

DECLARATION OF QUALITY POLICY

1. Purpose and Framework of Quality Assurance Policy

The Faculty of Humanities and Social Sciences, in which the **Undergraduate Program of Studies in English Language and Literature** sits, implements the Quality Assurance Policy of the Institution and has as its main objective the assurance and continuous improvement of the quality of the Undergraduate Program of Studies in Law.

The Quality Policy is the framework within which the educational and academic activities of the Undergraduate Program are organized, implemented, monitored and evaluated. It is directly linked to the strategy and strategic goals of Keele Greece Legal Entity, the Academic Unit (School) of the Legal Entity and the parent University of Keele and is specialized, at the level of the Undergraduate Program, through the annual and four-year quality targeting. It aims to form a stable culture of quality, transparency and continuous improvement.

The implementation of the Quality Policy is based on the fundamental principles of academic freedom, equality and equal treatment, meritocracy, transparency, academic and professional ethics, respect for the rights of all members of the academic community and accountability.

At the same time, the Principles and Guidelines for Quality Assurance in the European Higher Education Area (ESG) are taken into account, **and in particular the European Standard ESG 1.1** as well as the current institutional and regulatory framework for the operation of Higher Education Institutions.

This Quality Policy Statement is approved by the competent body of the Faculty of the Legal Entity of Legal Entity, is published through its official website and is implemented in the context of the Internal Quality Assurance System (IQAS) of the Legal Entity and the corresponding procedures of the parent University of Keele. The Quality Policy is implemented with the participation of all stakeholders of the Undergraduate Program and is a key tool for the systematic evaluation of its operation, informed decision-making and the implementation of improvement actions.

In the context of the Quality Policy, the School of "Humanities and Social Sciences" of the U.L.E. is committed to ensuring the allocation of adequate and appropriate resources for the effective operation of the Undergraduate Program, the adequacy and suitability of the teaching and academic staff, the quality and suitability of the learning environment, as well as the quality and adequacy of the support services and their staffing. The adequacy of resources, staff, infrastructure and services is monitored and evaluated in the context of the prescribed quality procedures and the results are used to take, where necessary, corrective or improvement actions.

2. Strategic Connection and Quality Objectives

The Quality Policy of the Undergraduate Program in **English Language and Literature** is directly linked to the strategy of the Institution and the School. This connection is reflected in the strategic planning of the Institution and is specified in the annual and four-year quality objectives of the Undergraduate **Program**, which includes specific, measurable, achievable, relevant and time-bound goals, according to the S.M.A.R.T. methodology.

For each objective, the following are specified:

- the strategic objective to which it is linked;
- the measurement indicator,
- the base price,
- the target price,
- the time horizon for achievement,
- the interim annual milestones,
- the body or person responsible for its implementation and monitoring.

The achievement of the objectives is monitored at least on an annual basis and the results are used to revise the target setting and plan corrective or improvement actions.

The specification of the individual objectives, indicators, baselines and target values is reflected in the corresponding **Quality Target Setting of the Undergraduate Program (Π2.2)**, which is the functional tool for the implementation of this Policy.

3. Quality Indicators and monitoring of the achievement of the objectives

In the context of the annual and four-year quality targets, the Undergraduate Program monitors a set of quantitative and qualitative Quality Indicators (KPIs), which are linked to the strategic objectives of the Institution and capture individual dimensions of quality, effectiveness, educational operation and student experience. The indicators are used as tools for measuring and documenting the achievement of quality objectives and are not identical to the strategic objectives of the Undergraduate Program themselves.

The main thematic categories of the Quality Indicators of the Undergraduate Program include:

- **Indicators of educational work and learning outcomes**, such as performance and success in courses, academic progress of students, achievement of predicted learning outcomes and development of basic academic, horizontal and professional skills, completion and early graduation, as well as interruption or non-completion of studies.
- **Indicators of student participation, involvement and student experience**, such as participation in evaluation processes, participation in educational, social and extrovert actions, utilization of available educational and support services, as well as student satisfaction with the educational work and overall student experience.

