



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Didactics of Mathematics, Science and Information and Communication
Technologies in Education: Interdisciplinary Approach

Department: Pre-school Education and Educational Design

Institution: University of the Aegean

Date: May 2026



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 **Didactics of Mathematics, Science
and Information and Communication Technologies in Education:
Interdisciplinary Approach** 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 Didactics of Mathematics, Science and Information and Communication Technologies in Education: Interdisciplinary Approach of the **University of the Aegean** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. MICHAILIDIS GEORGE (Chair)
(Title, Name, Surname)
University of California, Los Angeles
(Institution of origin)
2. Chinas Christina
(Title, Name, Surname)
Durham University
(Institution of origin)
3. KYRITSIS DIMITRIOS
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École Polytechnique Fédérale de Lausanne (EPFL)
(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

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The External Evaluation & Accreditation Panel (EEAP) was established in April 2026 to review the Postgraduate Study Programme (PSP) "Didactics of Mathematics, Science and Information and Communication Technologies in Education: Interdisciplinary Approach" offered by the Department of Preschool Education Sciences and Educational Design of the University of the Aegean. The review was organized by HAHE in collaboration with the Department of Preschool Education Sciences and Educational Design of the University of the Aegean. Although the formal scope of this accreditation encompassed the PSP's lifecycle from its 2018 relaunch through 2023, site-visit discussions frequently touched upon post-2024 revisions. This shift in focus was necessitated by the fact that the interviewed cohort of current students and alumni had no baseline for comparison with the pre-relaunch structure.

The accreditation review was conducted virtually between May 18 and May 23, 2026. Prior to the virtual visit, the EEAP received comprehensive documentation, including study guides, internal evaluation reports, and presentation materials detailing the programme's structure, strategic evolution, and quality assurance mechanisms.

During the virtual visit, all participants—including the programme leadership, members of the Quality Assurance Unit (MODIP), teaching faculty, students, graduates, and external stakeholders—were prompt and forthcoming in providing the required information. The discussions during the virtual visit were conducted in a highly constructive and collegial atmosphere.

The review commenced on Monday, May 18, 2026, with a private meeting of the EAAP to allocate tasks and discuss the initial review of the accreditation proposals. This was followed by a formal meeting with the Director of the PSP (Prof. Georgios Fesakis), the Head of the Department (Prof. Vasileios Papavasileiou), a member of the steering committee of the PSP (Prof. Angelique Dimitrakopoulou), and representatives from the Quality Assurance Unit (MODIP) and OMEA. During this session, the panel received a comprehensive overview of the programme's history, including its consecutive structural revisions in 2018, 2023, and 2024, as well as its academic profile, core strengths, and overall degree of compliance with accreditation standards. An online tour of the facilities, classrooms, laboratories, and libraries was also conducted via a guided video presentation. To conclude the first day, the EEAP held a private debriefing session to reflect on their initial impressions.

On Tuesday, April 28, the EEAP met with members of the programme's teaching staff, including Professors Hlapanis, Kalavasis, Kafoussi, Kodakos, Kritikos, Petrou, Prantsoudi, Skoumios, and Skoumpourdi. The discussion centered on the PSP's strategic academic structure, highlighting its distinct emphasis on integrating Information and Communication Technologies (ICT) within education and its grounding on the principles of STEAM and Computational Thinking to ensure long-term pedagogical relevance. Additionally, the session provided important clarifications regarding the practicum, specifically contrasting its direct classroom contact hours with its supporting theoretical coursework.

Subsequently, the EEAP met with current students to gauge their satisfaction with their studies, institutional facilities, welfare priorities, and their role in quality assurance. This was followed by an insightful discussion with programme graduates regarding their overall postgraduate experiences and subsequent career paths in the labor market. Later in the evening the panel met with a diverse group of social partners to evaluate the programme's external stakeholder alignment. The participants spanned multiple tiers of the educational sectors, including senior leadership from the Ministry of Education, regional Directors of Education for the South Aegean and Dodecanese, regional school directors, and active classroom teachers confirming the programme's institutional links to the broader educational sector.

The virtual visit concluded with a private debriefing to synthesize the outcomes and prepare its initial findings and recommendation to the PSP. The visit concluded with a meeting with the PSP Director, Department Head, MODIP, and OMEA members, where the panel clarified any remaining points and provided an informal presentation of their initial key findings.

III. Postgraduate Study Programme Profile

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. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The PSP is offered by the Department of Preschool Education Sciences and Educational Design at the University of the Aegean in Rhodes. The Department is characterized by a strong interdisciplinary focus, effectively bridging the didactics of science and mathematics with digital tools and communication technologies. The PSP awards a Master of Education degree entitled "Didactics of Mathematics, Science and Information and Communication Technologies in Education: Interdisciplinary Approach" and aims to develop specialized educators and professionals equipped to address modern educational and technological needs. To achieve this, the curriculum is structured around the integrated implementation of STEAM fields and the conceptual framework of Computational Thinking. The programme is designed to accommodate a broad range of incoming students, drawing primarily from graduates of pedagogical sciences and the hard sciences, as well as computer science, engineering, and economics.

The primary objective of the PSP is to equip graduates with advanced pedagogical capabilities and specialized teaching expertise at the intersection of Science, Mathematics, and Information and Communications Technologies (ICT) in education. Through advanced pedagogical competencies, graduates are trained to identify and diagnose learning difficulties in Mathematics and Sciences within both formal and informal educational settings. They develop the skills to adapt curricula for special educational structures, design differentiated educational materials using online resources, and collaborate on specialized research and training initiatives. Furthermore, the focus on specialized instructional design enables students to combine scientific observation with active educational interventions. Graduates gain the expertise to design innovative learning environments that functionally integrate ICT, manage complex collaborative teaching activities, and lead training programs focused on the diffusion of scientific and technological theories.

Historically, this PSP is a highly mature and adaptable programme that originally began its operations in the 2014–2015 academic year. The programme has continuously evolved to meet modern standards, undergoing an initial modification in 2016, a strategic re-establishment in 2018, and subsequent amendments in 2023 and 2024. Most recently, its operational regulations and structural revisions were fully harmonized with the current national Higher Education framework of Law 4957/2022. The programme is supported by ten faculty members, with the majority of them from the offering Department.

