



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών

— ΙΔΡΥΘΕΝ ΤΟ 1837 —

**Quality Policy of the Academic Unit
for the Development and
Improvement of the Postgraduate
Programme “Religious Studies and
Intercultural Research”**

Quality Policy of the Department of Social Theology and Religious Studies for the Development and Improvement of the Postgraduate Programme “Religious Studies and Intercultural Research”

The Quality Assurance Policy of the Department of Social Theology and Religious Studies is fully aligned with the Quality Policy of the National and Kapodistrian University of Athens, committing the Department to provide high-quality Greek-language and foreign-language higher education to its students, by organizing and delivering postgraduate programmes of study with high academic standards and significant added value, in both Greek and English, in the Department’s main fields of expertise.

Furthermore, the Department seeks to foster a creative research environment, free scientific expression, and collaboration for all staff and members of its academic community. The Department commits to implementing this Quality Policy across all current and future postgraduate programmes, following the University’s Quality Assurance Guide (ESDP) procedures, with the ultimate goal of continuous improvement. Through this Policy, the academic identity and orientation of the postgraduate programmes are reinforced, their purpose and scope are promoted, specific annual targets are set, means and methods for achieving them are defined, and the participation of stakeholders in evaluation and redesign processes is ensured.

In particular, for the implementation of this Policy in the postgraduate programme “Religious Studies and Intercultural Research,” the Department commits to applying the quality processes outlined in the University’s ESDP Quality Manual, tailored to this programme, in close collaboration with the University’s Quality Assurance Unit (MODIP). All QA procedures for the Department’s postgraduate programmes undergo annual inspection, review, and revision by the Internal Evaluation and Assurance Unit (OMEA), in cooperation with MODIP.

The processes applied for monitoring and continuous improvement of the Department’s postgraduate programmes are as follows:

1. **Implementation of the QA Policy** for postgraduate programmes, including specific QA actions to create the framework within which they must operate. The Quality Policy for “Religious Studies and Intercultural Research” is posted on the programme’s website: <https://religious-studies.soctheol.uoa.gr/>.

For the University’s Quality Policy see

https://modip.uoa.gr/diasfalisi_poiotitas/politiki_poiotitas/

2. **Allocation and management of resources** for the Department’s postgraduate programmes through processes that support optimal choices, ensuring the necessary personnel, funding, infrastructure, and equipment, to maintain and continuously improve programme effectiveness in meeting

quality targets.

3. **Setting Annual QA Targets** by all Department postgraduate programmes starting or running within the academic year. Following consultation among Department and programme leadership, specific measurable quantitative and qualitative targets are chosen and assessed by defined indicators. Achieving these targets is crucial for improving administrative, educational, and research functions.
4. **Periodic Internal Evaluation and Monitoring** of all Department postgraduate programmes on an annual basis, supported by MODIP. Internal evaluation and assessment of all processes allow identification of issues and application of agreed improvements, leading to programme enhancement.
5. **Data Collection on Quality:** measurement, analysis, and improvement of postgraduate programmes through effective processes for gathering and analyzing information on student data, teaching staff, course structure, instruction, and student services. Data feed into the national OPSSP information system of the HQA and internal University systems.
6. **Publication of Information** on the Department's postgraduate programmes, ensuring accessible, up-to-date, objective, and clear details. This includes a dedicated section on the Department website, a bilingual page for the programmes, and procedures for content review and updating.
7. **External Evaluation** of the Department's postgraduate programmes by the HQA, conducted periodically by independent expert committees.

Application of these processes in the postgraduate programme "Religious Studies and Intercultural Research" will ensure:

- a) the appropriateness of the programme's structure and organization;
- b) that learning outcomes and resulting qualifications align as closely as possible with the European and National Qualifications Framework for Higher Education Level 7;
- c) promotion of teaching quality and effectiveness through oversight by the programme's coordination committee, OMEA, Department leadership, and MODIP;
- d) suitability of the teaching staff's qualifications, especially external collaborators;
- e) formulation, application, and review of specific annual quality targets;
- f) demand for graduates' qualifications in the job market, through periodic investigation of market needs and graduate monitoring;
- g) high-quality student support services, including for students with disabilities, covering administrative services, libraries, online services, scholarships, and welfare;

- h) efficient use of tuition revenue to provide necessary student services and support programme operations within and beyond Department facilities, such as field visits;
- i) annual internal evaluation and review of the QA system for the programme in collaboration with OMEA and MODIP.

The Quality Targets on which the Department will focus for the postgraduate programme “Religious Studies and Intercultural Research” are:

1. Improve student engagement and timely completion of studies
2. Enhance student support services
3. Attract new research talent
4. Strengthen research output
5. Increase research funding
6. Promote internationalization – increase student mobility
7. Increase teaching staff mobility
8. Develop human resources rationally
9. Improve teaching quality