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HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Education Sciences and Use of New Technologies
Primary Education
University of the Aegean
08/12/2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



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

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Education Sciences and Use of New Technologies** 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. Prof. Ioannidou-Koutselini Mary (Chair)

University of Cyprus, Cyprus

2. Prof. Friderikos Vasilis

King's College London (KCL), University of London, UK

3. Ms Kampa Anna

PhD Candidate, Department of Philosophy and Pedagogy, Aristotle University of Thessaloniki

4. Prof. Kirtsoglou Elisabeth

Durham University, UK

5. Prof. Tchkoidze Eka

Ilia State University, Georgia

II. Review Procedure and Documentation

The HAHE provided a virtual training for the Evaluation & Accreditation Panel (hereinafter referred to as EEAP) to prepare the online visit of the Accreditation Review of the Postgraduate Study Programme 'Education Sciences-Education with the use of new technologies' (hereinafter referred to as PSP) for the University of the Aegean, Department of Education, hereinafter referred to as DPE.

The EEAP was assisted by HAHE to use Zoom to conduct online interviews and virtual site meetings by teleconference from December 03, 2024, to December 07, 2024. The EEAP received from HAHE all documents from DE related to its program of study, operation and quality assurance initiatives.

On Monday, December 2, the EEAP members met virtually to discuss and plan the site-visit.

The EEAP virtual site visit involved meetings and interviews with the following groups.

On Monday, December 2, the EEAP met with Associate the Head, members and staff of MODIP, and the Director of the PSP, steering committee, and OMEA members. Professor Karamouzis Polycarpus, Director of PSP and Head of the Department, provided a power point presentation with an overview and discussion of the University's history, departments, Quality Assurance Processes and the PSP. Professor Stylianos Xanthopoulos, Head of MODIP, members of MODIP and faculty members elaborated upon the academic profile, status and compliance of the Department and University with the recommendations of MODIP and the quality assurance standards.

The EEAP met also with members of the administrative staff and discussed about the facilities and learning resources for which the link to access a video tour was provided.

On Tuesday, December 3, the EEAP met with the teaching staff of the PSP and discussed professional development opportunities competence and adequacy of the staff to ensure learning outcomes, workload, link between teaching and research in the field, and possible areas of weakness. The EEAP and the teaching staff focused and discussed in-depth the needs and concerns related to the effective implementation of the programme and especially the need to regularly review the content of the programme, provided the rapid change of technology and especially the changes implemented using Artificial Intelligence.

Thereafter, the EEA teleconferenced with current students from the first and third semester of the two years of the PSP. The EEAP sought to determine the level of satisfaction, their opportunity for providing input and receiving feedback, as well as their concerns and recommendations. Students referred to their curriculum experiences, practical learning, and the support provided by the faculty.

Afterwards, the EEAP teleconferenced with the PSP graduates who joined the programme from a variety and diverse fields of BA studies. The EEAP received feedback concerning the experience of the graduates, their career paths, and their views regarding the effectiveness of their preparation and any issues or recommendations regarding their experience in the programme.

Next, the EEAP teleconferenced with employers and social partners of the PSP from both public and private sectors to examine the collaborative activities at work. Each stakeholder was afforded time for a brief presentation followed by questions from members of the EEAP, concerning their relationship with the new technologies and the graduates of the programme. After a debrief meeting of the EEAP, a closure meeting followed with the Director of the PSP, the Head of the Department, MODIP, staff and OMEA members. The EEAP asked for clarifications concerning the content of the programme, the ECTS allocated to each course, and the procedures of monitoring, evaluation and review.

III. Postgraduate Study Programme Profile

This is the first evaluation of the PSP ‘Education Sciences- Education with the use of new technologies’. The programme has undergone three revisions: the first in 2013-2014, the second in 2018-2019, and the most recent in 2022-2023.

The programme aims to provide specialized knowledge in teaching the school subject matters with the use of ICT. Students are expected to integrate forms of educational software and internet services into the educational process.

The PSP is structured over three (3) semesters. The first Semester includes four (4) compulsory modules allocated 30 ECTS. In the second semester four (4) elective modules (7.5 ECTS each) must be chosen from a list of nine courses. In the third and final semester students can choose between a 30-credit research-based dissertation or three (3) modules (10 ECTS each).

The Core/Compulsory and Elective/Compulsory courses include:

1st semester: Research Methodology, Pedagogy and distance learning, Technological environment and Long-life learning, educational implementation of ICT

2nd semester: Family, Special Education and New Technologies; Modern Greek Literature and New Technology; Religion and New Technology; Contemporary Trends on Mathematics and ICT; Environmental Education, Sustainability and multimedia use; Theater Pedagogy and digital media; Multiliteracies, New learning Methods and the Teaching of Language with new Technologies; Contemporary Folklore studies and forms of popular culture in the world of Technology; Physics teaching and multimedia.

3rd semester: (electives-3 courses or Master Thesis). Students can choose a final Thesis or 3 laboratory courses:

- Laboratory of development video –lessons in open technological environments (MOOC’s)
- Laboratory on the implementation of virtual reality and emerging technologies: Teaching Design, Quality and Evaluation
- Laboratory approach with microteaching

The DECE’s facilities, including faculty and staff offices, meeting rooms, amphitheatres, laboratories and the library, are appropriate for supporting students’ needs. The technical and secretarial staff facilitate students’ work and respond to their administrative and technical needs. The Methodology of the programme delivery consists of synchronous (8 meetings) and asynchronous (2 meetings) distance education.