The curriculum comprises a total of 90 ECTS, requiring the successful completion of eight core courses, valued at 7.5 ECTS each, which are distributed evenly as four courses per semester across the first year. For full-time students, the duration of studies is three semesters, where the first two semesters are dedicated entirely to fundamental coursework. The final semester is uniquely structured around both an applied Master's Thesis worth 20 ECTS and an experiential Practicum worth 10 ECTS. This Practicum is organized into two consecutive phases, encompassing distance learning lectures, systematic observation design, and micro-teaching sessions. It culminates in an independent, approved instructional intervention of at least two teaching hours within an educational organization, followed by the submission of a final reflective report.

The delivery format of the curriculum has evolved substantially over time. During its earlier evaluation period, the PSP required in-person instruction, which obligated students to travel to the island of Rhodes once a month to attend intensive weekend lectures. This setup temporarily transitioned to an online format during the COVID-19 pandemic, later stabilizing into a hybrid model of combined online and in-person attendance. Following the relaunch modifications of 2024, the programme shifted to a fully online delivery model that utilizes both synchronous and asynchronous distance learning elements alongside targeted face-to-face requirements, ultimately allowing students to earn certified pedagogical and teaching competence as well as technological proficiency upon graduation.

Admission to the programme is highly competitive and consistently demonstrates strong market demand. Over the last several academic cohorts, the PSP has regularly received a high volume of applications peaking at 101 applications in the 2021–2022 cycle, and remaining high (108) after the 2024 relaunch. To ensure a high-quality, high-interaction educational experience, the program caps its student intake at a maximum of 40 to 45 entrants per year, resulting in a selective enrollment rate that effectively filters for the top tier of applicants.

Employment and career opportunities for graduates are exceptionally robust, driven by the programme's deliberate alignment with contemporary educational frameworks and industry needs. Graduates successfully transition into various professional trajectories, including positions as classroom teachers in school units, adult educators, creators of educational software, and coordinators of innovative STEM/STEAM initiatives across both the public and private sectors. A primary orientation focus for the PSP is fostering a closed, reflective feedback loop that continuously incorporates emerging technological shifts and digital literacy requirements into the curriculum. Additionally, while the program charges tuition fees set at €2,400 in 2023 (revised to €2,400 after the relaunch in 2024), it actively balances these institutional costs with equity considerations by ensuring that eligible low-income students are granted full statutory tuition waivers under active quality assurance policies.

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 PSP, offered by the Department of Preschool Education Sciences and Educational Design at the University of the Aegean, has established a robust strategic framework and a comprehensive quality assurance policy. The programme aligns seamlessly with the Department's and the School's broader strategy of providing high-level, applied postgraduate education that effectively bridges the didactics of science and mathematics with digital tools, communication technologies, and experiential teaching methods.

The carefully structured curriculum (90 ECTS) fully complies with the European Qualifications Framework (EQF) and the Greek National Qualifications Framework for Higher Education at Level 7. It achieves this by balancing rigorous first-year coursework anchored in STEAM fields and Computational Thinking with a final semester dedicated to an applied Master's Thesis (20 ECTS) and an experiential Practicum framework (10 ECTS) designed to certify pedagogical and teaching competence (διδασκτική επάρκεια).

The admission process is transparent, rigorous, and competitive, reflecting the programme's strong market relevance. Consistently receiving a high volume of applications (regularly exceeding 100 candidates in peak cycles, such as 101 in 2021–2022 and 108 in 2024–2025), the PSP caps its intake at a maximum of 40 to 45 students per year. This yields a highly selective enrollment rate, ensuring a high-caliber incoming cohort while maintaining an optimal educational environment.

To oversee and continually enhance its operations, the academic unit employs a formalized Quality Target Setting framework. Fully aligned with the strategic objectives of both the Department and the University of the Aegean, this quality assurance policy was formally approved by the Departmental Assembly on December 13, 2023, following extensive stakeholder consultation. The framework is anchored in core qualitative principles, including continuous improvement towards excellence, pedagogical innovation, democratic participation, and a transparent, inclusive culture. To realize this vision, the academic unit pursues six medium-term strategic objectives aimed at upgrading educational and research output, fostering internationalization, managing the student-to-faculty ratio, and strengthening institutional links with the wider educational community and labor market.

This systematic approach enables the PSP to rigorously monitor Key Performance Indicators (KPIs) and implement targeted, data-driven actions, such as modernizing infrastructure to support its transition into a fully online distance-learning delivery model which occurred in the academic year of 2024-25. Operationally, this incorporates periodic external accreditation reviews orchestrated by HAHE alongside annual internal reviews. Specifically, anonymous student evaluation questionnaires administered digitally via the MODIP platform at the end of each semester provide critical feedback loops to instructors, with

student response rates remaining consistently adequate at approximately 25% throughout the 2014–2022 period.

However, there is currently no formal mechanism or structured procedure to gather and incorporate systematic feedback from external stakeholders, including past alumni, active classroom teachers, school-level education administrators, regional prefecture authorities, or Ministry leadership, into the strategic review or structural design of the curriculum. Furthermore, while the programme maintains informal interactions with these external actors based on the personal networks of individual faculty members, it lacks a formalized framework to guarantee their structured, regular engagement in the PSP's curriculum review or broader academic activities.

II. Analysis

The PSP exhibits a mature operational framework that successfully mirrors the strategic vision of the Department and the School. By intentionally positioning its curriculum at the cross-disciplinary intersection of advanced educational theory, STEAM didactics, and ICT, the programme addresses a critical market demand for educators equipped with content creator skills. The alignment of the 90 ECTS curriculum with Level 7 of both the national and European qualifications frameworks ensures international equivalence and academic rigor. Notably, the structural evolution of its delivery model, transitioning from monthly intensive in-person sessions in Rhodes to a hybrid and more recently to a fully modernized synchronous and asynchronous distance-learning format, reflects institutional agility, offering active educators and professionals across Greece a flexible yet structured pathway to advanced specialization.

