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Accreditation Report for the Postgraduate Study Programme of:

Models of Educational Planning and Development
Department: Pre-school Education and Educational Design
Institution: University of the Aegean
Date: 02/06/2026



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 **Models of Educational Planning and Development** 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 Models of Educational Planning and Development 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
(Title, Name, Surname)
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.

In April 2026, the External Evaluation & Accreditation Panel (EEAP) was convened to conduct a formal review of the Postgraduate Study Programme (PSP) titled "Models of Educational Planning and Development," which is administered by the Department of Preschool Education Sciences and Educational Design at the University of the Aegean. This evaluation process was coordinated by HAHE in close cooperation with the host Department. While the official parameters of this programmatic accreditation were technically bounded by the timeline spanning from the programme's 2018 restructuring up to 2023, the discussions during the site-visit sessions regularly extended into modifications implemented after 2023. Addressing these recent developments became essential, as the active students participating in the evaluation interviews lacked first-hand experience with the curriculum's operational structure prior to the modifications implemented in late 2023.

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. Anastasios Kodakos), the Head of the Department (Prof. Vasileios Papavasileiou), a member of the steering committee of the PSP (Prof. Georgios Kritikos), 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 2014, 2018, and 2023, 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, May 19, the EEAP met with members of the programme's teaching staff, including Professors Andreadakis, Babalis, Fesakis, Gkovaris, Kalavasis, Kefis, Meimaris, Saitis and Stamatis. The discussion centered on the PSP's strategic academic framework, highlighting its emphasis on research methodologies, information and communication technologies, and the systematic management, design, and development of modern educational units. Additionally, the session provided important clarifications regarding the third-semester practicum structure, specifically detailing the organization and feedback loops between its two components: (i) Methodology for Designing Educational Unit Development Interventions for the Practicum and (ii) Educational Unit Development Plans and Their Engineering: Research and Field Application. Finally, the mechanisms for thesis topic selection were clarified, confirming that students, particularly those in professional positions enabling them to pilot field interventions, are permitted to propose their own research topics.

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 EAAP met with a diverse group of social partners to evaluate the programme's external stakeholder alignment. The participants spanned multiple tiers of the educational and public sectors, including senior leadership from the Ministry of Education, a regional Director of Education for Thessaly, school principals, a local government head of social welfare and education, a secondary school literature teacher, a nurse, and active classroom teachers across regions like the Dodecanese, Crete, and Rhodes. This diverse cohort strongly confirms the programme's institutional links to both the broader educational sector and the wider labor market.

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 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 administered by the Department of Preschool Education Sciences and Educational Design at the University of the Aegean. The Department is characterized by a distinctive systemic and organizational focus, effectively bridging educational theory and social systems with strategic leadership, design, and administrative sciences. The programme awards a Master of Education degree entitled "Models for the Design and Development of Educational Units" and aims to cultivate advanced institutional designers, expert administrators, and system leaders equipped to guide contemporary educational organizations. To achieve this, the curriculum is structured around the comprehensive study of complex and hybrid environments, utilizing social system theories and structural organizational planning. The PSP is designed to welcome a diverse array of incoming candidates, drawing widely from university and technical institution graduates in pedagogy, humanities, social sciences, public administration, and corporate management.

The primary goal of the PSP is to equip graduates with advanced leadership competencies and specialized organizational expertise in managing, designing, and systematically developing modern educational organizations. Through a deep immersion in educational design sciences, graduates are trained to comprehend and navigate complex social systems within both traditional school units and flexible institutions of continuing vocational education or lifelong learning. They develop the skills to diagnose institutional vulnerabilities, implement quality assurance systems, evaluate educational and instructional performance, and outline organizational upgrades. Furthermore, the focus on specialized systemic design allows students to blend objective organizational diagnostic observations with active field interventions. Graduates gain the expertise to administer flexible educational structures, direct complex collaborative school networks, functionally integrate digital tools into administrative governance, and orchestrate innovative professional development initiatives.

The PSP has a long-standing operational history of 23 years since its initial launch in 2005, having produced 747 graduates. The curriculum has dynamically evolved to mirror contemporary institutional and legislative standards, undergoing a foundational restructuring in 2014 that unified its branches systemically, a strategic re-establishment in 2018, and a major distance-learning amendment in 2023. Most recently, its regulatory framework and operational rules were fully aligned with the contemporary national framework of Higher Education under Law 4957/2022. The programme is driven by a stable, highly active

contingent of core faculty members belonging to the offering Department, supplemented by distinguished external academic experts and visiting scholars.