- **Indicators of connection with the labor market and professional development**, such as actions and collaborations with professional, public and institutional bodies, the participation of students in professional development actions, the development of professional skills and the connection of the content of the Undergraduate Program with the changing needs of the labor market.
- **Indicators of internationalization and academic extroversion**, such as international academic collaborations, the participation of students and teachers in mobility actions, international educational and research activities and the participation of the Undergraduate Program in international networks and collaborations.
- **Indicators of educational material, digital transformation and learning environment**, such as the degree of updating of courses and bibliography, the availability and use of digital educational material, the use of digital and interactive tools in teaching, the access and use of digital educational platforms and the development of students' digital skills.
- **Indicators of human resources and academic development**, such as the ratio of students to teachers, the participation of teaching and administrative staff in professional development and training actions, research activity and interdisciplinary cooperation, as well as the satisfaction and active participation of staff in the continuous improvement of the Undergraduate Program.
- **Indicators of social connection and social responsibility**, such as the number and extent of collaborations with public, social and institutional bodies, the participation of students in social contribution and volunteering actions, as well as the actions for the dissemination of scientific knowledge and the connection of the Undergraduate Program with society.
- **Indicators of the effectiveness of continuous improvement and quality assurance actions**, such as the rate of implementation of approved improvement actions, the use of evaluation results for corrective and improvement measures, the monitoring of the achievement of quality objectives and the participation of students, graduates, employers and other stakeholders in the consultation and improvement processes of the Undergraduate Program.

The above indicators are not independent objectives, but are used as indicators for measuring the achievement of the objectives included in the annual and four-year quality target setting of the Undergraduate Programme. The selection and specialisation of the individual indicators is carried out according to the strategic priorities and needs of the Undergraduate Programme. For each objective included in the target setting, the base value, the target value, the time horizon and the competent body or person are determined, in accordance with the S.M.A.R.T. methodology. **(Quality Target Setting of the Undergraduate Programme_Π2.2)**

The four-year target setting reflects the main medium-term objectives of the Undergraduate Programme, while the annual target setting specifies the progress of their implementation through specific annual milestones and actions. The results of the annual monitoring of the indicators and the achievement of the objectives are used to update the target setting and adjust the continuous improvement actions, where necessary.

4. Competent Quality Assurance bodies and structures

The assurance and continuous improvement of the quality of the Undergraduate Program are implemented through the Internal Quality Assurance System of the U.L.E. and the competent bodies and structures of the School.

At the level of a legal entity governed by a legal entity, the competent body for quality assurance and monitoring is the Quality and Standards Committee, which has as its main responsibility the monitoring of the implementation of the Internal Quality Assurance System (IQAS) within the legal entity, in accordance with the prescribed procedures and in harmonization with the quality assurance system of the parent University of Keele and the requirements and directions of the HAHE.

The Quality and Standards Committee collaborates with the Teaching and Learning Committee for the development and implementation of strategies and policies related to the student experience, teaching and learning process in the academic units of the U.L.E.

The Quality and Standards Committee is supported by the Department of Quality and Academic Standards, which provides the required administrative, organizational and technical support for the implementation, monitoring and documentation of quality assurance procedures. The actions and results of the work of the Quality and Standards Committee are communicated and reported to the competent bodies of the U.L.E. including the Teaching and Learning Committee and, where necessary, the meetings of the Deans of the Schools.

At the level of the School, the implementation of the Quality Policy is supported by the competent collective bodies of the School and the competent bodies of the Undergraduate Program, in collaboration with the Quality and Standards Committee and the Department of Quality and Academic Standards.

The operation of the bodies and the distribution of their responsibilities are governed by the current institutional and regulatory framework of the U.L.E. and the parent University, in order to ensure a clear distribution of responsibility, informed decision-making and effective monitoring of quality procedures.

The responsibilities of the bodies include, but are not limited to:

- monitoring the implementation of the Quality Policy,
- the monitoring of the indicators and quality objectives of the Undergraduate Study Programme,
- the exploitation of the results of the evaluation,
- recording problems and discrepancies,
- the planning and monitoring of corrective and improvement actions;
- the drafting and updating of the quality targets;
- the preparation of the required data for the internal and external evaluation and certification procedures.

The distribution of responsibilities is carried out in accordance with the applicable institutional and regulatory framework of the Institution.

