



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the Postgraduate Study Programme of: New Forms of Education and Learning

Department: Pre-school Education and Educational Design

Institution: University of the Aegean

Date: 23/02/2025



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



NOTES

- *Please do not modify styles, fonts, and language in this template.*
- *If you wish to paste text, please use the '**paste text only**' option.*
- *For text input, please use the 'normal' style or start writing in the lorem ipsum sample text.*

Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **New Forms of Education and
Learning** of the **University of the Aegean** for the purposes of granting
accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	5
I. The External Evaluation & Accreditation Panel	5
II. Review Procedure and Documentation	6
III. Postgraduate Study Programme Profile	9
Part B: Compliance with the Principles	11
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT	11
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES.....	15
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT	20
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.	23
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES	27
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT	31
PRINCIPLE 7: INFORMATION MANAGEMENT	34
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES	38
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	41
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	45
Part C: Conclusions	47
I. Features of Good Practice	47
II. Areas of Weakness.....	47
III. Recommendations for Follow-up Actions.....	47
IV. Summary & Overall Assessment	48

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of New Forms of Education and Learning of the **University of the Aegean** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Makopoulou Kyriaki (Chair)

(Title, Name, Surname)

University of Birmingham

(Institution of origin)

2. Almpanaki Xanthi

(Title, Name, Surname)

Regional Centres for Educational Planning (PEKES).

(Institution of origin)

3. KYRIAKIDES LEONIDAS

(Title, Name, Surname)

Τμήμα Επιστημών της Αγωγής, Σχολή Κοινωνικών Επιστημών και Επιστημών της Αγωγής, Πανεπιστήμιο Κύπρου

(Institution of origin)

4. LIZARDOU DIMITRA PANAGIOTA

(Title, Name, Surname)

National and Kapodistrian University of Athens

(Institution of origin)

5. VALAVANIDOU-IOANNITOU GEORGIA (GINA)

(Title, Name, Surname)

Le Mans Université

(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The members of the External Evaluation and Accreditation Panel (EEAP) were provided (well in advance of the scheduled online meetings) with all necessary documentation by the Hellenic Authority for Higher Education (HAHE) and the University of Aegean for the external accreditation of the Post-graduate Study Programme (PSP) 'New Forms of Education and Learning' (hereafter referred to as PSP or the Programme). All necessary documents were easily accessible online, and included the Standards for Quality Accreditation, Mapping Grid, Assessment Guide, Assurance Policy Document, and the European Qualifications Framework. For the current accreditation, additional materials were provided, including the School's Proposal for Accreditation of the Postgraduate Programme, detailed module descriptions, quality indicators and goals, and student evaluation questionnaires. The EEAP also reviewed the Programme's website to gain further insights. The accreditation visit was conducted online via Zoom, with the first teleconference held on Monday, January 13, 2025, and the second on Tuesday, January 14, 2025. Throughout the process, the EEAP held several private meetings at various stages, including before and following completion of the online meetings to finalize their report. These meetings ensured that all findings and recommendations were thoroughly discussed and agreed upon by the panel members. During the visit the EEAP had the following formal meetings with academic and administrative staff of the PSP, as well as current students, graduates and external stakeholders:

Monday 13 January 2025

Meeting with the director of the Programme, the Head of Department, and members of the OMEA and MODIP

During this meeting, a detailed and comprehensive overview of the Programme – and its evolution - was presented by the director of the PSP. This included key considerations for current provision and future developments. The presentation highlighted the actions undertaken to ensure quality of provision. It also addressed any areas of concern, outlining the steps taken to maintain high standards and to improve the Programme continuously.

Online tour and discussion about facilities and available resources

In the presence of key administrative staff and technical support personnel, the meeting offered a comprehensive overview of the facilities and learning resources available. This included detailed information about the materials and equipment designed to enhance student engagement and learning. The discussion highlighted how these resources are utilized to support students' academic experiences and foster an enriching learning environment.

Tuesday 14 January 2025

Meeting with teaching staff

The meeting addressed a wide range of topics, including opportunities for professional development, staff mobility, and workload management. Discussions also covered student assessments, the processes for evaluating programmes and modules, and the integration of research and research-driven teaching strategies. These topics were explored in depth to ensure a comprehensive understanding of the current practices and to identify areas for improvement.

Meeting with current students

During this meeting, a variety of topics were discussed. These included student satisfaction with their overall PSP experience, the quality of the facilities and support services available to them, and their contributions and perspectives on the quality assurance processes. Additionally, the discussion covered other matters that students identified as their top priorities related to their studies, ensuring that their voices and concerns were heard.

Meeting with graduate students

The meeting with graduates involved sharing their experiences during their postgraduate studies, highlighting how the programme helped them navigate their studies. Additionally, we explored how this postgraduate degree has influenced their career paths, focusing on the specific skills and knowledge they gained that have been instrumental in their professional development. Graduates shared insights into how the degree has opened up new opportunities, enhanced their expertise, and contributed to their growth in their respective fields.

Meeting with employers and social partners

During this meeting, we explored the relationships that the Programme has established with external stakeholders. The discussions centered on the development and maintenance of these partnerships, highlighting collaborative projects, including educational initiatives / professional development opportunities for wider dissemination of research-informed practice.

Closure meeting

After an intermediate private meeting of the EEAP, the closure meeting aimed to achieve two main objectives. Firstly, it sought to engage in a discussion to clarify any points and findings that required further explanation. Secondly, it provided an informal and preliminary summary of the key findings, observations, and recommendations from the EEAP. This summary highlighted both the strengths of the programme and areas for improvement, ensuring that all stakeholders had a clear understanding of the preliminary evaluation outcomes and an opportunity for constructive discussion.

Names of key staff from the Programme and MODIP:

Stamatis Panagiotis, Professor, Head of the Department

Nikolaos Raptis, Associate Professor, Director of PSP “New Forms of Education and Learning”

Kouroutsidou Maria, Assistant Professor, OMEA (Steering committee) member

Stylianos Xanthopoulos, Associate Professor, Vice Rector of Administrative and Academic Affairs, Head of MODIP

Athanasios Stasinakis, Professor of the Department of Environment, MODIP Member

Maria Leventeli, MODIP staff

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Postgraduate Study Programme “New Forms of Education and Learning” is designed to equip postgraduate students with the scientific and professional knowledge and skills needed to design, implement, and evaluate lifelong learning programmes and e-learning initiatives. Thus, the purpose of the PSP is multifaceted, aimed at addressing contemporary educational needs and challenges; and seeking to provide advanced education and training to individuals interested in lifelong learning, adult education, and e-learning, as well as to support professionals who can design, implement, and evaluate innovative educational programmes tailored to modern demands, with a focus on lifelong learning systems. These multifaceted aims are achieved by using modern training methods, practices, and new technologies. The Programme is designed for a diverse group of professionals, such as educators in formal and non-formal settings, looking to enhance their expertise, education policy makers responsible for planning and managing educational programmes, and corporate and public sector professionals working in human resources and development roles. The Programme focuses on three major objectives:

- (1) Promote the scientific knowledge in lifelong learning, adult education, e-learning, and research methodologies.
- (2) Equip students with skills and competencies to develop innovative educational programmes and lifelong learning systems.
- (3) Encourage the use of cutting-edge technologies and contemporary practices in education.