The programme's strong institutional reputation is clearly evidenced by its competitive admissions metrics. Maintaining a tight cap on annual intake despite a consistently high volume of applications allows the faculty—composed of ten internal members and enhanced by external collaborators—to cultivate a high-caliber learning environment.

Furthermore, the implementation of the formalized Quality Target Setting framework demonstrates that the Department actively manages its quality assurance. The academic unit tracks specific KPIs to ensure equity and excellence, such as utilizing its financial resources from tuition fees (€2,400) to support statutory tuition waivers for eligible low-income students under strict quality guidelines. However, to fully realize the potential of this data-driven framework, the Department must ensure that its internal quality targets are seamlessly synthesized with external feedback loops, specifically by mapping internal curriculum revisions against formalized input from its strong educational sector network, regional school directors, and tracked alumni career trajectories.

III. Conclusions

The EEAP concludes that the PSP is supported by a forward-looking strategic framework and a robust internal quality assurance infrastructure. The curriculum is structurally sound, and the practical training is overall effective; however, the hands-on field component of the practicum could be expanded beyond the current minimum of two hours to allow for more meaningful engagement and substantial instructional intervention. Furthermore, the programme's quality target-setting mechanisms are highly functional.

To maximize its strategic impact, the programme should bridge the gap between its internal KPI monitoring and external stakeholder engagement. By explicitly integrating its strong relationships with regional educational directors, Ministry leadership, and tracked alumni career trajectories into its formal Quality Assurance framework, the Department will establish a highly effective, continuous quality improvement loop.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R 1.1 The PSP should consider expanding the hands-on field intervention within the practicum framework beyond the current two-hour minimum.

R 1.2 The PSP together with the Department should systematically integrate external feedback into its official Quality Target Setting framework. This can be achieved by establishing structured mechanisms to map quantitative and qualitative data from tracked alumni career paths, regional educational directors, and Ministry leadership against internal KPIs.

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 entitled 'Teaching of Science and Information and Communication Technologies in Education: an interdisciplinary approach,'" is a cutting-edge programme that offers numerous benefits to its students. It began its operation in 2014 (Government Gazette 1137/05.05.2014, Vol. B'), while from 2018 the Postgraduate Program was re-established and operates in a revised form.

The programme provides a specialized focus on the production and dissemination of pedagogical competence in the field of teaching of sciences (mathematics, physical sciences, informatics), and information and communication technologies in education, equipping students with the knowledge and skills necessary to address interdisciplinary approaches to learning.

Participants gain a deep understanding in the design in interdisciplinary teaching, the development-use of appropriate educational material and teaching activities of sciences, the design of educational programs, digital environments, and online applications adaptable to all levels of education.

Graduates of this specific Masters program possess complete and modern pedagogical and technological training in order to work professionally in the field of Education. They can function effectively in positions of coordinators of innovative programs and development or research projects in science education, directors of training programs, executives in the development of analytical programs, designers of educational material for mathematics and science and educators of adults.

The teaching of courses is carried out in person and through distance learning during the semesters. The curriculum is designed and published in the Student Guide. The module descriptors provide detailed information on several key aspects. They outline the learning objectives, specifying the knowledge and skills that students are expected to acquire by the end of the course. They also detail the various teaching modes employed by teaching staff, as well as how each module is assessed. Lastly, the module descriptors provide comprehensive bibliographies, listing essential readings and resources that support the course content.

Fully harmonized with the European Credit Transfer and Accumulation System (ECTS), the programme requires the successful completion of 90 credits. While

the primary language of instruction is Greek, incoming students must demonstrate proficiency in English to effectively engage with the international bibliography and digital learning repositories.

The PSP spans three academic semesters. The first and second semesters consist of four modules each (7.5 ECTS per module – or 30 per semester). The third semester involves the completion of a thesis (20 ECTS) and the practicum (10 ECTS)

The practical training is a structural element of the PSP program through the corresponding course, although limited. The students can apply their knowledge in private and public organizations. The students also have the opportunity to take advantage of mobility opportunities abroad offered by the University of the Aegean through the Erasmus+ program.

The connection between teaching and research is pursued and ensured through (a) exposing postgraduate students to the current research questions of the programme subject within the courses, and (b) conducting research by the students themselves as part of completing the educational process through the preparation of a compulsory thesis.

II. Analysis

Upon examination of the pertinent documents, especially those of the course descriptions and overall design of the program, as well as interviews conducted by the EEAP, the overall provision of information is well articulated and presented and according to all the requirements of the proposal/accreditation guidelines. The programme is innovative, expanding the concept, aims, and methodology of the design in interdisciplinary teaching in education. It introduces best practices, fostering a deeper understanding of educational principles among students.

The methodology employed in the programme is designed to be dynamic and interactive, encouraging active participation and critical thinking. Students engage in projects, and collaborative research, allowing them to apply theoretical concepts to real-world situations.

The modules on offer are appropriate to achieve the aims of the programme, their content is evidence- and research-informed. The incorporation of both compulsory work experience -although limited - and a research thesis in the third and final semester is creditable.

Completing a research thesis allows students to explore into a specific topic, enhancing their expertise and understanding of the subject matter, developing research skills, and identifying and addressing complex problems.

However, a review of the course bibliographies indicates that the prescribed

readings and academic texts are, for the most part, somewhat dated. Integrating more recent literature and contemporary materials would better underscore the rapid evolution occurring within science didactics and digital educational technologies.

It was also evident that the programme fosters a strong sense of community and collaboration among students and staff, creating a supportive environment where ideas can be shared and innovative solutions can be developed.

A weakness of the programme is a limited collaboration with key stakeholders. Developing more partnerships can offer valuable training ground for students conducting their compulsory research thesis and practicum. Although there was evidence of ongoing interactions with external stakeholders, a more regular and structured feedback mechanism from stakeholders should be organized.