Competent staff support students’ development in utilization of New Media and functional literacy in Information and Communication Technologies (ICT). Beyond the staff’s excellent academic record, the EAAP noted their enthusiasm, collaboration, and a strong dedication to the programme’s aims. The fact that their teaching is research - led assures the programme’s regular review and updating, procedures that are necessary for the successful operation of an e-learning programme.

The theoretical framework of the programme could be enhanced by vertical content approaches that can be implemented across subject matters, for example gamification in education or/and principles of use of ICT in education for the development of creativity/problem solving/ scientific thinking. Moreover, the lack of any course in Artificial Intelligence or of the use of Artificial Intelligence in Teaching, laboratory work, and Assessment downplays the dimension of new technologies in the programme.

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

I. Findings

The EEAP was provided with all the necessary documents, containing detailed information concerning the development and the operation of the PSP. The documents are well written and documented, except for students' statistics that provided some confusing percentages.

During the meetings all the participants contributed to the EEAP's in depth understanding of the aims, the content, and the value of the PSP.

II. Analysis

The programme entitled "Education Sciences- Education with the use of new technologies" applies a quality assurance policy in line with the Strategic Objectives of the University. The Programme has been developed with the collaboration of academics with specialization in ICT and different subject matter, such as Modern Greek Literature, Mathematics, Physics, Cultural studies, Religion. The academic record and the experience of the staff guarantees the operation of the programme within a qualitative and supportive framework that facilitates the achievement of its aims and objectives.

The number of the enrolled students in the programme is 50, a relatively large number that could limit the interaction among students and between students and instructors. The low number of students participating in the evaluation of the courses cannot provide reliable information on the levels of attendance and interaction in the synchronous meetings. However, it is notable that students and graduates expressed their satisfaction during the meeting with the EEAP and explained why they positively evaluate their experiences and the results of the programme in their daily teaching and administration.

Moreover, the EEAP's meeting with employers and social partners indicated that the programme's graduates increased their effectiveness in the use of technologies at schools and the work environment.

III. Conclusions

The quality assurance policy and quality goal and procedures implemented by the Department for the PSP is feasible, and satisfactory.

The qualified and motivated staff ensure effective teaching, and the material produced facilitate project-oriented results.

The academic, administrative, and supportive staff promote the quality and effectiveness of teaching and fulfilment of the programme's aims and objectives.

Panel Judgement

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

- Consider the provision of training and developmental opportunities for the technical and administrative staff

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

I. Findings

The PSP "Educational Sciences – Education with the Use of New Technologies" was designed and launched in the academic year 2004-2005. This initiative aligned with the Department's goals of offering postgraduate studies in contemporary scientific fields, with a particular focus on the integration of new technologies into educational practice.

To address evolving needs in the field of Education and New Technologies, the programme has undergone three revisions: the first in 2013-2014, the second in 2018-2019, and the most recent in 2022-2023. These updates reflect the programme's commitment to remaining relevant and responsive to advancements in the field.

The programme aims to provide specialized knowledge in theoretical approaches and teaching methods for utilizing New Media and Technologies in education. Its educational objectives include familiarizing students with the use of New Media and Technologies and training them to integrate various forms of educational software and internet services into the educational process.

The PSP has clearly defined written processes for its design, approval, and implementation, as evidenced in the study guide and the comprehensive documentation provided to the Accreditation Committee through the HAHE system. The accreditation proposal, in particular, demonstrates a high level of detail and preparation.

The bodies responsible for the establishment and operation of the PSP, in accordance with the institutional framework and the relevant provisions of Law 4957/2022, include the University Senate, the Postgraduate Studies Committee (PSC), the Faculty of Humanities Council, the Assembly of the Department of Primary Education, the Coordinating Committee (CC), and the Director of the PSP. The election of faculty members in the Department of Primary Education (PTE) is conducted transparently and in compliance with the relevant legal frameworks.

The structure and organization of the PSP reflect its interdisciplinary nature and promote a critical approach to knowledge, the development of analytical and synthetic thinking, and expertise in the integration of new technologies into education. The programme ensures a smooth and logical progression for students through the various stages of their studies, with a curriculum aligned with the demands of the academic disciplines it covers.

The PSP is structured over three (3) semesters. The first Semester includes four (4) compulsory modules, cumulatively worth 30 ECTS. The second Semester offers students the opportunity to select four (4) elective modules (7.5 ECTS each) from a list of nine available options. In the third and final semester students can choose between a 30-credit research-based dissertation or three (3) modules (10 ECTS each). The Dissertation is a cornerstone of the PSP curriculum, adhering to specific quality standards detailed in the PSP Thesis Preparation Guide, available on the programme's website. Theses are submitted upon approval by a three-member committee to an e-learning platform, where plagiarism checks are conducted using Turnitin.

Although students have the option to take three elective modules instead of completing a thesis, they are strongly encouraged by the instructors and PSP administration to undertake a Dissertation, which serves as a key component of their research training.

Students are trained in research methodology and ethics through the compulsory "Research Methodology" course in the first semester and the Annual Thesis Seminar, which focuses on research methods and data analysis.