The Programme spans three academic semesters. These include the completion of a thesis as well as practical training (thereafter referred to as ‘work placement’). Students must successfully pass examinations in a total of ten modules, alongside successful completion of a Master’s Thesis in the third and final semester. The Programme is structured so that the first and second semesters each consist of five compulsory courses. Each course carries 6 ECTS credits, amounting to 30 ECTS credits per semester. The third semester involves the completion of a thesis (30 ECTS). Work placement module is provided at several listed collaborating settings and is not supervised. Upon successful completion of the PSP, graduates are awarded a Diploma of Postgraduate Studies in New Forms of Education and Learning. This qualification equips students with a wide array of career opportunities across

various settings, including roles in the public and private sectors, as well as in educational institutions. Specifically, graduates can pursue careers in schools, educational organizations, and businesses that focus on lifelong learning and educational development. The institution provides high-quality infrastructure to support both face-to-face and web-based learning, ensuring that students have access to appropriate resources and facilities to enhance their educational experience.

The PSP operates within the framework of the European Credit Transfer and Accumulation System (ECTS), which quantifies academic workload. The complete cost of the Postgraduate Programme amounts to 2.600€, reflecting the total number of 90 required credit units. Teaching is provided in the Greek language, although applicants are expected to have good knowledge of English language, to access the bibliography and other learning materials.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

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 THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, 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 postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement 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 postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Quality Assurance (QA) Policy of the Programme aligns with the quality policy and procedures of the University (see Annex 1.1a). Specifically, the PSP is committed to maintaining and improving the quality of The Programme provision, while ensuring that it operates in accordance with the rules governing the Department of Early Childhood Education and Educational Planning of the University of the Aegean (see Annex 1.1c). Moreover, the PSP ensures compliance with strategic goals, internal quality systems, and stakeholder input, aiming for continuous academic and administrative improvements. The QA policy of the PSP (see Annex 1.1a) aims to enhance the academic profile and orientation of the The Programme and is designed to support and strengthen the purpose and objectives of the The Programme, as these are outlined in the previous section of this report.

The Programme's commitment to quality is visible through the: (1) recruitment of highly specialized faculty with expertise in relevant fields; (2) integration of innovative teaching methods to enhance learning, as well as knowledge and skill development; (3) presence of modern and well-equipped facilities, including classrooms, computer labs, and research infrastructure; (4) extent of students' access to a variety of academic resources, such as databases, e-journals, and e-books; and (5) overall compliance with European and national higher education frameworks (Level 7 of the European and National Qualification Frameworks). The QA Policy of the PSP is publicly available on the Programme's website (https://www.pse.aegean.gr/quality_policy/) in Greek, but it is also available in study guides and the Programme's admission documents. New students are also informed about the policy during orientation sessions at the beginning of the academic year.

II. Analysis

The QA Policy of the PSP demonstrates a comprehensive and systematic approach to ensuring academic excellence, research integration, and alignment with the broader goals of the University of the Aegean and its of Early Childhood Education and Educational Planning. The policy is well-articulated, addressing key dimensions necessary for fostering a high-quality postgraduate The Programme. More specifically, central to the The Programme is the assurance of high-quality education and student success through a supportive educational environment promoting academic and personal growth; clear, measurable learning outcomes evaluated through diverse methods, including exams, projects, and continuous assessment; and opportunities for research and production of high-quality academic work, including the completion of a thesis (which is compulsory).

Through a comprehensive overview of the available evidence (i.e., provision of documents, accreditation meetings, students' perspectives, relevant websites), the policy of the PSP reflects the Programme's commitment to academic excellence, quality assurance, and continuous improvement. There is a clear alignment between the Programme's quality policy and the broader institutional framework of the University of the Aegean, and the policy highlights the rigorous

selection of qualified faculty, the use of modern teaching methodologies, and access to advanced resources such as academic databases and e-learning tools. These elements are critical in ensuring the The Programme remains competitive and delivers high-quality education. The The Programme is also designed to foster critical thinking, research skills, and professional competencies through personalized feedback, regular evaluations, and access to up-to-date learning resources. The QA policy also outlines detailed procedures for monitoring and evaluating the The Programme, including internal assessments, student feedback, and external benchmarking with similar programmes. These mechanisms demonstrate a proactive approach to maintaining and enhancing quality standards.

There are, nevertheless, three areas of improvement that should be considered. First, although the QA policy mentions stakeholder input, it does not detail the processes for collecting and acting on feedback from alumni, or industry partners, and other external stakeholders. A more transparent approach to stakeholder engagement could be included. Second, while the The Programme focuses on lifelong learning, adult education, and e-learning, it could emphasize more interdisciplinary opportunities. Collaboration with fields such as technology, business, and social sciences could enhance the Programme's appeal and relevance in a rapidly changing global job market. Third, the policy could benefit from a stronger emphasis on internationalization. While benchmarking against other Programmes is mentioned, expanding collaborations with international institutions or incorporating global education standards could further enrich the The Programme.

III. Conclusions

As evaluated by the EEAP, the QA policy prominently adheres to data-driven outcomes and promotes continuous improvement of the PSP in all aspects. Overall, the policy is well-structured, reflecting a strong commitment to academic excellence and student success. However, it could benefit from greater emphasis on interdisciplinary and global perspectives. By addressing these areas, the The Programme can further improve its reputation as a leader in modern educational methodologies and lifelong learning. For these reasons, the quality assurance policy and quality goal setting are deemed fully complaint to achieving excellence within the PSP in New Forms of Education and Learning, while demonstrating continuous dedication to improvement through well-established quality assurance processes.