III. Conclusions

Upon reviewing relevant documentation, the EAAP concludes that the PSP is innovative, expanding the concept, aims, and methodology of interdisciplinary teaching in education. It employs dynamic and interactive methodologies, encouraging active participation and critical thinking. Students engage in projects, fieldwork, and collaborative research, enhancing their understanding and preparing them to become effective advocates for interdisciplinary education. The curriculum includes a limited compulsory work experience module and a research thesis, supporting students to develop research skills. The programme fosters a strong sense of community and collaboration. Continuous interaction with key stakeholders, through work experience modules, can be further strengthened and a more structured feedback mechanism is recommended.

Panel Judgement

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

Panel Recommendations

R 2.1: Establish regular, structured communication channels with graduates and external stakeholders (e.g., annual surveys or advisory focus groups). Formalizing this network will broaden professional opportunities, event collaborations, and market alignment, ultimately

enhancing graduate employability.

R 2.2: Expand existing internal evaluation procedures to track graduate employment trajectories and labor market integration. Additionally, ensure systematic auditing of the strategic and efficient use of tuition-drawn revenue to support long-term institutional equity and sustainability.

R 2.3: Extend the scope and operational depth of the practicum module. Refine the practical training component to better empower students to synthesize theoretical models with hands-on school applications, focusing on their capacity to design, execute, and evaluate interdisciplinary subjects in real classrooms.

R 2.4: Review and update literature repositories across all modules. Replace or supplement dated reading materials with recent peer-reviewed articles, academic texts, and modern instructional literature to accurately reflect the rapid evolution of science didactics and digital educational technologies.

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 “Didactics of Mathematics, Science and Information and Communication Technologies in Education: Interdisciplinary Approach” is offered by the Department of Sciences of Preschool Education and Educational Design of the University of the Aegean. It lasts three academic semesters and corresponds to ninety (90) ECTS credits. The period of study includes coursework, practical training and the preparation of the master’s thesis. The practical training is implemented during the third semester in two stages: a seminar-laboratory course on observation methodology and interdisciplinary planning followed by educational/experimental application in relevant public or private educational settings.

Admission to the PSP is based on academic criteria and an interview. More specifically, it is based on the admission requirements, the categories of eligible graduates, the number of students admitted, the selection procedure, the selection requirements, the application deadlines, the required supporting documents and the interview process.

The educational and learning activities are organised in ten (10) to thirteen (13) teaching and learning units over thirteen (13) weeks per semester. Teaching sessions may also be organised in course cycles/modules. Courses may take place on Saturdays, Sundays and public holidays, in order to support students who have parallel professional obligations.

The PSP follows a blended learning model, combining face-to-face and distance learning. Teaching includes synchronous and asynchronous activities, supported by Moodle, Zoom and the forum. These tools are used both for the delivery of teaching and for communication between students and teaching staff.

The teaching approach includes group workshops, collaborative activities and reflective work. Students work in heterogeneous groups and engage in activities related to the interests and needs of the group. Through reflection-in-action, they reconsider their work during the learning process and then present the outcome to the plenary.

The Masters thesis forms a central part of the programme. Teaching staff propose thesis topics, while students may also suggest their own topic, provided that it falls within the academic scope of the PSP. Students receive guidance during the preparation of the thesis.

Students are informed about the programme through an introductory meeting at the beginning of their studies. They also have access to an Academic Advisor, a complaints procedure, Erasmus mobility opportunities and course evaluation questionnaires at the end of each semester.

II. Analysis

The PSP has a clear student-centred orientation. Its structure, timetable and blended delivery take into account the profile of its students, many of whom are working educators. The organisation of teaching in units or course cycles gives the programme a steady rhythm, while the possibility of weekend and holiday teaching makes participation more realistic for students with professional responsibilities.

The blended format also supports this orientation. Face-to-face meetings preserve direct academic contact and interaction, while distance learning activities give students greater flexibility. The use of digital (Moodle, Zoom etc.) tools helps students remain connected with the programme, access material and communicate with teaching staff. This is particularly important for a student body that includes educators from different levels of education and with different professional schedules.

The teaching methods used in the PSP support active participation and reflective learning. Group workshops, heterogeneous student groups and reflection-in-action help students connect theory with their own professional experience and reconsider their teaching practice during the learning process.

This approach is particularly appropriate for a Programme attended mainly by educators, as it allows students to bring examples from their own classrooms and to work on issues that are meaningful for their professional context.

Students and graduates valued the PSP for its specialisation in didactics and for the integration of digital tools in education. They also referred positively to the group workshops and to the high level of expertise of the teaching staff. These comments suggest that the PSP is not experienced simply as a theoretical course of study, but as a learning environment that connects academic knowledge with classroom practice.

A strong point is the way the PSP uses the professional background of its students. Since many students are teachers, group work and reflective activities allow them to bring their own classroom experience into the learning process. The creation of heterogeneous groups also helps students exchange views from different educational levels and specialisations. This enriches discussion and supports peer learning. This gives the Programme a practical and professional dimension which is closely connected with its academic aims.

The practical training and the thesis arrangements further support student-centred learning. Practical training helps students connect theory and research with educational practice. At the same time, the possibility of proposing their own thesis topic allows students to work on issues that are closer to their interests, professional needs and educational context. The encouragement to participate in research projects after the completion of the thesis also strengthens the research dimension of the PSP.

The PSP also has mechanisms that support student guidance and feedback. The introductory meeting, Academic Advisor, complaints procedure and course evaluation questionnaires create channels through which students can receive information, ask for support and express their views. It would be useful, however, for the programme to show more clearly how student feedback leads to specific improvements in teaching, assessment or support.

III. Conclusions

Overall, the PSP offers a structured and flexible learning environment that supports active student participation. Its blended delivery, course cycles, weekend and holiday teaching, group workshops, reflective activities, practical training, thesis arrangements and research opportunities correspond well to the needs of its students.

Student and graduate feedback indicates that the Programme has practical value for teachers. The emphasis on digital tools, the dissemination of good practices in schools and the development of inclusive educational approaches strengthen the Programme's relevance to contemporary educational needs.

