΔΙΠ and ΜΟΔΙΠ.
- b) The participation of the students and the alumni in the meetings was satisfactory.

10.6 Please provide any recommendations as appropriate.

a) The Accreditation Panel (EEAP) concludes that the fact that the programme of Hispanic Language and Civilization Studies (ISP) has only one member ΔΕΠ constitutes a serious shortcoming. Therefore, the EEAP considers necessary to follow the example of other open universities in Europe and create a sufficiently staffed team of permanent ΔΕΠ members. This team will guarantee an adequate coordination between teaching and other activities and, at the same time, will investigate the possibility of developing some research projects.

b) The programme of studies as well as the teaching materials are slightly outdated. According to the opinion of some students and alumni, they present some weaknesses. Therefore, some renewal and updating is needed and it would be advisable to involve students and/or alumni in this enterprise.

c) Regarding the courses/thematic units offered by the programme:

- The lack of elective courses should be addressed. The students should have the opportunity to deepen in some concrete subjects which they consider interesting or useful for their professional development.
- Given the fact that the required level of language to access the programme is B1, an adequate number of language courses should be provided. Although there is a number of thematic units strictly dealing with the language, the Accreditation Panel thinks that the weight of these courses in the programme should increase and they must be compulsory.
- Some students and alumni noted the need of updating the teaching materials (or part of it) used in the programme. There is a very rich and up-to-date offer of teaching materials in the domain of Hispanic Language and Civilization Studies in either printed or digital forms produced by a number of institutions (universities, Instituto Cervantes, publishers, etc.) in Spain or Latin America.

d) The lack of practical training for most students should be remedied through the planning of a policy of partnerships with public or private institutions in Greece or abroad. In the short term, the agreement with the Instituto Cervantes should be implemented.

e) To increase the number of five online meetings with the students.

f) The testing system in place should be enriched with oral exams.

g) To evaluate the possibility of introducing a final degree thesis in the programme of studies on an optative basis.

h) To enrich the library in the domain of Hispanic Language and Civilization Studies with the acquisition of additional printed and digital material.

i) Finally, research should play a more salient role in the programme.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- Teaching staff of very high quality committed to offer high-standard education.
- Efficient procedures of conducting annual reviews and internal audits of the quality of the SP.
- Strong support of the SP from the Faculty of Humanities and the HOU administration.
- Excellent opinion on the teaching and the general quality of the SP on behalf of students and alumni.
- Very good students/professor ratio.
- Rational and well-structured SP.
- Remarkable amount of interesting scientific and cultural activities organized by the SP.
- Good scholarship policy and procedures.
- Social contribution of the SP. It gives the opportunity to follow such a program to social groups that could not do it in a conventional university.

II. Areas of Weakness

- The SP is understaffed. There is only one permanent professor and more full-time permanent positions are needed.
- Lack of elective courses/thematic units.
- Insufficient bibliographical resources in the domain of Hispanic Language and Civilization Studies.
- Poor participation of students in deliberative and decision-making committees.
- Insufficient participation of students in the evaluation process.
- Lack of a final degree thesis for the interested students.
- Lack of research orientation in the SP (research projects under development, graduate programme in the same area of studies).

III. Recommendations for Follow-up Actions

- Increase the number of permanent teaching staff.
- Invite student representatives into the discussion of the strategic planning at the level of the Programme of Studies Committee.
- Introduce some elective courses (or thematic units) into the SP in the third and/or fourth years.

- Promote the participation of the students in the SP activities through podcasts, student workshops, etc.
- Consider the possibility of introducing a non-compulsory final degree thesis.
- Reinforce the acquisition of printed books on the programme's topics and invest at the same time in the expansion of electronic resources.
- Give a more prominent role to research in the SP. Promote collaborative research projects with internal or external funding.
- Renew and update the content of some thematic units (subjects, textbooks, etc.). Enrich the testing system with oral exams and increase the number of meetings in the thematic units.
- Support student participation in quality surveys, even considering the possibility of making them compulsory.
- Strengthen language skills in the first/second year students of the SP.
- Develop further agreements/partnerships with external institutions to increase the variety of practical training for students.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **3, 5, and 6.**

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. **Prof. Moschos Morfakidis-Filactós (Chair)**
Universidad de Granada, Granada, Spain
2. **Prof. Manuel Español-Echevarría**
Université Laval, Québec, Canada
3. **Assoc. Prof. Ernest Emili Marcos Hierro**
Universitat de Barcelona, Barcelona, Spain
4. **Ms Panagiota Foteinopoulou (Student of Philology)**
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