The institutionalized role of the Academic Advisor further supports students. In collaboration with the PSP Coordinating Committee, the Academic Advisor provides essential academic guidance, including career orientation, information on further studies and scholarships, and advice on attending seminars, conferences, and research programmes.

The PSP's Quality Policy is developed and implemented by the Department's Internal Evaluation Team (OMEA), in collaboration with the Institution's Quality Assurance Unit (MODIP), the PSP Coordinating Committee, and the Department Assembly.

Key data sources for assessing the quality and effectiveness of the programme include: Course evaluations by students; Monitoring of student progress and academic performance; Information gathered from communications between postgraduate students, administrative staff, and programme management.

A core objective of the PSP is to connect postgraduate studies with the job market. The curriculum equips students with the knowledge, skills, and competencies necessary to integrate digital technologies into educational practice. Additionally, elective courses allow for specialization in applying new technologies to teach subjects such as Language, Mathematics, Natural Sciences, Literature, and Folklore.

Active efforts are made to gather feedback from graduates and track their career progress through alumni surveys conducted by the University of the Aegean and the PSP itself.

The educational material for each course is updated annually before the start of classes, with instructors overseeing the process and receiving technical support from specialized PSP staff. Updates to the e-learning platform are conducted during the August-September period for fall semester courses and the December- January period for spring semester courses.

The PSP Teaching Team is research-active and committed to delivering research- led teaching, as evidenced by the Annual Thesis Seminar and the programme's encouragement of high-quality dissertation work. Graduation and excellence scholarships, including awards for published theses, further emphasize the programme's focus on academic excellence.

The PSP claims a student-centered approach, providing a wide range of elective courses that allow students to tailor their academic path according to their specific interests. This flexibility, combined with a commitment to integrating New Technologies into education, positions the programme as a leader in its field.

II. Analysis

The design, approval, and implementation of the PSP are guided by clear and well-structured processes within the relevant institutional and national legal frameworks. The programme aligns closely with the institutional strategy and addresses a clear demand in the Greek educational and training landscape.

The programme's structure is logical and effectively fulfils its educational objectives, equipping students with the knowledge and skills necessary to deepen their understanding of Education and New Technologies. However, based on discussions with current and former students, the accreditation team believes that the programme content should be updated more rigorously to reflect rapid advancements in the field, particularly in areas such as the applications and challenges of emerging AI technologies.

The programme's term-based structure adheres to the ECTS system (30 credits per term), with modules corresponding to the expected student workload. However, in the first two terms, individual modules are worth less than 10 credits each. While this complies with legal requirements, it may present challenges when students seek employment or further study in other European countries where postgraduate modules are typically valued at 10 credits each. This issue is particularly significant for the Research Methodology course, a compulsory first- semester module that lays the foundation for designing and conducting scientific research.

Sufficient evidence of research-led teaching was presented during the accreditation process through documentation and direct interactions. The Annual Thesis Preparation Seminar, which emphasizes research methods and data analysis, is a notable and commendable initiative. Additionally, the programme's established scholarships reflect its commitment to academic excellence. During the accreditation process, the team had the opportunity to meet students who had successfully published their theses in reputable scientific journals, underscoring the programme's strong focus on research-led teaching.

The Teaching Team demonstrates a willingness to incorporate student feedback into programme updates. Low response rates for student feedback remain nevertheless a challenge.

To address these issues, the programme could consider strategies to improve student participation in feedback processes, such as raising awareness of the importance of evaluations, emphasizing the anonymity of responses, and integrating feedback mechanisms into course activities. Additionally, the Teaching Team may benefit from training in survey methodologies to better analyze and act upon student feedback

III. Conclusions

In conclusion, while the programme exhibits strong foundational qualities and a clear commitment to research-led teaching, addressing the identified areas for improvement will further enhance its quality and alignment with international standards. The most pressing need identified in the review process relates to content updating that will align with rapid advancements in the field of New Technologies with an emphasis on AI. The second most important issue relates to the credits of individual modules (7.5 instead of 10) and more specifically of the Research Methods' course.

Panel Judgement

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

Panel Recommendations

- The teaching team is strongly recommended to review and update the content of the programme in accordance with recent advancements in the field of New Technologies and with particular emphasis on uses and challenges of AI.
- The teaching team is encouraged to revisit the credits of the Research Methods' module.

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

I. Findings

The PSP is in accordance with the principles of Student-Centered Learning.

The curriculum indicates the flexibility of personalized learning, by being adjusted to the student's unique interests and academic profiles. Meanwhile it offers a well-organized and productive core of mandatory courses, to ensure the quality of learning and the equal progress of all participants.

Regarding teaching modes and assessment methods, students are expected to be present in each online meeting, participate actively in the courses, take part in case studies, group projects and workshops. Teaching modes contain presentations, laboratories that are held in an online environment, simulations of technological implementations in education etc. Accordingly, to achieve student-centered learning, the PSP requires the submission of frequent assignments. Each course is formed out of four (4) weekly assignments and one last dissertation. Written exams are not prescribed. In the last semester, students are given the ability to choose between a thesis, which is mostly relevant to an academic career, or three individual courses, that strengthen their professional skills.