Panel Judgement

Please tick one of the following:

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- 1) Implement a more structured approach to gathering data from graduates and external stakeholders to enhance the Programme's sustainability.
- 2) Strengthen partnerships with sectors like technology, business, and social sciences to boost the Programme's attractiveness and relevance in the fast-evolving global job market.
- 3) Place a greater focus on internationalisation by broadening (teaching and research) collaborations with global institutions.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The present PSP is an innovative Programme, with many advantages for the students, as it provides specialisation in the design, implementation, and evaluation of lifelong learning programmes and e-learning. As specified in the documentation reviewed by the EEAP, and outlined earlier in this report, the main aim of the Programme is to promote the development of knowledge, skills, and competences necessary for the development and implementation of educational programmes in lifelong learning, through modern training methods and the utilisation of new technologies. The Programme also aims to further advance research development and the production and dissemination of scientific knowledge in the areas of lifelong learning, adult education, and distance learning.

The programme is delivered online, and through access to the asynchronous (Moodle) and synchronous distance learning platforms. The curriculum is coherent, with students having opportunities to experience various teaching approaches, such as interactive workshops and seminars. Moreover, they become able to combine theory and practice, to teach adults, using methods and techniques of distance learning. The curriculum encompasses a broad range of topics tailored for: a) teachers and professionals in both formal and non-formal education, b) education executives, and c) executives from organizations and businesses in the public and private sectors who are involved in formal and non-formal education, as well as the development of education and lifelong learning. This qualification equips students with a wide array of career opportunities across various settings, including roles in the public and private sectors, as well as in educational institutions. Graduates can pursue careers in schools, educational organizations, and businesses that focus on lifelong learning and educational development. They are expected also to become administrative executives responsible for the design, development, and management of educational and training programmes, as well as advisors on new methods of education by exploiting new technologies.

As outlined in the officially published Student Guide, the academic Programme comprises ten compulsory modules. Module descriptions are provided, specifying the intended learning objectives, key areas of focus, and the instructional methods employed by academic members of staff / tutors. Additionally, these

descriptions outline general assessment strategies, evaluation methodologies, and recommended bibliographies. The Programme spans three academic semesters, and to graduate, students need to complete successfully 10 modules over two semesters (including a work placement module), as well as a compulsory thesis (6 ECTS per module, or 30 per semester). The first and second semesters consist of five compulsory modules each. The third semester involves the completion of a thesis (30 ECTS). Work placement is provided at several listed collaborating settings and is divided in two semesters. In the first semester, Work Placement 1 focuses on theoretical approaches and technique of concept mapping, role playing game, project method, and implementation of short-term projects. In the second semester, Work Placement 2 focuses on monitoring and evaluating teaching in educational structures of public and private sector and micro-teaching.

II. Analysis

In all the documents reviewed for this principle, the information is clearly articulated and well-presented, and the curriculum of this Programme meets all the requirements of the accreditation framework and set criteria. The Programme curriculum also effectively support students to develop the knowledge and skills required in developing, implementing and evaluating lifelong learning programmes, with effective incorporation of new technologies in education. The EEAP believes that the Programme could be strengthening by restructuring it in line with two distinctive specializations: one focusing on adult education and one on new technologies in education. Established partnerships with external stakeholders, who offer such placements and who have extensive experience in ministries, schools, and educational institutions, is a significant advantage for the Programme. Their involvement ensures that the Programme remains relevant and practical, addressing real-world challenges and needs in education. This can lead to effective and applicable learning outcomes for postgraduate students. In this context, the PSP could explore the opportunities for the students to have work experience with more active participation, where students implementing programmes developed by them (more hands-one experience) rather than relying solely on observations of in-service professionals/experts. This approach would allow students to gain practical experience, develop skills and competencies while applying theoretical knowledge in real-world settings. By engaging directly in tasks and responsibilities, students can better understand the nuances of their field, build confidence, and enhance their professional competence.

A structured and regular mechanism for collecting feedback from external stakeholders could be established, so that this feedback helps the team identify strengths and areas for improvement, ensuring the Programme evolves to meet the changing needs of students and the industry. A more systematic way of collecting, interpreting, and acting upon stakeholder input would be a contributing factor for the Programme to remain relevant and to maintain high standards, aligning with current educational practices and industry expectations. There was clear evidence of intensive and meaningful stakeholder engagement,

with those involved in the online meeting demonstrating a great sense of commitment to the aims of the Programme and its success. As previously noted, making such engagement more systematic, it can encourage these and other stakeholders to make even greater contribution, and it would provide students with opportunities for networking, employment, and engagement in events, professional development, and other collaborations.

III. Conclusions

In our review of the program's structure, we found that the modules defining its identity are effectively offered and support the achievement of the Programme's aims. The work experience modules could however offer more hands-on experiences. As this PSP provides students with the teaching qualification, the Department should also consider organising courses in pedagogy, for the students who do not come from pedagogy related schools and do not have the educational background needed. The compulsory Master thesis is an advantage of the Programme and the Department has the staff who can support it. The EEAP assesses the curriculum of this Programme as one that provides the required knowledge and skills for the specialization of the students in their field.

Panel Judgement

Please tick one of the following:

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- 1) As this PSP provides students with the teaching qualification, the Department should organise courses in pedagogy, especially for those students who do not come from pedagogy related schools and do not have the educational background needed.
- 2) The programme could be restructured in line with two distinctive specialisations: one focusing on adult education and one on new technologies in education. Modules and related work experience) should be aligned to these specializations.
- 3) The work experience modules are a valuable part of the Programme but are limited in observation of the educational units without any real practice in the class. Consider incorporating more hands-one work placements, with students developing, implementing

and evaluating programmes in line with their specialization.

4) A (more) structured and regular mechanism for collecting feedback from external stakeholders could be established.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation 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 by adopting 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*
- *strengthens 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 the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

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.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme is delivered online, featuring teaching-learning sessions accessible through both asynchronous (Moodle) and synchronous distance learning platforms. Students enhance their knowledge and skills, including research skills, through participation in interactive lectures and seminars, workshops with a focus on practical application (developing their ability to integrate theory with practice, engage with real-world challenges and scenarios), and an assortment of other distance learning methods and activities (e.g., discussions/debates, tutorials). By integrating applied learning strategies, the programme aims to bridge the gap between theoretical concepts and their enactment in practice, thereby preparing students for success in their respective fields. Thus, there was evidence that a student-centered approach is offered to foster meaningful learning experiences and to enhance students' academic ability and professional development.

Other important elements of the student-centered learning approach adopted in this Programme include regular group consultation meetings with students for discussion and guidance, frequent communication and regular support to solve questions, support for students during assessment preparation (including information meetings at the beginning of each academic year regarding assessment procedures), provision of clear study schedules, homework revision sessions, and personalised feedback. Furthermore, the PSP is committed to providing resources and support to facilitate the academic journey of postgraduate students. This includes access to state-of-the-art facilities, digital learning tools (examples are provided below), research materials, and faculty mentorship. Through these means, the Programme ensures that students have the necessary resources and academic guidance.