Panel Judgement

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

Panel Recommendations

R 3.1: Transparently demonstrate how student evaluation data is used to improve instructional methodologies, assessment frameworks, and student support services.

R 3.2: Inform both students and faculty about available institutional tools for learners with disabilities to ensure effective integration into the distance-learning environment.

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

Based on the series of documents provided and the meetings conducted, there is evidence that the admission requirements are clear and precise concerning the categories of graduates, the number of admitted students, the method of admission, the selection criteria, the application deadlines, as well as the necessary supporting documents. The method of admission requires an oral interview and, in the announcement, is specified an indicative bibliography related to the subject area of the postgraduate program, for the preparation of candidates in view of the oral interview.

The support of newly admitted students is provided in various ways: a) an official informational meeting held at the beginning of the courses by the director of the Master's Program, in the presence of all teaching and administrative staff. During the meeting, the subject of the Master's Program, the structure of the curriculum, the method of course evaluation, the meeting schedule, etc., are presented in detail; b) through the website of the Master's Program as well as the Department; c) through telephone, electronic, and/or face-to-face communication with the Secretariat of the Master's Program, as well as with the Department.

The monitoring of students' progress is carried out systematically during the semester, through their method of evaluation, which combines participation, performance in group and individual assignments, oral presentation, the drafting of protocols, and composite assignments. Interviewing graduates of the programme and students allowed us to witness how direct their communication with the faculty is.

Most of the members of the teaching staff of the PSP perform the duties of Academic Advisor and are responsible for the development of a positive atmosphere in the university community.

During interviews, the students praised several aspects of the quality of instruction in courses they had to take. The teaching staff take into consideration modern theories and principles of teaching and learning, methods that actively involve the learner in the learning process. In all courses, the assessment of PSP students is done with various additional methods aside from traditional written examinations. Student evaluation criteria and the evaluation method are announced at the beginning of each semester.

A notable strength of the programme is the requirement of conducting a research thesis in the third semester of the studies. Conducting a research thesis aims to facilitate learning that deepens students' scientific knowledge and enhances their critical thinking skills. In the curriculum there is also a practicum in the third semester. The practicum is a structural element of the PSP program through the corresponding course, but is limited to 3-5 hours of attendance in schools. Within

the framework of the Erasmus+ program, students are offered the opportunity for mobility abroad for studies and internships.

There is a clear process in place for submitting formal complaints about any academic or administrative related matter. A relevant formal procedure applies for student objections. Overall, the program strives to create an inclusive and dynamic learning environment, where students actively shape their educational path while gaining advanced knowledge and skills.

The duration of attendance in the postgraduate program leading to the award of a Master's Degree is set at three (3) academic semesters. This period includes the time for the practicum and the time for the preparation of the Thesis. The Department and the Postgraduate Program, applying the relevant legislation, are issuing, together with the Diploma, a Diploma Supplement for all graduates of the Postgraduate Program.

II. Analysis

Based on the data provided and evidence gathered during interviews with current students and graduates, the EAAP concludes that postgraduate students demonstrate highly satisfactory academic progress throughout the programme. Regarding the execution of the capstone requirement, the parameters governing the selection of Masters thesis topics, the appointment of the three-member examination committee, and concrete formatting, submission, and grading guidelines are explicitly defined and transparently accessible via both the institutional website and the official Student Guide. Furthermore, the core faculty members maintain strong collaborative linkages, regularly co-teaching across various modules, seminars, and roundtables with distinguished external scholars and visiting professors. These external collaborators also actively participate in the supervision and defense committees of the Masters' theses.

Upon successful completion of the curriculum, the programme awards a Master of Education degree entitled "Didactics of Mathematics, Science and Information and Communication Technologies in Education: Interdisciplinary Approach." Given that the programme is hosted by the Department of Preschool Education Sciences and Educational Design, and its core curriculum is firmly anchored within the broader Field of Educational Sciences, the degree automatically confers certified Pedagogical and Teaching Competence to its diploma holders under the current national framework.

III. Conclusions

The EEAP noted high satisfaction among students and graduates regarding the programme's content and delivery, whilst there are clear processes in place of receiving and resolving student complaints. Overall, staff dedication, expertise, and support structures were highly praised. Student feedback is actively considered for continuous improvement, and the programme provides individual

support, including for students with disabilities.

The PSP has significant aspects of admission requirements that are succinct. Course progress is ensured by the instructors of each course and are documented in a variety of ways, including personal communications as well as the program's reliance on remote teaching, special seminars and round tables, all of which are embraced by the community of student learners.

The Practicum needs some rethinking and innovation, and that may include seeking advice from past graduates of the program, stakeholders and/or other education programs.

Panel Judgement

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

Panel Recommendations

R 4.1: It is recommended broadening the scope of the practicum module to enhance the integration of theory and practice. This expansion should focus on developing students' practical capabilities to design, teach, and assess interdisciplinary curricula within real school settings."

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 is currently staffed by ten faculty members, primarily affiliated with the Department of Preschool Education and Educational Planning Sciences, and is further supported by three external collaborators. Additionally, distinguished scholars from universities in Greece and across Europe are regularly invited to contribute to seminars organized within the program.

The faculty demonstrate a high level of research activity, evidenced by publications in peer-reviewed journals and recognized conference proceedings.

Faculty appointments and promotions are conducted in accordance with the established Greek higher education framework. This process involves evaluation

committees that include members from other universities and ensures a rigorous assessment of candidates' research output and teaching qualifications. Faculty members are encouraged to participate in international mobility initiatives, such as Erasmus+. Furthermore, the institution actively supports their engagement in academic seminars and conferences aimed at enhancing both teaching effectiveness and research productivity, primarily through funding derived from program fees.

The teaching workload is considered appropriate, with courses predominantly scheduled from Friday to Sunday in order to accommodate the professional obligations of enrolled students.

Faculty performance in teaching is systematically evaluated by students through online course questionnaires. Student participation in this evaluation process is relatively high, reaching approximately 50% during the winter semester, with ongoing initiatives aimed at further increasing response rates.

II. Analysis

The programme's faculty demonstrates research quality aligned with national and international standards, balanced workloads, and high student satisfaction. However, the submitted materials do not clearly define the current level of external funding.