To respond adequately to the needs of the PSP, students are informed well in advance regarding the expectations of the teaching staff and the requirements of each course. They are in constant communication and cooperation with the faculty members of the PSP, who provide oral and written feedback through each online meeting, as well as through the platforms used for distance learning (Moodle, online forums, email). Moreover, they are informed about their academic advisor, who supports and supervises their progress.

The PSP follows a standard regulation for dealing with students' complaints and appeals. Among others, there is a provision for a monthly meeting between the participants and the Director of the PSP, as well as the secretary, to discuss and regulate any inconvenience or complaint. Such meetings have been highly productive, since they have led to the reshaping of courses, of the program's workload and curriculum.

II. Analysis

The PSP places a strong emphasis on student-centered studies. The variety of teaching and assessment methods ensures the quality of the program, while it contributes to a better understanding of the syllabus of each course.

However, though it is ascertained great correspondence with the criteria of principle 3, there is still a prospect of improvement. Regarding the student satisfaction surveys, they are regularly conducted in the PSP. Nonetheless, the number of questionnaires answered is noticeably low. The participants claim to have been informed promptly, while they also consider the student satisfaction survey an easy, safe and important procedure. Therefore, the reasons for the lack of participation are still to be found so that the PSP can gain better feedback and improve, in accordance with the students' needs.

III. Conclusions

The PSP is in accordance with the principle of Student-Centered Learning. Participants work in a well-organized structure, while they are also allowed to tailor and personalize their education. The support of the faculty members is also exemplary. A certain increase in participation in the student satisfaction surveys could provide the PSP with a further improvement.

Panel Judgement

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

Panel Recommendations

Increase the participation in the student satisfaction surveys.

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

I. Findings

Admission, progression and award procedures are clearly defined and detailed in the relevant documentation provided.

The programme allows a maximum of fifty (50) postgraduate students to be admitted each academic year. The selection process is conducted through online applications following an official call for submissions. A merit-based points system is employed, with candidates' formal academic and general qualifications accounting for 70% of the total score and their performance during a structured personal interview accounting for the remaining 30%.

Student rights and obligations are clearly outlined, and student progression is closely monitored, ensuring that students receive the necessary support throughout their academic journey.

The regulations governing the management of fees are clear, comprehensive, and well-documented, ensuring transparency and consistency in financial matters.

The programme's e-learning platform, internationally recognized and widely used, is well-suited to the programme's needs. Adequate measures have been implemented to safeguard students' sensitive personal data, fully complying with relevant data protection regulations.

Provisions for students with disabilities have been made, reflecting a commitment to inclusivity and equal opportunities.

The student guide is detailed and comprehensive, serving as a comprehensive resource by providing thorough information on all aspects of the programme.

Students are encouraged to participate in mobility programmes, such as Erasmus+, particularly during the semester in which they are preparing their thesis. Provisions are also made to facilitate practical training through procedures established by the University of the Aegean and partnerships with collaborating organizations. However, it should be noted that practical training is not an integral or mandatory component of the PSP curriculum.

Procedures related to the awarding and recognition of degrees, the duration of studies, and the conditions for progression are clearly established, ensuring a straightforward and transparent process for all participants.

Attendance at courses and other educational and research activities within the programme is mandatory. Successful completion of these activities is required for progression. Each semester-long course includes 10 units of teaching and learning activities, with each unit corresponding to three (3) hours of lectures, workshops, seminars, field research participation, educational material development, and engagement in other learning activities

II. Analysis

The proposal for this PSP has been meticulously prepared, with all relevant documentation provided in a timely and organized manner.

Clear and comprehensive regulations governing student admission, progression, recognition of postgraduate studies, and certification have been established. These regulations are clearly outlined in the student guide, ensuring transparency, consistency, and accessibility.

To further enhance the programme, the teaching team is encouraged to develop a formalized ethics approval process for independent research projects (dissertations). This process would require students to submit ethics applications, enabling them to receive structured feedback and formal approval before commencing their research. Such a practice would ensure adherence to ethical standards, foster responsible research practices, and contribute to the development of a robust research culture within the programme.

Additionally, it is strongly recommended that the programme team establish a moderation system that includes the involvement of external examiners in the assessment process for all evaluated components. This measure would enhance the rigor, fairness, and credibility of assessments, aligning the programme with established best practices in postgraduate education. External examiners could be drawn from the network of staff involved in similar PSPs in Education and New Technologies across Greece, as these have been detailed in the accreditation proposal.

Implementing these recommendations would significantly strengthen the programme's academic integrity, reinforce its quality assurance mechanisms, and elevate its international standing. These steps would not only align the programme with global standards but also enhance its reputation as a leader in postgraduate education within its field.

III. Conclusions

Overall, the programme demonstrates a well-organized and student-centred approach to admissions, progression, and degree award processes.

Panel Judgement

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

Panel Recommendations

- The programme team is encouraged to establish a robust moderation system.
- The programme is strongly advised to establish a Research Ethics' Approval framework prior to the commencement of the Dissertation

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

I. Findings

The PSP has the head, the Coordinating Committee/ Coordinator Board appointed for 2 years (with 5 members including the head), and the Teaching Staff of 10 members (keeping the gender balance with 9 male and 6 female members). 9 of them are members DEP/Faculty members of the University of the Aegean and 1 Laboratory Teaching Staff (member EDIP).