Alongside ongoing academic support, students are supported to learn via the utilisation of a combination of synchronous and asynchronous tools, such as access to: (1) An array of digital tools and services; i.e., Digital Identity; (2) The Moodle platform to access developed educational materials, announcements and evaluation forms; (3) Electronic libraries and databases for research support; and (4) Video conferencing tools (e.g. Zoom, MS Teams) for modern distance learning. Such plurality of available resources, and clear ongoing support from academic members of staff, on the basis of students' needs, is a significant aspect of Programme delivery.

II. Analysis

Based on evidence collated by the submitted documents and the consistent positive feedback obtained by current students and graduates during the online meetings, the EEAP is confident that the Programme adheres to the principles of student-centered learning in the methods adopted for both teaching and assessment. The Programme employs innovative teaching methods, provides personalized support, and ensures that assessments are designed to reflect students' understanding and application of knowledge. The EEAP's findings

underscore the Programme's dedication to fostering an inclusive and supportive educational environment that prioritizes the needs and experiences of its students.

During the meetings held by the EEAP with current students, graduates, and employers/external stakeholders, the EEAP was highly impressed by the unanimous satisfaction expressed regarding both the content and delivery of the PSP. Participants consistently praised the comprehensive and relevant curriculum, as well as the effective and engaging teaching methods employed. Everyone who spoke - and all of those present did – also complimented the dedication and expertise of staff, and the organization for supporting the students throughout their studies. The feedback highlighted the Programme's ability to meet the diverse needs of its students (including students with disabilities), ensuring that they are well-prepared for their future careers. Furthermore, the PSP has undertaken initiatives to strengthen student participation in the programme- and module- level evaluation processes (and more details are discussed later in this report) process so that its results allow safer conclusions to be drawn and more fully fuel decision-making to improve the operation of the PSP.

III. Conclusions

There is evidence that the Programme adheres to student-centered learning principles in teaching and assessment. The Programme employs innovative teaching methods, provides personalized support, and ensures assessments reflect students' understanding.

Panel Judgement

Please tick one of the following:

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

All the above must be made public in the context of the Student Guide.

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Student admission, duration of studies, student progression and mobility are clearly defined in Programme documentation. The intended selection criteria for student admission are transparent and include the following: general grade of Bachelors degree, grade in undergraduate courses related to the subject of the PSP, performance in the thesis (if applicable at the undergraduate level), and any research or professional experience of the candidate in a related field. New postgraduate students of the PSP are supported with appropriate actions, including detailed information on the programme of Study, visits to the facilities, and orientation activities at the start of their studies. The support of new students is provided in terms of information: a) through internet, primarily through the website of the Postgraduate Programme (Μεταπτυχιακά Προγράμματα Σπουδών – ΤΜΗΜΑ ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΠΡΟΣΧΟΛΙΚΗΣ ΑΓΩΓΗΣ ΚΑΙ ΤΟΥ ΕΚΠΑΙΔΕΥΤΙΚΟΥ ΣΧΕΔΙΑΣΜΟΥ), which is constantly updated, and the page of postgraduate studies announcements (Π.Μ.Σ. – Νέες Μορφές Εκπαίδευσης και Μάθησης), b) through the website of T.E.P.A.E.S. and the P.A., for issues concerning newcomers in both undergraduate and postgraduate level, c) at an information meeting that is organized in the first week of the academic year and in which participate the faculty of the PSP. The Postgraduate Program may provide scholarships based on academic and other criteria to full-time students, according to the decision of the Assembly, which determines the amount and number of scholarships.

The general structure of the PSP applies to the ECTS system (90 ECTS in total), which allows easy transfer among European Universities, student mobility, and process of recognizing the degree. The Erasmus+ Programme provides student mobility, both for studies in Institutions of Higher Education, as well as for internships in different infrastructures abroad. There is regular information to the academic community about the Erasmus+ programs by the Erasmus+ Office, through its updated website (<http://erasmus.aegean.gr/el/>), but also with frequent emails, which provides all necessary information.

The Department provides an Academic Advisor for each of the postgraduate students to advise the student during his/her studies. An official Study Guide clearly outlines the conditions for the realisation of the Master's thesis (e.g., transparency in the process of awarding and examining the thesis, counselling, and guidance for the preparation of the thesis). Students have regular communication with the coordinator of their thesis. The Members of the three-member Examination Committee must have the same or related scientific specialty as the subject of the Postgraduate Programme.

A practical training / work experience module is included in the Programme. The practical training is a compulsory module and takes place in two semesters. It is a valuable part of the Programme, in developing job-specific and broader skills for the students, but is limited in observation of the educational units without any real practice in the class. It has 12 ECTS hours.

II. Analysis

The Department has established clear and detailed student admission procedures, ensuring that prospective students understand the requirements and steps needed to enroll in the Programme. These procedures are designed to be transparent and accessible, providing comprehensive guidance to applicants. Once admitted, students receive robust support to ensure the smooth progression of their studies. The Programme effectively applies regulations that cover all aspects of student life, including admission, progression, recognition of prior learning, and the awarding of degrees or certifications. This systematic approach helps students navigate their academic journey with confidence and clarity. Upon graduation, students are automatically issued both a Diploma and its Supplement, free of charge, immediately after completing their studies. This ensures that graduates have all the necessary documentation to pursue further education or enter the job market without delay.

A key component of the curriculum is the research thesis, undertaken in the third and final semester of the studies. The thesis provides students with the opportunity to develop and hone their research skills. The official Study Guide is a testament to the Department's dedication to transparency and clarity, clearly outlining the conditions for the realization of the Master's thesis, including the process of awarding and examining the thesis, as well as providing essential counselling and guidance. Regular communication with thesis advisor further enhances the support system, ensuring students receive continuous feedback and assistance. Additionally, the requirement that Members of the three-member Examination Committee possess the same or a related scientific specialty as the subject of the Programme underscores the Department's commitment to maintaining high academic standards and relevance.

The work experience / practical experience module can be further developed (as noted elsewhere). As many of the students are already working in the field of education, the EEAP highly endorse that the Department takes into consideration the expertise of the students. The students, in their field of expertise, could create and publish Portfolios, teaching methods and teaching materials on life-long learning with new data in designing and implementing Education. These materials can be presented to the Department, to the educational community, to the schools or other structures and institutions, creating a databank useful for all parties.

III. Conclusions

Overall, the Department's comprehensive approach to student admission, support, and progression, combined with the emphasis on research through the thesis requirement, ensures that students are well-prepared for their future careers and academic endeavors. Procedures concerning student admission, student mobility, and thesis realisation, are clearly presented, and are following the required European standards. The work experience module needs to be expanded and better organised for all students.