5. Quality Assurance and Continuous Improvement Procedures

The implementation of the Quality Policy is based on organized and documented procedures, which include:

1. **Collection and analysis of quality data**, from the available information infrastructures and evaluation procedures.
2. **Annual evaluation of the educational process and courses**, utilizing the results of the evaluation by students and other available data.
3. **Monitoring of the quality indicators of the Undergraduate Programme**, including indicators related to attendance, performance, graduation, student experience, internships, internationalization and connection to the labor market.
4. **Preparation and monitoring of annual quality targeting**, by applying the S.M.A.R.T. methodology and linking the individual objectives with the strategic objectives of the Institution.
5. **Annual assessment of the achievement of the targets**, comparing the actual performance with the baseline and the corresponding target value.
6. **Identification of discrepancies and problems**, with documented investigation of the causes.
7. **Design and implementation of corrective and improvement actions**, where required.
8. **Monitoring the effectiveness of improvement actions** and utilizing the results in the next goal setting cycle.
9. **Internal and external evaluation and certification**, in accordance with the current institutional framework and **the approved quality assurance procedures of the U.L.E.**

These procedures are implemented with a clear division of responsibilities between the competent bodies and services and with the envisaged involvement of the interested parties.

In the context of quality monitoring, the available quantitative and qualitative data are used to monitor the performance of the Undergraduate Program over time and, where possible, to compare the actual performance with the baselines and the set targets. Particular emphasis is placed on the use of the results for informed decision-making and the prioritization of improvement actions.

The above processes compose a cycle of continuous improvement according to the logic:

Design → Implementation → Monitoring → Evaluation → Improvement → New Design.

In this way, quality assurance is not treated as a fragmented process, but as a continuous and organized operation integrated into the daily academic operation of the Undergraduate Program.

6. Management and recording of quality data – OPESP

The School of the Legal Entity is committed to the systematic, timely and complete collection, control and registration of the required quality data in the Integrated National Quality Information System

(HAHE) of the HAHE, in accordance with the applicable institutional and regulatory framework and the relevant instructions of the HAHE.

Quality data include, where applicable, data concerning students, such as enrolments, transfers, graduations and interruptions or drop-out of studies, as well as data on teaching and administrative staff, study programmes, infrastructure, funding and research activity, in accordance with the relevant HAHE guidelines and the relevant data manuals and quality indicators.

The registration process involves the coordination of the relevant services and bodies, the collection of the required data, the verification of the completeness and consistency of the data and their final submission in accordance with the established timescales.

A particular commitment of the School is the complete registration of the mandatory quality data. During the initial accreditation of the Undergraduate Study Programme, the School ensures the complete and correct registration of the required identity of the Undergraduate Study Programme in the "Register of Institutions" subsystem of the OPESP, in accordance with the relevant instructions of the HAHE. The aim is the complete registration, at a rate of 100%, of the required fields of the Register of Institutions during the initial accreditation, in accordance with the requirements of the HAHE.

The completeness of the registration is checked before the finalization of the submission and any deficiencies or discrepancies are addressed in cooperation with the competent services and bodies of the Institution.

OPESP data are also used as a source of documentation for monitoring the performance of the Undergraduate Study Program, evaluating quality objectives and planning actions for continuous improvement.

7. Stakeholder involvement

The School considers the participation of stakeholders to be a basic prerequisite for the effective implementation of the Quality Policy.

In accordance with the institutional and regulatory framework of the Legal Entity and the Parent University, representatives of the following participate in the quality assurance and improvement procedures:

- teaching and academic staff,
- of students,
- administrative staff,
- of graduates,
- of the Foundation through the designated representatives,
- professional, social or other relevant bodies, where foreseen or appropriate.

In accordance with the applicable institutional framework, the participation of at least one (1) representative of the parent **institution, University of Keele**, and one (1) student representative, is ensured in the competent bodies and in the quality assurance procedures of the Undergraduate Program.

The involvement of stakeholders takes place, where appropriate, through their representation in the relevant bodies, their participation in consultation and evaluation processes, as well as through the submission of evidence-based proposals and feedback. The results of the participation and consultation are used in the design and updating of continuous improvement actions.