III. Conclusions

Overall, the PSP is meeting the highest criteria as regards the teaching and research activities of the teaching staff in the training of graduates with definite interest in new specific technologies and research.

Panel Judgement

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

Panel Recommendations

R 5.1: Actively pursue methods to enhance and diversify external funding.

R 5.2: Establish faculty awards for teaching and research excellence to reinforce performance incentives.

PRINCIPLE 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, 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 spans three academic semesters and requires the successful completion of ninety (90) ECTS credits. Financial administration is structured around a tuition fee framework of €2,400, which is payable in flexible installments to optimize financial accessibility.

To promote educational equity, the programme incorporates a rigorous tuition-waiver mechanism in full compliance with the national statutory framework, utilizing transparent socioeconomic and financial criteria. Applications for tuition exemptions are formally processed immediately following the conclusion of the

admissions cycle. This statutory waiver is restricted to a single PSP per recipient and explicitly excludes candidates who concurrently receive external funding or scholarships from alternative sources.

Additionally, the PSP features established protocols for internal scholarships and merit-based awards to incentivize academic distinction. Specifically, performance scholarships valued at €1,000 are regularly awarded to students who achieve exceptional academic benchmarks throughout their coursework.

The academic unit leverages advanced learning infrastructure and student support services specifically optimized for its blended delivery model. This operational ecosystem integrates institutional digital platforms (such as Moodle and Zoom) with remote electronic resources, authenticated VPN access, centralized IT services, and structured academic advising networks. These digital and remote resources are of vital importance to the student cohort, the majority of whom balance postgraduate studies with parallel professional obligations.

This institutional support commences at the start of the academic cycle with a mandatory orientation assembly for incoming students. During this introductory session, the cohort is fully briefed on the curriculum architecture, scheduling arrangements, Master's thesis guidelines, practical training requirements, international Erasmus+ mobility paths, and student welfare services. Continuous academic mentorship is systematically maintained through the formal assignment of an Academic Advisor to each student.

Quality assurance and student voice mechanisms are firmly integrated into the program's governance. The PSP maintains a formalized grievance and complaints procedure alongside digital, anonymous course evaluation questionnaires administered at the end of each semester. Furthermore, open communication channels are sustained through scheduled face-to-face feedback sessions between students, faculty, and administration.

Finally, the curriculum incorporates a mandatory experiential practicum framework alongside explicit provisions to guarantee equal access for students with disabilities. This commitment to inclusivity is a central feature of the program's blended delivery mode, ensuring that comprehensive accessibility standards are strictly enforced across both physical campus facilities and digital learning environments.

II. Analysis

The PSP provides learning resources and support services that are generally appropriate for its structure and mode of delivery. The use of digital tools supports communication, access to learning material and participation in synchronous and asynchronous activities. These tools are important for the smooth operation of the blended model.

The availability of digital platforms, library services, electronic resources, VPN access and IT support strengthens the learning environment of the PSP. These services help students participate in synchronous and asynchronous activities, access study material, communicate with teaching staff and prepare their assignments and thesis.

Remote access to library services and digital resources through VPN is a positive element. It allows students to study, prepare assignments and work on their thesis without depending on physical presence at the University. This is particularly useful for working students.

The financial arrangements strengthen the PSP's support framework. The possibility of paying tuition fees in installments makes the cost easier to manage. Fee exemptions based on economic and social criteria also support fairer access to postgraduate studies. The scholarships and awards for excellent performance recognise academic effort and provide an additional incentive for students.

Students and graduates referred positively to access to books and digital resources through VPN. They also considered the tuition fees and the possibility of payment in installments as factors that made the programme accessible and attractive. This feedback suggests that the support measures are not only formally available but are also recognised by students as useful.

The PSP's emphasis on digital tools also supports inclusive practice. Students and graduates referred to the creation and use of digital tools for learners with disabilities and learning difficulties. This is an important point, because it shows that the Programme does not treat technology only as a teaching aid, but also as a means of improving access, participation and learning for different groups of learners.

The Academic Advisor, the complaints procedure, the introductory meeting and the course evaluation questionnaires provide additional support and guidance. Together, these mechanisms help students understand the requirements of the Programme, raise concerns when necessary and participate more actively in the improvement of their learning experience.

To further optimize this framework, the programme would benefit from centralizing and continuously updating all informational resources related to student support. Maintaining a highly visible, easily navigable digital repository—specifically detailing updated protocols for tuition installments, statutory fee waivers, internal scholarships, Erasmus+ mobility paths, practical training guidelines, academic advising networks, formal complaints procedures, VPN configurations, and dedicated disability support tools—will guarantee long-term transparency and maximize institutional efficacy.

III. Conclusions

Overall, the Programme provides a satisfactory framework of learning resources and student support. Its duration, ECTS structure, tuition-fee arrangements, installment payment option, fee exemptions, scholarships, digital tools, VPN access, introductory meeting, academic advising, complaints procedure, practical training and equal access provisions support the needs of its students.

Student and graduate feedback confirms that these resources are used in practice and that the Programme contributes to the transfer of useful digital and inclusive practices into school settings. The support framework is therefore connected not only with student progression inside the Programme, but also with the professional application of the knowledge and skills acquired.

Panel Judgement

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

Panel Recommendations

R 6.1: Maintain a clear, easily accessible, and regularly updated digital repository for all information regarding tuition fees, payment installments, statutory fee waivers, internal scholarships, Erasmus+ mobility, practical training, academic advising, complaints procedures, remote VPN access, and dedicated support for students with disabilities.

R 6.2: Establish a Formal Alumni Network Develop a structured alumni network to maintain continuous contact with graduates, systematically collect field-based feedback, track career trajectories, and foster the broader dissemination of educational best practices across school units.

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

The PSP strictly adheres to the University of the Aegean's regulations and policies. Systematic procedures are in place to collect data regarding students, instructional methods, academic advancement, and alumni career trajectories. Furthermore, end-of-semester online surveys consistently gauge student satisfaction and instructor performance. The administration analyzes this data to generate reports aimed at enhancing teaching quality. Aside from these surveys, there are no other formal communication channels established between PSP leadership, graduates and external stakeholders.