The Department should also strengthen and support the mobility of the outgoing/incoming students of the PSP.

Panel Judgement

Please tick one of the following:

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Improve the work experience / practical module as it is currently limited in observation of the educational units without any real practice in the class. This major element can be threaded across the coursework of the two different specialisations, and provide students opportunities to conduct real practice in various fieldwork spaces, perhaps at appropriate sites for each specialisation. In that end, the department could prepare a cooperation plan with educational units

Strengthen and support the mobility of the students.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training-development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP 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 (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- Procedures and criteria for teaching staff recruitment
- Employment regulations or contracts, and obligations of the teaching staff
- Policy for staff support and development
- Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)
- List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP has a very well-defined framework for its teaching staff, focusing on transparent selection processes, excellence, and continuous development. The teaching staff recruitment procedures are aligned with the current national law and regulations of the University of the Aegean. Teaching staff primarily consists of members of the Department of Early Childhood Education and Educational Planning of the University of the Aegean, as well as academics and professionals from other Greek institutions. The selection process emphasizes transparency and meritocracy, complying with legal regulations (Law 4957/2022). Hiring and promotion are managed through the Apella system, following standardized

procedures set by the university's administrative offices. The documentation (Annexes 2.5. and 5.1.) includes a list of the teaching staff outlining their names, position, subject areas, teaching hours as well as a citation report (from Google scholar) for each member of the teaching staff. Currently, the PSP's faculty members are eight in total. There are also two EDIP members, and seven external collaborators. Each module has a designated coordinator who manages its implementation. Faculty responsibilities include designing the module outlines/syllabus, determining assessment methods, and supervising theses. Each member of the teaching staff should allocate at least four office hours per week and maintain availability via email during workdays. Administrative duties are not included in their weekly workload.

As regards to the policy of the department for providing support to the staff members for professional development (Annex 5.4), there is a strategic goal for fostering continuous, interdisciplinary professional growth within the Programme's academic and administrative community. For teaching staff, the Programme supports professional development through initiatives like participation in Erasmus+ Programmes, conferences, and training from the Teaching and Learning Support Centre. Staff members are encouraged to engage in research, publish collaboratively with students, and propose innovative educational projects. The Programme facilitates access to specialized equipment and software, while also supporting outreach activities such as workshops and community collaborations. Administrative staff are similarly encouraged to pursue lifelong learning, attend training programmes, and participate in mobility initiatives like Erasmus+. Faculty members are assessed anonymously by students through questionnaires designed by the university's Quality Assurance Unit (ΜΟΔΙΠ) which are also aligned with the standards of the Hellenic Authority for Higher Education (ΕΘ.Α.Α.Ε.). More specifically, students evaluate each course and instructor near the end of each semester. Results are processed and analysed by the Programme's internal committees, with findings used to improve teaching quality. Evaluation outcomes guide decisions for Programme adjustments in subsequent academic years.

It should be noted that the department focuses on research in preschool education, educational design, sustainability, inclusivity, and digital technologies and supports interdisciplinary collaborations and initiatives through its five postgraduate programmes and various research labs (e.g., Laboratory of Applied Research for Environmental Education, Laboratory of Social and Educational Research, Learning Technology and Educational Engineering Laboratory, etc.). These labs not only serve as hubs for advanced research but also encourage collaboration among faculty and students. A specific focus is placed on linking education with research and fostering innovation in teaching methodologies. Regular workshops and conferences are also organized to foster scientific dialogue on interdisciplinary topics. Lastly, staff members are encouraged to pursue research through academic mobility and are supported with resources such

as research leave, access to well-equipped facilities, and financial aid for conference participation. More specifically, recent Erasmus+ activities included 22 faculty exchanges, 15 of which are involved in the present postgraduate Programme.

II. Analysis

During the virtual meeting, the EEAP discussed with members of the teaching staff professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes as well as workload issues and teaching staff's involvement in research projects. Areas of further improvement were also elaborated. All members of the teaching staff of the PSP were willing to share with the EEAP all the documents and information that could make their work visible and they have presented and explained their vision about the programme. The recruitment process for teaching staff adheres to national laws and regulations with transparent procedures in places and criteria for the recruitment of properly qualified staff. Professional development opportunities are promoted, and initiatives are supported to encourage scholarly activity to strengthen the link between education and research. More specifically, the department prioritizes research in three key fields:

(1) **Preschool Education and Educational Planning:** Emphasis is on educational planning and structural Programme frameworks.

(2) **Digitalisation and Technology:** Research incorporates the increasing role of digital technologies in education, particularly in early childhood education and learning design.

(3) **Interdisciplinary Approaches:** The department actively encourages interdisciplinary research across various domains of educational and social sciences. Collaboration between fields ensures a broader and more innovative approach to addressing complex educational issues.

Although professional development is supported, there is little mention of recognition or incentives for exceptional teaching or research contributions. A system for rewarding excellence could further motivate staff members. Moreover, while research collaboration across disciplines is highlighted, there is limited mention of interdisciplinary opportunities in teaching. Integrating such practices into the curriculum could enhance the Programme's appeal and relevance.

Based on the material presented to EEAP, it is evident that the staff members of the PSP can establish strong collaborations amongst themselves. Based on the number of their recent publications, and citations (in Google Scholar), they all have an active and notable performance and contribution to their research fields. The evaluation of teaching staff in the PSP is structured and student-centered, designed to ensure continuous improvement and maintain high academic

standards. However, it is optional. A compulsory evaluation might enhance accountability and improvement among faculty members, and it will promote the PSP's commitment to aligning teaching practices with contemporary educational and research standards. Lastly, it is noted that contact information and CVs are publicly available in the PSP's website (https://nfel.aegean.gr/academic_staff/), but only in Greek. It might be helpful if short bios of each faculty member are also included and if their information was also available in English.

III. Conclusions

The EEAP considers that appropriate actions have been taken to ensure quality in teaching and research of the PSP. The Programme adheres to transparent recruitment procedures and criteria to employ high qualified teaching staff. The Programme highlights a strong commitment to professional development, research, and student-centred practices. It demonstrates transparency, alignment with legal frameworks, and an emphasis on academic excellence. However, addressing a few gaps identified above (and also included in the recommendations below) would further strengthen the Programme.

Panel Judgement

Please tick one of the following:

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Add short Bios to the PSP's website and information can be available in English.