The curriculum encompasses a total of 120 ECTS distributed across four semesters of study, offering both full-time and part-time enrollment pathways. The first year is heavily dedicated to core fundamental coursework, focusing on specialized modules such as research methodologies, institutional evaluation, communication dynamics, and digital storytelling. The final phase of study is structured around a deeply experiential practicum framework and the completion of the Master's thesis. This Practicum is organized into two closely linked components: (i) Methodology for Designing Educational Unit Development Interventions for the Practicum that serves as a preparatory phase for modeling organizational realities and constructing diagnostic intervention plans and (ii) Educational Unit Development Plans and Their Engineering: Research and Field Application that involves conducting active field applications and pilot institutional interventions inside real-world educational environments. It culminates in a structured field application supported by the Educational Engineering Laboratory and the compilation of reflective performance outcomes.

The operational delivery model of the curriculum has undergone significant transformations over time. During its earliest years, the PSP relied strictly on traditional, face-to-face classroom instruction. Following its re-establishment in 2018, the programme integrated a hybrid architecture, balancing up to 50% remote learning with 50% on-site residency requirements. In response to growing demands for geographic flexibility, the 2023 amendment shifted the PSP into a comprehensive distance-learning model. This current format relies primarily on cutting-edge synchronous and asynchronous online instruction, requiring only 2 to 4 mandatory face-to-face sessions across the entire two-year study residency. This allows full-time working educators across Greece to seamlessly participate while ensuring they develop advanced administrative capabilities and specialized system engineering skills upon graduation.

Enrollment in the PSP remains highly selective and consistently demonstrates strong market demand within the postgraduate educational space. Over its multi-decade lifecycle, the PSP has consistently drawn a large pool of applicants eager to enter educational administration and leadership fields.

To guarantee a high quality, high-interaction seminar environment and maintain an optimal student-to-instructor ratio, the programme strictly caps its intake between 40 and 50 postgraduate students per academic year. This rigorous filter ensures a highly accomplished incoming cohort, resulting in a selective enrollment pace that captures the top tier of practitioners.

Career pathways and professional opportunities for graduates are exceptionally robust,

underscored by a proven employment absorption rate exceeding 95% in the labor market. Data indicates that more than 55% of these graduates hold permanent positions, primarily operating as prominent educational professionals within the South Aegean region and nationwide. Graduates successfully transition into various high-level professional trajectories, serving as school principals, institutional advisors, adult educators, and directors of flexible continuing education or vocational training organizations across both public and private spheres. A primary strategic objective for the PSP is maintaining a modern, reflective curriculum that continuously incorporates advanced organizational engineering and administrative shifts. Additionally, while the programme charges tuition fees that were historically €2,800 and revised to €3,200 under the 2023 amendment, it deliberately balances these structural fees with strong equity metrics, guaranteeing that all eligible low-income candidates receive full statutory tuition waivers under active quality assurance guidelines.

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 "Models for the Design and Development of Educational Units" 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. This mature programme boasts a long-standing operational history of 23 years since its inception in 2005, having produced 747 graduates. The programme aligns seamlessly with the Department's and the School's broader strategy of providing high-level, applied postgraduate education that effectively bridges educational theory and social systems with strategic leadership, design, and administrative sciences.

The carefully structured curriculum encompasses a total of 120 ECTS distributed across four semesters of study, fully complying 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 core coursework with a final phase structured around a deeply experiential Practicum framework and the Master's thesis capstone.

The admission process is transparent, rigorous, and competitive, reflecting the PSP's strong market relevance. To guarantee a high-quality, high-interaction seminar environment, the programme strictly caps its intake between 40 and 50 postgraduate students per academic year, resulting in a selective enrollment pace that effectively filters for the top tier of practitioners.

To oversee and continually enhance its operations, the PSP 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 explicit strategic objectives aimed at upgrading educational and research output, fostering internationalization, managing student-to-faculty dynamics, 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. Notably, in response to growing demands for geographic flexibility, a 2023 amendment shifted the PSP from a hybrid format into a comprehensive distance-learning model driven by synchronous and asynchronous online instruction alongside 2 to 4 mandatory face-to-face sessions across the entire residency. 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, maintaining solid operational consistency.