The involvement of stakeholders helps to gather different perspectives, identify needs and problems, and formulate informed suggestions for improvement.

8. Transparency and disclosure

The School is committed to publishing this Quality Policy Statement and the relevant quality assurance procedures on its official website.

The disclosure shall include, where applicable:

- the Quality Policy Statement,
- basic quality assurance procedures;
- the annual quality target setting of the Undergraduate Study Programme,
- data and results to be made public;
- information on the evaluation and continuous improvement processes.

The published version of the Quality Policy is available on the official website of Keele Greece Legal Entity, in Greek and English:

- **Greek version:** <https://keelegreece.gr/proptuxiaka/aggliki-glossa-didaskalia/>
- **English Version:** <https://keelegreece.gr/en/bachelors/english-language-and-literature/>

The publication ensures transparency and information for members of the academic community and other stakeholders and strengthens the public accountability of the School of Legal Entities of Legal Persons.

9. Commitment to continuous improvement

The School and the Undergraduate Program are committed to the continuous improvement of the quality of education and the services provided to students.

This commitment is implemented through the systematic monitoring of qualitative and quantitative indicators, the annual targeting, the exploitation of the results of internal and external evaluations, the involvement of stakeholders and the implementation of corrective and improvement actions.

The Quality Indicators (KPIs) related to the educational work, infrastructure and services and human resources are used, in combination with the indicators provided by the institutional framework and the NAP, for the documented assessment of the quality and effectiveness of the Undergraduate Program.

The results of the monitoring of the KPIs are used in the next target setting cycle and, where significant deviations are identified, for the design and monitoring of corrective or improvement actions

The effectiveness of the Quality Policy is periodically reviewed by the competent bodies and, where necessary, the Policy, procedures and objectives are updated to meet the needs of the Undergraduate Program, the Foundation and the stakeholders.

The review shall be based on the available quality data, the results of the evaluation, the achievement or non-achievement of the objectives, the feedback of the stakeholders and the conclusions of the internal and external evaluation processes.

In this way, the connection of the Quality Policy with the daily operation of the Undergraduate Program is ensured, the Institution's strategy and the cycle of continuous improvement.

10. Documentation of compliance with indicators D2.1–D2.6

Index	Documentation in the Quality Policy Statement (D2.1) and in the Quality Target Setting of the new Undergraduate Program (D2.2)
D2.1 – Disclosure	The publication of the Quality Policy Statement, as well as the relevant quality assurance procedures and information, is explicitly provided for through the official website of the School.
D2.2 – Completeness of the Declaration	The Statement links the Quality Policy with the strategy of the Foundation and the Undergraduate Program and includes the quality assurance structures and bodies, the procedures provided, the targeting and monitoring of indicators, the procedures for continuous improvement and the participation of stakeholders.
D2.3 – Target setting and monitoring	Annual and four-year quality targeting is provided by applying the S.M.A.R.T. methodology, setting indicators, base values and targets, time horizon, intermediate milestones and responsibilities. The achievement of the objectives is monitored on an annual basis and, where necessary, corrective or improvement actions are taken.
D2.4 – Measurable objectives	The quality objectives of the Undergraduate Program include specific and measurable objectives, which are linked to the strategic objectives of the Institution and the Undergraduate Program and are monitored through appropriate quantitative and qualitative indicators.
D2.5 – OPESP	The timely, complete and documented registration of the required quality data in the OPESP is provided, in accordance with the respective requirements and the prescribed submission fields. The data is used to monitor and document the quality of the Undergraduate Study System.
D2.6 – Interested parties	The participation of stakeholders in the quality assurance and improvement processes is foreseen, through the competent bodies and consultation procedures, in accordance with the applicable institutional and regulatory framework and the expected representation of the Institution and students.

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This Statement is the key reference text for the implementation of the Quality Policy of the Undergraduate Program and is functionally linked to the annual and four-year quality targeting, the monitoring of quality indicators, the registration and utilization of data in the Undergraduate Study Program, as well as to the evaluation and continuous improvement procedures of the Undergraduate Program. The monitoring of the achievement of the objectives and the utilization of the evaluation results feed the next planning cycle and contribute to the continuous improvement of the educational work, the student experience and the overall operation of the Undergraduate Program.