Develop a system for rewarding excellence to further motivate staff members.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and 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 students, students with disabilities), in addition to 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 proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services
- Tuition utilisation plan (if applicable)

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP offers support utilising various resources. As previously stated, the Programme is delivered online. In this context, the Programme provides sufficient resources and means to support the learning and academic activity of its postgraduate students. Specifically, educational and learning activities are facilitated through a combination of synchronous and asynchronous (i.e., Moodle) tools and distance learning platforms which are user-friendly, allowing students to effortlessly navigate and access these services whenever needed. For exam-ple,

there was evidence of:

- ☐ Use of digital tools and services – Digital Identity
- ☐ Use of the Moodle platform for access to developed educational materials, announcements, and evaluation forms.
- ☐ Access to electronic libraries and databases for research support.
- ☐ Utilization of video conferencing tools (e.g. Zoom, MS Teams).

Overall, the Programme demonstrates a strong commitment to student support through various initiatives led by both the Department and staff. These efforts are designed to ensure that students receive meaningful support throughout their academic journey, enhancing their overall learning experience and success. The SPS, in the context of a very supportive Department, offers a range of resources and services aimed at addressing the diverse needs of students (as discussed in Principle 3). Staff members are readily available to provide mentorship and support, fostering a nurturing and collaborative learning environment. Students are well-informed about the range of services available to them, and these services are both functional and easily accessible through the educational platform. The Programme ensures that students have a clear understanding of the support resources at their disposal. Finally, partial support of the Programme is provided by tuition fees. There is detailed provision on how these financial resources are used.

II. Analysis

Drawing from documentary evidence and insights gathered through interviews with students and alumni, the EEAP is confident that the Programme is robustly supported by the existing infrastructure. The infrastructure in place is effective in maintaining the quality and continuity of the educational experience. Students and graduates have consistently reported positive experiences, noting that the facilities, resources, and support systems available to them have met their needs and expectations. This includes access to online platforms that facilitate remote learning effectively. The Programme's ability to leverage technology and provide seamless access to educational materials and support services has been particularly commendable. Furthermore, the dedication of the academic and administrative staff has played a crucial role in sustaining the Programme's operations and ensuring that students receive the necessary guidance and assistance. Additionally, PSP offers clear and transparent tuition utilization plans. Finally, the greatest asset of the Programme is its staff. The dedication of both academic and administrative staff, who are often willing to go above and beyond their expected workload to support students, has played a crucial role in sustaining the Programme's operations and ensuring that students receive valuable guidance and assistance.

III. Conclusions

In summary, the EEAP's evaluation confirms that the Programme is well-supported by its existing infrastructure, ensuring a stable and enriching learning environment for students. PSP's tuition utilization plans are transparent. The PSP demonstrates a strong commitment to supporting students through various

services and resources. The committee concludes that the programme fully complies with this principle.

Panel Judgement

Please tick one of the following:

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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.

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

The information collected 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 programmes*
- *availability of learning resources and student support*

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

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Several kinds of information were collected according to the following axes: key performance indicators regarding the number of evaluations and percentage of student participation in the evaluation for each thematic unit, graduation rate (annual percentage of graduates to enrolees), student population profile, demographic data (related to gender), of full-time graduates, graduates with the normal duration, student progression, success, student satisfaction with their Programme, evaluation of the educational material, evaluation of educational activities, availability of learning resources and student support.

The Programme has established well-structured procedures for systematically gathering data on various aspects of its academic unit. These processes include collecting information on teaching methods and competencies, course content, the level of difficulty and relevance of the available courses, research initiatives undertaken by academic staff, student satisfaction with the Programme, and the extent to which new technologies are utilized. Data collection takes place across various levels within the Programme to ensure comprehensive coverage. This process is managed entirely by the administrative staff, with the collected data forwarded to MODIP for further analysis. The results are evaluated against quality indicators related to teaching staff, facilities, and research within the Programme.

The Programme places significant emphasis on regular student satisfaction surveys, conducted through evaluation questionnaires, as a key component of its data collection strategy. These surveys offer valuable insights into students' experiences, concerns, and suggestions for improvement. Administered anonymously and before the semester's conclusion, the surveys play an integral role in the Programme's data collection process and they aim to capture students' authentic perceptions and expectations of their academic journey. Additionally, the collected data are made readily available to the academic staff for review and action. The internal evaluation processes are discussed further in Principle 9. Student performance is consistently strong, and the overall progression through the courses aligns with expectations. A significant majority of students complete their studies successfully, with a satisfactory percentage graduating within the minimum timeframe.

II. Analysis

The EEAP observed that the academic unit has established procedures for the collection of data regarding the student body, teaching methods, student progression. Internal reports of the institution are also carried out periodically regarding the statistics of the student's pro-gression and success. All data are maintained in a database that also contains student in-formation.

There are statutory procedures for data collection established by the PSP. Data pro-cessing occurs on two levels. The first involves quantitative data, such as questionnaire re-sponses, which are analyzed using standard indicators and statistical methods like percent-age calculations. In contrast, qualitative data, including open-ended questionnaire com-ments, are primarily examined through thematic content analysis. Module and Programme evaluation surveys are integral to these established procedures, as discussed in Principle 9. The EEAP noted that data on student voice and experiences is collected, interpreted and dis-seminated appropriately. Data collected is presented in graphs, highlighting trends and facil-itating direct interpretation and comparisons. These results are also incorporated into peri-odic Internal Evaluation Reports, guided by the Quality Assurance Unit. All these processes culminate in the submission of recommendations to the General Assembly and the institu-tion's management bodies. Analyzing the data reveals a lack of comprehensive information regarding

the employability and career trajectories of graduates. This highlights the need for a more structured approach to tracking and leveraging feedback from PSP alumni. Monitoring graduates' employability and career trajectories can enable PSP to assess the effectiveness of its program, refine the curriculum, foster alumni engagement, strengthen industry collaborations, and enhance career support services.

III. Conclusions

The process for collecting, analyzing, and utilizing information to effectively manage the Programme is highly satisfactory and has been instrumental in identifying challenges and devising suitable solutions. This approach aligns with the institutional principles guiding data collection on students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates. However, the EEAP noted a gap in the information available regarding the employability of graduates, indicating an area for potential improvement.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Monitor graduates' employability and career trajectories. This can enable PSP to assess the effectiveness of its program, refine the curriculum, foster alumni engagement, strengthen industry collaborations, and enhance career support services.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

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

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- Dedicated segment on the website of the department for the promotion of the PSP
- Bilingual version of the PSP website with complete, clear and objective information
- Provision for website maintenance and updating

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme maintains a dedicated website available in both Greek and English (using automated translation), which is systematically updated. The website is designed to adapt its content for viewing on screens of any modern smart device (e.g., smartphones, tablets) and leverages new technologies to provide instant information to users accessing it via mobile devices. The PSP's website offers detailed information about the Programme, its modules, activities, and teaching staff. The information is tailored to meet the needs of the student and academic community, teaching and research staff, as well as any individual or external stakeholder interested in the PSP's academic and research activities, particularly prospective students interested in enrolling in the Programme.