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 positioning its curriculum at the cross-disciplinary intersection of advanced educational theory, administrative sciences, and system design, the programme addresses a critical market demand for institutional designers, expert administrators, and leaders in the education sector. The alignment of the 120 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 traditional face-to-face classrooms to a hybrid architecture in 2018, and most recently to a fully modernized distance-learning format under the 2023 amendment—reflects exceptional institutional agility, offering active educators and professionals nationwide a flexible yet structured pathway to advanced specialization.

The programme's strong institutional reputation is clearly evidenced by its competitive admissions metrics and an exceptional labor market absorption rate exceeding 95% (with more than 55% of graduates holding permanent educational positions). Maintaining a tight cap on annual intake despite a large pool of applicants allows the stable contingent of core departmental faculty members, 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 (€3,200 under the 2023 modifications and €2,800 in the preceding periods) to support statutory tuition waivers for eligible low-income students under strict quality guidelines. Absent a structured approach to capturing the field experiences of alumni and the evolving professional needs of school administrators, regional directors, and active educators, the programme may face challenges in fully aligning its internal performance metrics with contemporary labor market shifts. 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 backed by over two decades of educational contribution. The curriculum is structurally sound, and the practical training model is exceptionally strong; the two-part capstone phase integrating the experiential practicum framework and the Masters thesis provides a highly effective pathway for field application. Furthermore, the programme's internal quality target-setting mechanisms are highly functional.

To maximize its strategic impact and long-term currency, 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 transition from informal networking to a formalized external engagement framework, establishing a truly comprehensive, 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	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 1.1: Formalize an external Stakeholder and alumni feedback mechanism. Specifically, the PSP in close collaboration with the Department should design and implement a structured, recurring mechanism, such as annual surveys, focus groups, and an Advisory Board, to gather formal feedback from past alumni, active teachers, school administrators, and regional educational authorities. This qualitative and quantitative external input should be systematically mapped against internal KPIs within the official Quality Target Setting framework to inform future curricular revisions.

R 1.2: The PSP should develop a formal protocol to actively involve external stakeholders and alumni in the broader life of the programme. This should include structured opportunities for collaborative research initiatives, participation in specialized seminars, joint professional training workshops, and co-designed educational projects within the local and regional school ecosystems.

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 "Models for the Design and Development of Educational Units" was established in the academic year 2004/2005 (Government Gazette 285/07.03.2005, Part B), and in 2018 it has been re-established. The programme provides a specialized focus on the production and dissemination of pedagogical competence in the field of educational design.

Participants gain a deep understanding on the Design and Development of Educational Units as well as its interconnection with other cognitive domains. They possess advanced critical and differentiated systemic perception of the evolutionary dynamics and the cutting-edge issues of the institution, the types, structures, and processes of education, and the field of Design and Development of Educational Units under conditions of complexity.

Graduates of this specific Master's programme possess complete and modern pedagogical and technological training in order to work professionally in educational organizations and educational institutions. The graduates will contribute to the development of school units in an effective manner and in accordance with their mission and capabilities, acting decisively in the development of a creative inclusion of individuals for the benefit of society as a whole.

The teaching of courses can be 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, 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.

The PSP follows the European Credit Transfer and Accumulation System (ECTS). This system quantifies academic workload and indicates that a total of 120 credit units is required. Teaching is provided in the Greek language, although applicants are expected to have good knowledge of English language, to access the bibliography and other learning materials.

The PSP spans four academic semesters. The first and second semesters consist of

four compulsory modules each (7.5 ECTS per module – or 30 per semester). The third semester involves the completion of the practicum (18 ECTS) and two more compulsory modules concerning the methodology and the educational design for the practicum. The fourth semester involves the completion of one course of methodology of research (3 ECTS) and the thesis (27 ECTS).

The practical training in connection with the labor market, is a structural element of the PSP. The students can apply their knowledge in a variety of private and public organizations. They also have the opportunity to take advantage of mobility opportunities abroad offered by the University of the Aegean through the Erasmus+ programme.

The nexus between research and teaching is systematically maintained through two core mechanisms: (a) the continuous integration of contemporary research questions into modular instruction, and (b) hands-on empirical research conducted by the students themselves during the execution of their compulsory Masters thesis.

II. Analysis

Upon examination of the pertinent documents, especially those of the course descriptions and overall design of the PSP, 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 templates. The programme is innovative, significantly expanding the concept, aims, and methodology in the field of design and development of educational units. 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. Teaching is blended, up to 50% remote and up to 50% in-person. 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 practicum and a research thesis in the third and fourth semester is commendable. The practicum module offers opportunities for the application of theoretical knowledge in real-world settings, while offering students exposure to the educational system. Additionally, 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.