II. Analysis

Data findings are distributed to essential stakeholders, including faculty and program directors. The PSP actively acts on student feedback, driving impactful enhancements to the educational environment and ensuring closer alignment with professional objectives. Alumni frequently observe that the program dynamically adapts to fulfill the evolving needs of its students.

III. Conclusions

The PSP effectively operates a robust data management and quality assurance system that drives its performance and long-term viability. Program leaders are encouraged to boost survey response rates and investigate new communication channels with alumni and external stakeholders.

Panel Judgement

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

Panel Recommendations

R 7.1: The PSP administration should explore alternative avenues and formal mechanisms to enhance networking, dialogue, and data exchange with graduates and field-level stakeholders.

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

The Department's bilingual website (Greek/English) is user-friendly, well-structured, and offers sufficient information regarding the PSP. Available resources include program overviews, course descriptions, ECTS credits, staff directories, and contact details. Additionally, while the site features a list of past Masters thesis titles, it lacks comprehensive details regarding the project selection process, timelines, or stakeholder involvement.

II. Analysis

The PSP website is user-friendly, well-structured, and available in both Greek and English. However, it lacks details regarding MSc thesis thematics and provides no information on graduate pathways or professional networks, though selected alumni testimonials and a related study are provided.

III. Conclusions

The website of the PSP is well designed and relatively easy to navigate. Some additional information about subjects of MSc thematics, graduates and professional connections could be added.

Panel Judgement

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

Panel Recommendations

R 8.1: Expand the programme's public documentation and annual reporting to include detailed, systematic data regarding the thematic scope of Masters theses, tracking metrics of graduate career trajectories, and formalized connections to the professional labor market.

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 PSP is subject to the University of the Aegean's internal quality assurance procedures, coordinated through MODIP/QAU and involving the Department, the Internal Evaluation Group/OMEA, the Programme Director and the relevant programme bodies. The documentation includes an internal evaluation report for the PSP, formally approved by the Quality Assurance Committee of the University of the Aegean in November 2024. The report confirms that the Committee considered the internal quality assurance system, relevant observations, oral presentations by QAU representatives, and the PSP's internal evaluation report before approving it.

The PSP uses several information systems and data sources to support monitoring and decision-making. These include the student registry system, the MODIP quality assurance platform, OPESP/NISQA data, the Nautilus admissions system, the ELKE/ResCom system for financial data, and data potentially available through Moodle and Zoom. The programme also collects information through course outlines and staff research activity records.

The internal evaluation report records that the programme is academically viable and supported by appropriate staff, infrastructure, laboratories, administrative support and institutional systems. It also notes the programme's 90 ECTS structure, its integration of coursework, practicum and dissertation, and the use of face-to-face and distance learning methods, including Moodle-supported synchronous and asynchronous teaching.

The evidence indicates that student evaluation data are collected and analysed. The student evaluation report for 2022–2023 shows generally positive student satisfaction with teaching and course delivery, but also identifies low student participation in evaluation questionnaires, especially in the spring semester. The programme itself recognises the need to increase participation so that results become more representative.

The data analysis report identifies several areas for action, including the need to strengthen the incoming student population, increase the attractiveness of the PSP, increase student participation in course evaluations, reinforce the role of the academic advisor, and monitor dissertation supervision more systematically through the Coordinating Committee and supervisory committees.

II. Analysis

The EAAP finds that the PSP maintains a robust and well-established internal quality assurance framework. The academic unit systematically collects a comprehensive matrix of quantitative and qualitative data, meticulously tracking key performance indicators such as admissions trends, student progression, graduation metrics, student satisfaction, faculty performance, infrastructural capacity, financial resources, and dissertation supervision workflows. Collectively, these indicators provide a methodologically sound baseline for ongoing internal monitoring and continuous quality improvement.

Significantly, the EAAP commends the PSP for treating internal evaluation as a meaningful tool for institutional development rather than a mere bureaucratic exercise. The program's self-evaluation report demonstrates reflective candor by explicitly identifying core target areas for enhancement, specifically regarding the optimization of labor market links, student engagement within quality assurance protocols, and strategies to bolster overall programme attractiveness.

However, the evidence would be stronger if the programme documented more

explicitly how evaluation findings are translated into action, followed up, and reviewed. In particular, the Panel would welcome a clearer “feedback loop”: what issue was identified, what action was agreed, who was responsible, when it was implemented, and what evidence shows whether the action was effective.

The relatively low participation rate of students in evaluation questionnaires remains an important area for improvement. Although the programme identifies this issue and proposes reminders and student briefing, the Panel would encourage the PSP to develop a more systematic mechanism to raise response rates and to communicate back to students how their feedback has been used.

The programme would also benefit from more systematic use of alumni and external stakeholder feedback as part of the internal review cycle. Given the applied and professionally oriented nature of the PSP, feedback from graduates, schools, educational authorities and other stakeholders could provide valuable evidence for curriculum review and enhancement.

III. Conclusions

The EAAP confirms that the PSP maintains a robust internal quality assurance framework.. The programme operates within the University of the Aegean’s quality assurance framework, with the involvement of MODIP/QAU, OMEA, the Department, the Programme Director and the relevant programme bodies. The available documentation shows that student evaluation data, institutional information systems, course data, teaching staff information, student progression data and internal review processes are used to monitor the programme and identify areas for improvement.

It also notes positively that the programme is aware of areas requiring further attention, including student participation in evaluation questionnaires, programme attractiveness, dissertation monitoring, and the use of feedback for improvement. The existence of these reflections indicates an active quality enhancement culture rather than merely formal compliance.

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

R 9.1: Document the internal evaluation process more explicitly by establishing a structured tracking matrix that details: specific issues identified, agreed-upon corrective actions, designated responsibilities, clear implementation timelines, and empirical evidence of follow-up ("closing the feedback loop").