The Programme also promotes its activities through its official Facebook page (link Facebook), publishes related videos on its YouTube channel (link YouTube), and shares content on LinkedIn (link LinkedIn). These pages are regularly updated by the administrators, which include an academic member of staff but also staff from technical support from the Department. These efforts ensure the online presence of the Programme is active and visible. The Quality Assurance Policy for the Programme is available on its official website (<https://nfel.aegean.gr/wp-content/uploads/2024/10/M5.4-Πολιτική-υποστήριξης-και-ανάπτυξης-προσωπικού.pdf>). This can also be found in the electronic Study Guide, which is updated annually, and in every call for admission to the PSP. All this documentation is readily accessible to anyone interested. Finally, since its

inception, the PSP has utilized various other means to disseminate information and to communicate with both students and the wider public.

II. Analysis

The Programme has established a robust online presence through a dedicated website and active engagement on various social media platforms. These efforts are designed to ensure that information about the Programme is accessible, up-to-date, and tailored to meet the needs of a diverse audience, including current and prospective students, academic and research staff, and external stakeholders. The Programme's website, available in both Greek and English through automated translation, is systematically updated and provides comprehensive, accurate and timely information. The PSP website offers consistently accurate, up-to-date, and easily accessible information. This level of accessibility is essential for prospective students, as it provides them with the reliable and timely details needed to make well-informed choices about their academic paths and future career goals. The website also has a responsive design for readily accessible information from various devices. The Programme actively promotes its activities through several social media channels, such as facebook, YouTube and LinkedIn. During the online meetings, discussions with staff, students, and stakeholders regarding the website's functionality highlighted that the Department has made considerable efforts to promote the Programme to prospective students and the broader public.

The EEAP recommends that the Department enhance the English version of its website. By enriching the content, the Department can ensure that non-Greek-speaking users have access to comprehensive and detailed information about the Programme. This improvement would not only benefit prospective international students but also facilitate better communication with global academic and research partners. Additionally, a more robust English version of the website would help in promoting the Programme's activities and achievements to a wider audience, thereby increasing its visibility and appeal on an international scale. However, further actions are needed to make these promotional efforts more focused and comprehensive.

III. Conclusions

The Programme's comprehensive online presence and proactive communication strategies effectively promote its activities and ensure that information is accessible to all stakeholders. The systematic updates, responsive design, and active social media engagement highlight the Programme's dedication to maintaining a high standard of transparency, accessibility, and effective communication. An enhanced English version of the website could facilitate further interactions with international students and researchers.

Panel Judgement

Please tick one of the following:

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Enrich the English version of the Programme's website.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
 - b) the changing needs of society*
 - c) the students' workload, progression and completion of the postgraduate studies*
 - d) the effectiveness of the procedures for the assessment of students*
 - e) the students' expectations, needs and satisfaction in relation to the programme*
 - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study 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.*

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Our review of the relevant documentation submitted by the PSP suggests that an assortment of actions is undertaken as part of the Programme's ongoing internal evaluation. The key actions undertaken include:

(1) Annual Internal Review of the Programme (implemented since 2011): Each year, a systematic internal evaluation is conducted to assess the effectiveness, relevance, and overall impact of the Programme. This process ensures that Programme delivery aligns with evolving educational standards, institutional

goals, and student needs.

(2) Yearly Review of Available Modules for Curriculum Inclusion: The curriculum is examined and reviewed on a yearly basis, to take into account staff availability, student recruitment etc.. This review ensures that the Programme remains dynamic and its implementation feasible.

(3) Ongoing Content Updates for Existing Modules: To maintain academic rigor and relevance, module content is periodically revised. These updates seek to enhance module delivery in line with the latest research findings, technological advancements, and pedagogical innovations, ensuring that students receive up-to-date and high-quality education.

(4) Implementation of Mitigation Strategies and Continuous Improvement Measures: The Programme proactively identifies challenges and implements targeted strategies to enhance its effectiveness. However, it is acknowledged that despite ongoing informal interactions with students, the number of students completing the formal module evaluations is small. Subsequently, one of the goals for quality assurance focuses on achieving greater number of students completing these evaluations to enable the department to make more targeted and appropriate actions.

It is important to note that the internal evaluation of modules is coordinated by the relevant committee, and within the parameters set by the Quality Assurance Unit (MO.ΔΙ.Π.) of the University. Both academic and administrative staff are involved in annual review meetings where evidence is synthesised to develop actions and to set goals to inform the ongoing development of the Programme. A structured approach is employed to synthesize data and feedback from various sources, informing goal-setting and long-term improvements. Clear goals have been set, including increasing the number of students pursuing further postgraduate studies, and developing further collaborations with external academic and non-academic stakeholders. These ongoing actions provide evidence of a critical approach to Programme development which reflects the institution's commitment to academic excellence, adaptability, and continuous improvement, ensuring that the Programme remains relevant, innovative, and student-centered.

II. Analysis

Drawing upon these findings, there is strong assurance that the established processes for the continuous internal evaluation of the Programme are both comprehensive and rigorously maintained. These evaluation mechanisms are designed to ensure transparency, reliability, and accountability, fostering a culture of continuous improvement and academic excellence. Moreover, these internal review processes are carefully structured to align with the criteria set forth by HAHE. By adhering to these national quality assurance standards, the Programme not only meets but also strives to exceed regulatory expectations, reinforcing its

commitment to maintaining high educational standards. This alignment further guarantees that all assessments, curriculum updates, and quality control measures are conducted with integrity, ensuring the Programme remains relevant, effective, and in accordance with best practices in higher education.

Throughout the meetings with both staff and students, numerous references were made to the strong culture of openness and constructive dialogue that characterizes the academic environment. This culture fosters an atmosphere of trust, mutual respect, and collaboration, where all members of the academic community feel encouraged to express their perspectives and contribute to meaningful discussions. A key aspect highlighted during these discussions was the significance of informal communication channels between students and staff. Many participants emphasized that these informal yet well-established lines of communication play a crucial role in facilitating student engagement and academic success. By providing accessible and approachable avenues for discussion, these interactions enable students to seek guidance, clarify academic concerns, and receive timely support from faculty members. Such interactions are also valuable for staff too, providing insights in relation to Programme quality.

The EEAP also observed that key staff and the Department take careful consideration of the results of their internal evaluation; and these are also shared externally, with the year reports available online. There was also clear evidence of ongoing collaborations with external stakeholders, including education consultants. While these engagements are meaningful and provide valuable insights for those involved, we observed that the consultation process, though sustained, lacks a formalized and structured framework. As a result, there is no clearly documented or systematic approach to demonstrating how these informal consultations directly influence the development and refinement of the Programme. Establishing a more formal mechanism for integrating external feedback could enhance transparency and ensure that stakeholder contributions are more visibly reflected in the Programme's continuous improvement.