Each member of the teaching staff concludes a teaching contract with the scientific manager of the Programme and the Special Account for Research Funds (ELKE) of the Aegean University. The contract defines the subject of the project undertaken by the member, the duration of the contract, the financial object and the terms of execution of the provided teaching work.

Before the beginning of each academic year or in previous year's last semester, the Coordinator Board assesses the needs of each course and draw up course plans and a list of recommended teachers. The Coordinator Board reviews the outlines and recommends the assignment of teaching tasks to additional teaching staff. At the same meeting, a recommendation is made to the General Assembly of the Department regarding the assignment of courses. Relevant Department's General Assembly decides on the assignment of the courses to the teachers and on the conclusion of additional work contracts for the teaching staff of the courses.

The Centre of Support for Teaching and Learning/ (C.T.L.) (<https://tiso.aegean.gr/?lang=en>), established in 2020. It participates as a member of the Network of Teaching and Learning Support Centers of the Greek Universities (N.C.T.L.). The C.T.L. aims at promoting innovative methods and practices for the reinforcement of the University of the Aegean, teaching staff's teaching training to ensure an effective educational process. The Center supports teachers and informs them about the use of New Information and Communication Technologies. It also enhances communication between teachers and organizes meetings to exchange views on successful practices or problems encountered on their teaching field(s).

According to the 2018-2022 data, Programme's teaching staff has published 18 monographs, 195 articles in peer-reviewed journals, 256 articles in conference proceedings (peer-reviewed) and has presented 23 papers in several conferences within and outside Greece. All lecturers have scientific competence, didactic, research and published work that harmonizes with the needs of the PSP.

The PSP includes 4 obligatory (during the 1st Semesters), and 9 elective courses from which students choose 3 (during the 2nd Semester). In the 3rd Semester either the MA thesis or 3 courses (with 10 ECTS each) can be chosen. These 3 courses are offered as obligatory/elective. A good practice of the PSP is an annual Seminar (without ECTS) for the support of students who choose master's thesis in the last, 3rd Semester.

The staff is encouraged to participate in the Erasmus+ Mobility Programmes, which enables them to make short-term visits to collaborative Universities.

The teaching work of the PSP is divided into:

- √ Lectures/Seminars

- √ Preparation of assignments and support of students in their carrying out of them.

- √ Correction of assignments and personalized feedback to each student.

The evaluation by the students is done by filling out a questionnaire, online; the electronic system fully ensures the anonymity of participants. For evaluation of the teaching staff, the main axes are:

- √ Teacher's skills,

- √ the quality of teaching,

- √ the quality of the course.

The University of the Aegean follows quality assurance processes for all staff members including processes focused on the educational material, in the technical infrastructure and in the administrative services.

II. Analysis

The EEAP analyzed all documents submitted on file, including the updated documents and presentations during the interviews and took into consideration the discussions with staff about the processes of staff recruitment, workload, and the supporting system in place for the advancement of the scientific work of the academic staff. It also took into consideration discussion with employers, and other stakeholders regarding the link between teaching and research.

The University provides staff with a supportive environment that promotes the advancement of their scientific work. It applies fair and transparent processes for the recruitment of development of the teaching staff.

III. Conclusions

The EEAP members confirmed, through their review of the relative documents, that the University of the Aegean has adopted all the relevant rules and has taken all measures to monitor the adequacy of the teaching staff at the Programme, 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, and staff development policy.

The lecturers who are to be employed to cover the teaching needs of the specific PSP have high specialization in the individual scientific fields of the PSP and have teaching and published research work in authoritative scientific journals.

The University takes all necessary steps to fill new positions with highly qualified staff to meet the teaching and research needs of the program. It follows clear, transparent, and fair processes in recruitment according to Greek legislation. The University provides good infrastructure and sufficient technological support.

Panel Judgement

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

Panel Recommendations

- For the internationalization of the programme's staff, it would be suggested to the Department to find funds for their participation in international conferences and other international activities.

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

I. Findings

The PSP is in full compliance with the criteria of Principle 6. The programme is provided with all the necessary facilities, lecture halls, laboratories, libraries and structures of student support. However, since it is based on distance learning, the accreditation panel investigated the access of students to the necessary media.

For the conduction of online courses, the academic staff uses online platforms such as Zoom Meetings και BigBlueButton. Students attend presentations, work in breakout rooms and participate in laboratories that are simultaneously taking place in the dedicated areas of the university. The platform of Moodle is used to give access to courses of asynchronous learning. It also provides both students and professors with the necessary communication areas, where students collaborate, exchange information and get feedback from the teaching staff. Additionally, they get access to online material uploaded on the platform.

Regarding the library and the bibliographical sources needed to reinforce research and academic activity, students have access to all libraries of the University of the Aegean. Additionally, a VPN provision provides them with all the online material of the libraries as well as the database of the university. Since the PSP is based on the use of new technologies, the access to different software provided by the university is also considered to be important. To ensure participants' accessibility to online resources and to the necessary technological means, the Help Desk of the university is available and replies promptly to all requests.

Regarding the support services and human resources, the secretarial office of the department has been staffed with one (1) more member, working exclusively for the PSP. The administrative staff is made up of four (4) members. Students have access to services of online secretariat support. The teaching staff, together with the collaborating professors of other institutions, is also sufficient for the courses conducted.

Counseling and services of student support are adjusted accordingly, estimating distance learning. The participants of the PSP are well informed about all services and satisfied by their adjustment to long-distance support.