R 9.2: Implement systematic mechanisms to increase student response rates on evaluation questionnaires, and establish a dedicated communication channel to inform the student cohort exactly how their feedback has driven programme improvements.

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 previously undergone a programme-specific external accreditation cycle, institutional documentation demonstrates a proactive commitment to addressing recommendations from broader external evaluations at both the university and departmental levels.

The progress report submitted for the PSP refers to the 2015 external evaluation of the University of the Aegean, the 2018 accreditation of the University's Internal Quality Assurance System, and the 2021 accreditation of the Department of Pre-school Education Sciences and Educational Design. The 2018 institutional accreditation found full compliance in several principles, including quality policy, resources, quality goal setting, public information and the structure/functioning of the internal quality assurance system. It also identified lower student participation in quality assurance procedures as an area for improvement.

The progress report further notes that the Department's 2021 accreditation judged all ten principles as "Fully Compliant". Relevant recommendations included increasing Erasmus mobility, motivating students to participate in Departmental and University-wide committees, and increasing student response rates to course evaluations.

In response to these recommendations, the PSP has implemented targeted corrective actions. These include the deployment of a streamlined, more accessible course evaluation questionnaire, the institutionalization of systematic

participation reminders, and targeted student briefings emphasizing the direct value of stakeholder feedback to the program's quality lifecycle.

II. Analysis

The EAAP recognises that, in the absence of a previous programme-specific external accreditation report, the PSP has appropriately drawn on institutional and departmental external evaluation findings. This is reasonable and relevant, particularly because several recommendations from those external reviews relate directly to postgraduate education, student participation, quality assurance, public information, resources and student engagement.

The EAAP considers it positive that the PSP and the Department have engaged with previous recommendations, especially those concerning student participation in quality assurance. The introduction of a shorter questionnaire and systematic reminders are appropriate actions. The Panel also notes positively that the Department's previous accreditation outcome was strong, with all principles judged fully compliant.

At the same time, the documentation would be strengthened by a more explicit programme-level tracking table of external recommendations and follow-up actions. Such a table could distinguish between institutional-level, departmental-level and PSP-specific recommendations, and could record actions taken, evidence of implementation, current status and measurable outcomes.

The EAAP also encourages the PSP to use the present accreditation process as the starting point for a more formalised follow-up mechanism. This would support the developmental purpose of external evaluation and ensure that future quality enhancement actions are clearly documented, monitored and communicated.

III. Conclusions

The EAAP considers that the PSP meets the requirements of Principle 10. Although this is the first programme-specific accreditation review of the PSP, the programme has engaged with relevant external evaluation and accreditation processes at institutional and departmental level. The documentation shows that the PSP has considered previous external evaluation findings concerning the University and the Department, including recommendations related to student participation in quality assurance, Erasmus mobility, student engagement and the strengthening of quality assurance procedures.

The EAAP notes positively that the PSP has taken relevant actions in response to broader external review recommendations, including efforts to improve student participation in evaluation procedures through shorter questionnaires, reminders and student information. This indicates that the programme is receptive to external feedback and uses it as part of its quality enhancement processes.

Panel Judgement

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

Panel Recommendations

R 10.1: Develop a concise, formalized tracking table to monitor the implementation of recommendations from this and future external reviews, explicitly recording: the specific recommendation, the responsible body/person, the corrective actions taken, implementation timelines, current operational status, and empirical evidence of effectiveness.

R 10.2: Strengthen the regular and systematic integration of feedback from alumni, schools, educational authorities, and external stakeholders within the annual programme review and curriculum enhancement cycle.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The PSP demonstrates a well-established history with a strong, documented track record of graduate success in the education sector.
2. The programme consistently attracts a high volume of applicants, reflecting sustained demand and strong institutional attraction.
3. Both current students and alumni judge the tuition fee framework to be reasonable, well-structured, and financially accessible.
4. Current students, graduates, and external partners report that the curriculum delivers a highly positive impact by significantly enhancing existing competencies and

facilitating the acquisition of advanced, specialized skills.

5. A defining strength of the programme is its robust curricular emphasis on the integration and application of Information and Communication Technologies (ICT) in education.

6. The PSP is supported by a high-calibre faculty whose members possess deep subject-matter expertise and specialized technical know-how. The academic staff maintain a strong, continuous, and active research presence that aligns with contemporary scholarly standards.

II. Areas of Weakness

1. The actual duration and hands-on field intervention hours of the Practicum should be extended, aligning with the explicit recommendations provided by external educational authorities and stakeholders.

2. Implement a regular curriculum review cycle to update course readings, utilizing stakeholder feedback to align all modules with contemporary peer-reviewed research in digital education and science didactics.

3. The programme should formalize its communication channels and engagement strategies with graduates through a structured and organized alumni network.

4. Mechanisms must be established for the systematic collection of insights and feedback from external social, educational, and professional stakeholders. The creation and operation of an institutionalized External Advisory Board is highly recommended to guide the strategic development of the programme.

5. The PSP administration should initiate the development of a formal network of partner schools to foster continuous institutional synergies and collaboration.

6. The programme needs to design and deploy more effective informational mechanisms to ensure all students and staff are fully aware of available assistive tools and digital infrastructure tailored for learners with disabilities.

7. To further enhance external visibility and community engagement, the programme is encouraged to organize open academic seminars for alumni and the education community, while considering a pilot mentoring framework that includes a brief, targeted field practicum in small school units across the Dodecanese complex.

III. Recommendations for Follow-up Actions

1. Establish an annual review cycle to update module readings with contemporary peer-reviewed research, while simultaneously extending the hands-on field hours of the Practicum to align with stakeholder recommendations.
2. Institutionalize external collaborations by launching a formal alumni network, developing a partner school network, and establishing an External Advisory Board to capture systematic feedback and drive strategic development.
3. Design and deploy targeted informational campaigns and mechanisms to ensure all students and staff are fully aware of available assistive tools and digital infrastructure for learners with disabilities.
4. Enhance external visibility by organizing open academic seminars for the education community.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

1, 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

MICHAILIDIS GEORGE

Signed by MICHAILIDIS GEORGE

Chinas Christina

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