III. Conclusions

The EEAP is confident that the internal evaluation process fully adheres to established standards and requirements. The Programme undergoes continuous monitoring, review, and development. This ongoing evaluation process actively involves key stakeholders, including students, graduates, staff, and external partners, whose feedback plays a crucial role in shaping the Programme's evolution. However, the EEAE recommends that consultations with external stakeholders can be formalized and systematically documented. Establishing a structured approach to capturing these contributions would enhance transparency and provide clear evidence of impact of these external partnerships and interactions on the Programme's continuous improvement.

Panel Judgement

Please tick one of the following:

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Formalise and document systematically consultations with external stakeholders.
Establishing a structured approach to capturing these contributions would enhance transparency and provide clear evidence of the impact of these established partnerships on the ongoing development of the Programme.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS 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 PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The current PSP, established in 2014, has not yet undergone an external accreditation process by HAHE. However, the SPS team has taken into account the findings and recommendations from the University's and the department's external evaluations conducted over the last decade, with particularly detail provided about the departmental evaluation which took place in 2013. These recommendations have been reviewed by the team, resulting in the implementation of strategic actions aimed at enhancing the current provisions (as evidenced in the Accreditation Programme proposal document, p. 39). As a point of illustration, in 2013, the external evaluation committee recommended the introduction of a research methods module, which should be compulsory, with the aim of developing students' research skills, preparing them for future academic and professional endeavors. By taking into account the recommendations from external evaluations, the department and PSP not only addressed a critical gap in its curriculum but also demonstrated its commitment to providing high-quality education. It is highly encouraging to see that the PSP has outlined clear and actionable plans following the publication of the present review. These plans include disseminating key findings and recommendations to all staff members, ensuring that everyone is informed and engaged. Additionally, the PSP intends to organize whole-school meetings as well as specialized committees to devise concrete actions aimed at addressing the identified areas for improvement.

II. Analysis

The EEAP confirms that the procedures detailed in the official documents align with HAHE guidelines. There is strong evidence that key stakeholders value and adhere to these guidelines. During the Closure Meeting, a culture of openness and constructive debate was evident. The head of the department and the Programme director responded positively and constructively, demonstrating a commitment to continue embedding robust evaluation processes. This commitment includes finding effective ways to communicate the content of all internal and external evaluations to students and other key stakeholders. In relation to plans for action following the publication of the present review, by involving the entire school community and creating dedicated committees, the PSP is fostering a collaborative environment where staff can contribute meaningfully in these processes. This approach not only promotes transparency but also ensures that the actions taken are well-informed and widely supported. The commitment to continuous improvement and collective problem-solving is a promising step towards enhancing the overall quality and effectiveness of the Programme. The EEAP is satisfied with the procedures in place, as documented and discussed in the online meetings, recognizing the efforts made to ensure transparency and continuous improvement. While there is clear evidence of ongoing and meaningful partnerships with other core external stakeholders, it is less apparent how these informal interactions contribute to the continuous development of the Programme.

III. Conclusions

Although this is the first external evaluation of the Programme under the HAHE framework, and there are no previous recommendations to reference, there is clear evidence of careful planning and review of the Programme's delivery. This planning is based on prior external evaluations of both the department and the university. The current actions are well-aligned with these previous evaluations. The EEAP believes that the procedures adopted by the Director of the PSP, the Department, and MODIP provide strong assurance for the implementation of any potential suggestions from the EEAP.

Panel Judgement

Please tick one of the following:

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

The present PSP offers a diverse and interesting curriculum, encouraging students to engage in advanced academic and applied professional learning opportunities. It provides a specialized curriculum that deepens knowledge in the field of lifelong learning and new technologies, fostering critical thinking and research skills. Grounded in student-centered approaches to curriculum design, teaching and assessment, students benefit from close interactions with experienced staff members, gaining mentorship and insights that enhance their learning experience and overall professional development. The Programme includes practical components, where theory and practice are integrated, and students are guided to learn and work collaboratively, equipping them with the skills needed to excel in their careers and to make a significant contribution to their professional fields.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

To better prepare students for their future careers, the Programme should increase opportunities for hands-on work experience (moving beyond mere observations of professionals in action). To ensure that students receive a well-rounded education, especially those with no educational background, the Programme should introduce modules focused on pedagogical skills (e.g., teaching methodologies, educational theories, assessment technique). To enhance the Programme's research output and academic reputation, it is essential to strengthen research collaborations.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

1) Implement a more structured approach to gathering data from graduates and external stakeholders to enhance the Programme's sustainability.

2) Strengthen partnerships with sectors like technology, business, and social sciences

to boost the Programme's attractiveness and relevance in the fast-evolving global job market.

3) Place a greater focus on internationalization by broadening (teaching and research) collaborations with global institutions.

4) Organise modules in pedagogy, especially for those students who do not have a teaching/pedagogy background.

5) Restructure the Programme in line with two distinctive specializations: one focusing on adult education and one on new technologies in education. Modules and related work experience) should be aligned to these specializations.

6) Incorporate more hands-on work placements, with students developing, implementing and evaluating programmes in line with their specialization (strengthen work experience modules moving beyond mere observation).

7) Develop a system for rewarding excellence to further motivate staff members.

8) Add short Bios to the PSP's website (<http://www-tepaes.rhodes.aegean.gr/pms-pe/default.aspx?Menu=4>), and information can be also available in English.

9) Enrich the English version of the Programme's website.

10) Monitor graduates' employability and career trajectories. This can enable PSP to assess the effectiveness of its program, refine the curriculum, foster alumni engagement, strengthen industry collaborations, and enhance career support services.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,3,5,6,7,8,9,10

The Principles where substantial compliance has been achieved are:

2,4

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
Makopoulou Kyriaki		Signed by Makopoulou Kyriaki - 23/02/2025 10:12:46 +02:00
Almpanaki Xanthi		Signed by Almpanaki Xanthi - 23/02/2025 10:12:46 +02:00
KYRIAKIDES LEONIDAS		Signed by KYRIAKIDES LEONIDAS - 23/02/2025 10:12:46 +02:00
LIZARDOU DIMITRA PANAGIOTA		Signed by LIZARDOU DIMITRA PANAGIOTA - 23/02/2025 10:12:46 +02:00
VALAVANIDOU-IOANNITOU	GEORGIA	Signed by VALAVANIDOU-IOANNITOU GEORGIA (GINA) - 23/02/2025 10:12:46 +02:00
(GINA)		