The PSP is fully supported by the tuition fees. The secretariat support, the facilities, the teaching staff and all the necessary technological equipment are all funded by the tuition. Meanwhile, there are two (2) excellence scholarships, while 30% of the participants can be excluded from tuition.

II. Analysis

The PSP provides all students with all the necessary Learning Resources and Student Support. The secretariat of the PSP responds adequately to the needs of all participants. The means of distance learning and online support appear to be effective, while students claim that they have great access to all the academic, scientific and technological resources they need. The student support services are also available through online platforms and methods of long-distance support.

III. Conclusions

The EEAP finds that the PSP meets the requirements of Principle 6. The Learning Resources and the Student Support of the programme are fully compliant with all criteria.

Panel Judgement

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

Panel Recommendations

N/A

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

I. Findings

Based on the panel's comprehensive review of the discussions that took place during the different meetings and associated documentation, it has become apparent that the team has significant experience in running this postgraduate programme since it is well established and has been running in a successful manner for almost two decades. This accumulated experience has been evident during the various discussions, and it was also clear to all Panel members that a significant amount of effort is dedicated to monitoring the programme's overall quality and leveraging collected information to implement necessary changes and adjustments to the course and its individual modules. The quality assurance framework is in line with Departmental policies and the main aims and objectives are detailed in a dedicated placeholder on the website (<https://pms-ntedu.pre.aegean.gr/politiki-poiotitas>).

A key aspect of the quality assurance framework is the evident active participation of all module leaders. More specifically, the programme director and module leaders place significant importance on the feedback collected from students and ensure that appropriate corrective actions are implemented where necessary. The feedback from the student is formally discussed during Departmental meetings and there are also dedicated meetings with module leaders from external Universities to report on the findings. Therefore, an adaptive approach has been adopted, which is undeniably a very constructive way to run such a postgraduate programme. Furthermore, such data are presented and analysed in a formal and professional manner.

The programme runs successfully and attracts candidates from a wide range of backgrounds but mostly related to education. The selection process is rigorous and competitive. Students drop out is negligible and the overall student satisfaction is very high. This fact is shown by the feedback received where the aggregated achieved score is at 4.5 range (in the scale of 1 to 5). However, it must be noted that since the response rate was approximately 50% it is hard to make concrete judgments based on those results, even though the students that responded provided high ranking for all different modules.

The programme does actively attempt to preserve respondent anonymity with respect to student feedback. The current feedback collection method takes place via email notifications to the students where a link is provided to provide their feedback (per module across both semesters). The practice of sending multiple emails as reminder and incorporating a link for feedback to preserve anonymity in the feedback process is very important and effective practice.

II. Analysis

The response rate to student feedback was approximately 50%, which can be deemed as low. The response rate should be around 70% to have statistics that represent in a satisfactory manner the quality of the programme for a specific cohort of students. Hence, some more attention is needed on that matter and some innovative approaches are needed to increase the overall response rate. A critical aspect is that based on the feedback the students spend on average 4 hours per week studying a specific module which is significantly less than the studying time required for a postgraduate module (i.e., self-reading time for a 7.5 or 10 ECDS credits module). Most probably this is because most of the students are working full time whilst enrolled on a full-time postgraduate course that requires an equivalent time of study to their full-time job. Apparently, this important issue was not an alarming issue for the members of academic staff related to teaching on this course. Full-time working candidates should be steered towards part-time studies. A part-time schedule will allow students to achieve the learning outcomes of each module and the goals of the programme without compromising their current roles. Full-time working students often have significant time constraints. Studying part-time will allow them to balance their professional responsibilities with their academic pursuits, reducing stress and increasing the overall quality of learning via a suitable work-life balanced schedule. Having said above, several targets KPI values are provided without rationalization. For example, the target response rate for student feedback has been set at 55%, which can be deemed low and does not allow for innovative approaches to be brought in life. Some other targets also seem to be superficial such as, for example,

- Increasing the percentage of scholarships awarded from 15% to 17.5%
 - Percentage of students from Educational Studies Departments to the total number of applicants from 32.8% to 33.33%
 - Increase the incoming/outgoing flow of Erasmus students from zero to one
- A more comprehensive and realistic set of KPIs values should be created and subsequently targeted.

III. Conclusions

This is in general a well-established postgraduate course and a very well-known one of interest. This fact is reflected in the large number of applicants resulting in low acceptance of the programme. Hence, this is a competitive course of high standard. The programme demonstrates a commendable commitment to continuous improvement. Having said that, several improvements can be achieved by revisiting some of the entrance requirements for full-time working students and establishing a set of clearer KPIs.

Panel Judgement

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

Panel Recommendations

- Consider offering part-time studies to full-time working students
- Create a viable strategy for increasing the student feedback response rate
- Revisit the KPI target values

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

I. Findings

Within the Department of Primary Education of the University of the Aegean a webpage is maintained named, "Postgraduate Studies Program Education Sciences Education with the use of New Technologies" (<https://pms-ntedu.pre.aegean.gr/en/home21>). This webpage is well maintained and can be deemed as the main source of information for the PSP course. The portal contains key aspects of the course such as for example: A general description and key aims and objectives, a detailed description on how to apply for this program, key information about the programme and the curriculum as well as the members of staff that involved in the program. The Application to the program is via an online form. It was evident also from the discussions with students that have already graduated from the programme that the studies have been significantly beneficial to their overall career trajectory. However, such success stories are not presented in the portal which could be of interest to potential candidate students.