The bibliographies for all courses reviewed, reflect readings and texts that are

important and present contemporary teaching resources and innovations. Most modules present required bibliography, lecture notes by the instructor, recommended bibliography for study, and relevant international journals, In Greek and in foreign languages.

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.

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, we conclude that the programme is innovative, expanding the concept, aims, and methodology of design and development of educational units. 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 of design and development in education. The curriculum includes a compulsory work experience module and a research thesis, providing practical educational exposure and supporting students developing research skills. The programme fosters a strong sense of community and collaboration. Continuous interaction with key stakeholders enriches the learning experience, though a more structured feedback mechanism is recommended.

Panel Judgement

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

Panel Recommendations

R 2.1: Establish a regular, structured mechanism to collect feedback from alumni and external stakeholders. Maintaining continuous communication will enhance graduate employment opportunities, foster professional networking, and drive collaborative events, public campaigns, and institutional partnerships.

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 “Models of Design and Development of Educational Units” is offered by the Department of Sciences of Preschool Education and Educational Design of the University of the Aegean.

The PSP has a duration of four semesters and corresponds to 120 ECTS. The PSP admits up to 50 post-graduate students per academic year based on academic criteria and an interview. The PSP follows a blended learning model, combining distance-learning activities with compulsory interpersonal presence during the period of study.

In relation to student-centred learning, the curriculum combines theoretical courses, research methodology, practical training and the master’s thesis. Regarding the master’s thesis, students may select their thesis topic from broader thematic areas related to the programme either recommended by the teaching staff or of their own interest, while discussion and preparation of the topic begins from the third semester. Practical training is also included in the PSP and it helps students relate academic knowledge to real educational contexts.

The PSP also includes financial arrangements which support student access and participation. The tuition fees amount to €3,200. The PSP also provides for payment in installments, scholarships, awards and exemption from tuition fees on the basis of economic and social criteria.

The PSP provides Academic Advisors and Practical Training Advisors. It also includes Erasmus mobility opportunities and provisions for students with disabilities or special educational needs.

II. Analysis

The PSP demonstrates a student-centred orientation, as it combines flexibility, practical application, financial accessibility and opportunities for independent research. The blended learning model appears appropriate for postgraduate students, especially for those who combine studies with professional obligations. Students and graduates particularly valued the flexible organisation of the PSP. They noted that it allows them to manage their studies alongside work and personal responsibilities. They also reported that the obligatory interpersonal meetings support interaction with fellow students and teaching staff, strengthening communication, cooperation and the sense of academic community.

The EAAP notes that the practical training component strengthens the connection between theory and practice. It allows students to understand how educational design, management and development can operate in real educational settings. This is particularly relevant to the PSP’s aims and to the professional profile of its students.

The Masters thesis further supports independent learning and research. Since students can choose their topic from broader thematic areas and begin discussing it from the third semester, they have sufficient time to form a research idea that is academically relevant and connected to their interests or professional context.

The financial arrangements also support the student-centred character of the PSP. The possibility of paying tuition fees in installments makes participation more manageable, while scholarships, awards and fee exemptions based on economic and social criteria strengthen access and encourage academic effort. Students and graduates particularly noted that payment in installments is a significant facilitation and that the €1,000 scholarship for excellent performance operates as a strong incentive.

Students and graduates also referred positively to the contribution of the PSP to their professional development. They reported that they acquire knowledge of educational and digital tools which are useful in their work. This suggests that the PSP has practical value beyond the award of the degree.

The inclusion of Academic Advisors and Practical Training Advisors is positive, as it gives students identifiable points of reference for academic guidance and matters related to practical training. Erasmus mobility also enriches the learning experience.

Accessibility provisions are also available. These provisions show that the PSP recognises the need to adapt the learning environment to different student needs. They should, however, be clearly communicated and effectively implemented in practice.

III. Conclusions

The EAAP considers that the PSP offers a structured and student-centred learning environment. Its blended learning model, curriculum structure, practical training, master's thesis, advisory roles, Erasmus opportunities, financial arrangements and accessibility provisions support flexibility, interaction, academic development, equal participation and the connection between theory and practice.

The EAAP notes positively that, according to the feedback from students and graduates, the flexible organisation, the interpersonal meetings, the tuition instalments, the scholarship for excellent performance responds to the needs of its target group. Additionally, the acquisition of useful educational and digital tools and the PSP contribution to professional development further confirms that the programme meets the expectations of Principle 3.