II. Analysis

The dedicated webpage that supports the PSP Education Sciences - Education with the use of New Technologies programme is of high quality and incorporates all relevant and required information for perspective students to immerse themselves into the program. The website is also offered in English (even though with not the same detail but this is acceptable). There is a Facebook page that seems to be reachable (www.facebook.com/pms.edutech) but the content is massively outdated (7 years old) and seems that nobody is updating it. The suggestion would be to remove this page altogether. The website www.rhodes.aegean.gr does not seem to work properly and it should be replaced with <https://sae.aegean.gr>. It would be very beneficial to create 'stories' of graduates since this is a very important option for attracting prospective students. It is suggested that all email contacts in the portal are examined if they are correct. For example, the email address rhodes_pms_nt@aegean.gr might have changed to sae_pms_nt@aegean.gr inline with the domain name. Two different email addresses are provided for the Director of the Programme (pkaramouzis@aegean.gr and pkaramouzis@rhodes.aegean.gr); would be better to keep just one email address (even if – for some reason -- the second one is still in use).

Regarding information for the Erasmus programme the website redirects the visitor to the main Erasmus page of the University, which is hard to find any further information for this specific programme. It would have been useful to contain some key information about this specific programme but also redirect a visitor to the main Erasmus portal of the University for further details. It is also not clear how an Erasmus student would engage with this postgraduate programme where everything is taught in Greek and there is inherent alignment and steering with the Greek primary educational landscape. Also, it is worth pointing out that since all modules are offered only online there is little incentive for an Erasmus student to enroll to such modules. Therefore, participation or not of Erasmus students to the programme needs to be considered in a more detailed and realistic manner and such information should be reflected on the website. The same holds true for outgoing students (since in Erasmus programmes require an equal traffic of students in both directions).

As already mentioned above, the webpage lacks useful success stories from alumni that could provide an excellent perspective for prospective students.

III. Conclusions

There is a good quality webpage for the PSP program that provides all required information for perspective students to allow them to make informed decisions. It is also evident that the webpages are well maintained. However, there is room for improvement. It would be beneficial to include student stories on the webpage that share their experiences and especially stories from alumni to talk about how the program advanced their career and helped them in their day-to-day work.

The PSP should be promoted with the distribution of information leaflets, announcements in public media, presentations at events and conferences, etc. However, evidence of such activities is rather limited on its website. Furthermore, the presence on social media is positive, however this requires continuous commitment otherwise it might not be helpful for promoting the programme.

Panel Judgement

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

Panel Recommendations

- Consider changing the rules so that the Thesis is written in English and not in Greek
- Provide clear information for a set of specific modules which could be available to Erasmus students.
- Consider the use of success stories from students on the website (this could be for example a short video and/or a set of quotes from Alumni)
- Presence on social media should be come along with a clear plan of actions to update them.

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

I. Findings

The quality of the PSP is monitored and evaluated by Internal Quality Assurance System (IQAS), which is applied by the MODIP (Quality Assurance Unit). The IQAS includes procedures for assuring quality in teaching, learning, assessment, research and other related academic activities, as well as University of the Aegean administrative services. The monitoring and evaluating procedures ensure the PSP's compliance with the applicable legislation, and its currency in accordance with the developments in the discipline. The O.M.E.A. Internal Evaluation Team (<https://modip.aegean.gr>) at the University of the Aegean is responsible for the planning, organization and systematic monitoring of the procedures, processes and actions that govern the internal and external evaluation of each Department. One of its responsibilities is the drafting of the report on the results of the study of the aggregated data during the internal evaluation. The self-assessment reports of the Programme are prepared annually on the platform of the MODIP.

The postgraduate students evaluate the PSP's courses always electronically. Specifically, they receive on their emails an electronic questionnaire from the MODIP as a link. The same email is sent to each student several times each semester. The anonymity is secured and guaranteed. It was confirmed by the students (both current and graduate) that the whole process was/ is anonymous and they were encouraged by their professors to fill it out. According to one course example, in the ACAD, in the Year 2022-23, Fall Semester, the questionnaire was filled out by 18 students/ from 39 (46.15%); in the Spring Semester from 35 participated only 8 students (22.86 %).

The questionnaire is divided into 2 parts: evaluation of the course (6 questions) and evaluation of the teacher (5 questions), 3rd part indicates student's participation's frequency in the course and the 4th part has 2 fields for students to write their comment(s) concerning the course and the teacher. The 5th part is consisted of 2 fields for general comments on positive and negative aspects of the course.

Considering the results from the evaluation, it is found that although the evaluation of all courses by the postgraduate students is quite good, however the evaluation process could be improved by increasing the participation of the students in it. During the interviews, only one student mentioned the reason why she did not participate in the evaluation process: she was very busy.

The MODIP made a recommendation to the lecturers and the management of the PSP to enhance excellence and closer connection of the PSP with the labour markets, to inform the students about the process, the benefits and the utilization of the results of the evaluation in improvement of the educational work provided. To further increase the participation of students in the electronic evaluation, it is proposed to mobilize the teachers more, so that they integrate the process of evaluating the courses in the context of the educational process.

Some preventive/corrective actions suggested by the MODIP includes the following:

- √ To motivate more postgraduate students, it is proposed to increase the number of offered scholarships to excellent students.
- √ In order to connect the PSP with the labour market, it is proposed to hold events where students will meet organizations that offer opportunities of employment.
- √ To develop collaborations with other relevant Departments and to invite external lecturers for seminars/ lectures.

II. Analysis

Based on results of internal evaluation report of 2022-2023, the MODIP gave some recommendations to the Programme to improve their organization and curriculum.

It should be emphasized that the Programme's action plan includes attempts to provide even better and closer connection with the labour market, and more collaborations with related Departments of other institutions. These attempts include the continuous efforts to upgrade educational and research work carried out by faculty, the support and the attraction of more prospective students and faculty staff, and finally the improvement of its community/social character.

III. Conclusions

There is a regular monitoring, review, and revision of the study programme, which aims to maintain the level of educational provision and to create a supportive and effective learning environment for students and to meet the students' expectations, needs and satisfaction in relation to the programme. The information collected is analyzed and the programme is

adapted to ensure that it is up to date. Revised Programme specifications are published. The programme is reviewed and revised regularly with the participation of students and faculty members. The information collected is analyzed and the programme is modified according to the internal evaluation data. The student evaluations are a major part of the quality monitoring procedure.

Panel Judgement

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

Panel Recommendations

- The EEAP recommends that the School/ Department should encourage stronger participation of students in the evaluation and design process of the postgraduate 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

I. Findings

While the PSP has not yet undergone an independent external evaluation by HAHE, it has been assessed as part of the HAHE review and accreditation process for the Department of Education as a whole.

A progress report for the PSP, specifically focusing on the implementation of recommendations from the Institution's external evaluation report and the accreditation report of the Institution's Internal Quality Assurance System (IQAS) concerning postgraduate studies, has been included in the relevant documentation provided for the current accreditation process. Responses to this report highlight the programme's commitment to continuous improvement and adherence to quality assurance standards.

II. Analysis

Recommendations included in the progress report include:

- The development of a fund-raising strategy and of targeted advertising activities to further develop and promote PG studies and research.

This recommendation has been sufficiently addressed as evidenced by the increased popularity of the PSP.

- The establishment of formal procedures to ensure that teaching staff receive valuable feedback on their course delivery through student-completed questionnaires at the end of each course is a commendable initiative. However, its implementation has faced challenges, primarily due to low response rates among students. Low response rates were partially attributed to the fact that attendance in most courses is not mandatory, reducing the likelihood of active engagement with the feedback process. Additionally, some students expressed reluctance to complete the questionnaires, citing concerns about anonymity and the fear of being identified despite assurances to the contrary.

This recommendation has been partially addressed. Attendance in courses is now mandatory, and current students did not report concerns over their anonymity. Response rates remain below the desired level even though questionnaires were revised and made shorter.

- The need to develop opportunities for collaboration between students and between students and staff from other Universities in Greece and from other countries.

This recommendation has been addressed through group projects assigned to postgraduate students and through the option to appoint co-supervisors from other academic institutions for the research-based Dissertation.

- The need to develop courses on Research Methods.

This recommendation has been addressed through a specified Research Methods' module and through the annual Thesis Preparation Seminar

III. Conclusions

Except for the low feedback response rates, all recommendations from the most recent progress report have been effectively addressed. The corresponding document has been properly included in the accreditation documentation folder, demonstrating a commitment to continuous improvement and transparency in the programme's development process.

Panel Judgement

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

Panel Recommendations

No additional recommendations are necessary currently, apart from continuing to encourage students to complete the feedback questionnaires. Strategies to improve participation, such as emphasizing the importance of feedback in enhancing the programme should remain a priority.

PART C: CONCLUSIONS

I. Features of Good Practice

- The experienced and research-oriented Director and the staff involved
- The specialization of the teaching staff
- The research orientation of the programme
- The student project -based work
- The continuous effort for increasing the students' participation in the course evaluation
- The stakeholders' network

II. Areas of Weakness

- The absence of courses on implemented Artificial Intelligence for example Teaching with the use of AI; Programmes Development with the use of AI; Programme design and assessment mapping and rubrics with the use of AI, which have horizontal and vertical implementation.
- Compatibility of the allocated ECTS in the modules with the students' expected workload in level 7.

III. Recommendations for Follow-up Actions

- Review and update the content of the programme in accordance with recent advancements in the field of New Technologies and with particular emphasis on uses and challenges of AI.
- Revisit the credits of the Research Methods' module.
- Increase the participation in the student satisfaction surveys.
- Establish a Research Ethics' Approval framework prior to the commencement of the Dissertation
- Consider changing the rules so that the Thesis is written in English and not in Greek
- For the internalization of the Department find funds for the participation in international conferences and other international activities.
- Consider offering part-time studies to full-time working students
- Revisit the KPI target values
- Provide clear information for a set of specific modules which could be available to Erasmus students.
- Consider the use of success stories from students on the website (this could be for example a short video and/or a set of quotes from Alumni)
- Develop a clear plan of actions to update the social media on the website.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Ioannidou-Koutselini Mary
2. Friderikos Vasilis
3. Kampa Anna
4. Kirtsoglou Elisabeth
5. Tchkoidze Eka