Panel Judgement

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

Panel Recommendations

R 3.1: Continue to reinforce the integration of teaching, research, and educational practice. This should be achieved by optimizing the practical training framework and aligning MSc thesis topics with contemporary field challenges.

R 3.2: Implement systematic informational mechanisms to ensure that both students and teaching staff are fully aware of available assistive tools and digital infrastructure tailored for learners with disabilities, ensuring their effective utilization in the learning process.

R 3.3: Accelerate the development of a formalized network of cooperating schools. This network should serve to enrich the programme's practical dimensions, foster collaboration with the educational field, facilitate the exchange of pedagogical best practices, and elevate the regional visibility and impact of the PSP.

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 PSP, for the preparation of candidates in view of the oral interview.

The support of newly admitted students is provided, in terms of information: a) via the internet, primarily through the website of the PSP <http://pms-msaem.pse.aegean.gr>, which is continuously updated, and through the

postgraduate announcements page; b) secondarily through the TEPAES website.

The teaching staff of the PSP regularly monitors the student progression. The teaching staff support students by e-mail, through the platform, as well as with physical presence. 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. In this context, each student is assigned to an academic supervisor, with the aim to promote collaboration between supervisors and students, with clear structures in place for supervisors to offer ongoing support and guidance to students.

During interviews, the students praised several aspects of the quality of instruction in courses they had to take. The quality indicators for both the courses and the teachers were higher than average (in all questions no student has been awarded a grade lower than 4.25 - with a maximum of 5). 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. Another strength is the practicum. The practical training and connection with the labor market are a structural element of the PSP through the corresponding course. The students can apply their knowledge in a variety of private and public organizations. Within the framework of the Erasmus+ programme, 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 programme strives to create an inclusive and dynamic learning environment, where students actively shape their educational path while gaining advanced knowledge and skills.

The standard duration of study for the Masters programme, culminating in the award of the Master of Education degree, is established at four (4) academic semesters. To accommodate working professionals, provisions for part-time study are available in accordance with institutional guidelines. In full compliance with current national and European legislation, the Department and the PSP issue a

formal Diploma Supplement automatically and free of charge to all graduates alongside their degree.

II. Analysis

Based on institutional data and structured consultations with current students and alumni, the Panel concludes that students demonstrate satisfactory and consistent academic progress throughout the programme. Regarding the MSc thesis, the criteria for topic selection, the appointment of the examination committee, and explicit guidelines governing thesis length, submission protocols, and evaluation metrics are transparently detailed and accessible in both the Student Guide and the official programme website.

The academic delivery of the PSP is characterized by robust collaboration; internal faculty members regularly co-teach modules, seminars, and roundtables alongside external visiting professors and scholars from other departments. Furthermore, these external experts actively participate on examination committees for the evaluation of student master's theses.

Upon successful completion of the curriculum, the programme awards a Master of Education in "Models for the Design and Development of Educational Units." Given that the PSP is housed within the Department of Early Childhood Education and Educational Design, and its core curriculum is structurally rooted in the Educational Sciences, the degree automatically confers official Pedagogical and Teaching Competence to its graduates, reinforcing their professional qualifications

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.

Panel Judgement

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

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

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 seventeen faculty members, primarily affiliated with the Department of Preschool Education and Educational Planning Sciences. Additionally, distinguished scholars from universities in Greece and across Europe are regularly invited to contribute to seminars organized within the programme.

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 the PSP 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 40% during the winter semester, with ongoing initiatives aimed at further increasing response rates.

II. Analysis

The PSP is backed by a capable faculty whose research quality aligns with national and international standards. Academic staff maintain a balanced workload, and students report overall 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: Formulate and implement strategic mechanisms to actively pursue and increase external funding from national, European, and private research initiatives.

R 5.2: Establish a formalized system of internal awards for excellence in teaching and research to strengthen incentives and recognize outstanding faculty performance.

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 titled "Models for the Design and Development of Educational Units" is offered and administered by the Department of Sciences of Preschool Education and Educational Design at the University of the Aegean.

The programme features a comprehensive support framework encompassing academic, administrative, digital, and financial assistance. Key institutional roles—including the Programme Director, the Coordinating Committee, Academic Advisors, and Dedicated Practicum Advisors—collectively provide students with multiple, easily accessible points of contact throughout their academic journey.

Information dissemination is systematically managed through the official programme website and formal institutional communication channels. To facilitate its blended learning delivery model, the PSP leverages the Moodle learning management system (LMS). This platform securely supports student-faculty communication and provides seamless, centralized access to all digital learning materials, modules, and academic resources.

Tuition fees for the PSP are set at €3,200. To ensure equitable access, the programme offers flexible payment installments, merit-based scholarships, excellence awards, and full tuition fee exemptions based on established socio-economic criteria. Notably, a €1,000 performance-based scholarship serves as a strong academic incentive for student excellence. Additionally, students are encouraged to pursue global mobility and international academic development through the University of the Aegean's Erasmus+ network, exposing them to diverse educational systems and environments.

The PSP maintains explicit provisions for accessibility, offering robust infrastructure and individualized accommodations for students with disabilities or special educational needs. This includes specialized pedagogical support for hearing-impaired learners and guaranteed access to appropriate technical equipment and assistive digital tools to ensure an inclusive learning environment.

II. Analysis

The PSP offers a well-organised and functional framework through the support of Academic Advisors, Practical Training Advisors, the teaching staff and the Secretariat. Students and graduates positively referred to the role of the Secretariat, especially in relation to information, communication and the organisation of their studies.

The flexible organisation of the PSP also supports students effectively. Students and graduates highlighted the flexibility of the PSP as one of its important strengths, since it allows them to combine postgraduate studies with professional and personal obligations. The obligatory interpersonal meetings further support students by giving them opportunities to meet teaching staff and fellow students, exchange views and strengthen their connection with the PSP.

The communication digital tools (Moodle and other distance-learning tools) support the blended learning model as they facilitate access to the material, communication and participation in learning activities.

Students and graduates noted that the PSP also helps them acquire knowledge of different educational and digital tools which they can use in their professional practice. This is a significant strength, as it links learning resources with professional development.

The EAAP highlights that the financial arrangements are meaningful for students. The amount of €3,200 and the possibility of payment in installments reduces financial pressure and makes participation more manageable. Fee exemptions based on economic and social criteria support access for eligible students, while scholarships and awards recognise academic effort and achievement. The €1,000 scholarship for excellent performance appears to operate as a strong motivational factor, according to the feedback received from students and graduates. Erasmus mobility adds another dimension to student support, as it gives students the opportunity to broaden their academic experience and engage with different educational contexts.

The accessibility provisions are a positive element of the PSP support framework, as participation for students with disabilities or special educational needs are of major importance. However, the Panel notes that these arrangements should be communicated clearly to both students and teaching staff, so that they are not only formally available but also effectively used in practice.

III. Conclusions

The EAAP concludes that the PSP successfully provides a comprehensive, appropriate, and highly supportive framework of learning resources and student support infrastructure. The current operational model—encompassing proactive academic advising, robust digital learning platforms, structured practical training guidance, and Erasmus+ mobility opportunities—effectively addresses the diverse educational needs of postgraduate students. Furthermore, the programme’s flexible structural organization, flexible tuition-fee installment plans, socio-economic fee exemptions, merit-based scholarships, excellence awards, and dedicated accessibility provisions collectively ensure an equitable, inclusive, and student-centric academic environment.

Panel Judgement

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

Panel Recommendations

R 6.1: The EAAP recommends that the PSP implement a more systematic and visible communication strategy to inform both students and teaching staff of available accessibility arrangements and assistive digital tools. Furthermore, the programme should establish a structured feedback mechanism to evaluate whether these accommodations effectively meet the actual needs of learners with disabilities, using the insights gained to drive continuous improvement.

R 6.2: The EAAP encourages the PSP to formalize its graduate relations by establishing an official alumni association. Creating this structured network would significantly enhance graduate-to-student mentoring, streamline institutional feedback collection, foster lifelong professional development, and elevate the external visibility and prestige of the PSP.

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 programme 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 programme 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. Programme 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: Explore and deploy diversified digital platforms and communicative methods to optimize information exchange, continuous engagement, and networking with alumni and external 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 programme overviews, course descriptions, ECTS credits, staff directories, and contact details. Additionally, the site features a list of past MSc thesis titles, though only until the academic year 2017-2018. It lacks comprehensive details regarding the MSc thesis 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. Information about relevant research projects on the thematics of the PSP, and the mentioned School Units Network is missing.

III. Conclusions

The programme website is well-designed, user-friendly, and easy to navigate. To further enhance transparency and public information, the platform could be enriched by incorporating additional sections dedicated to past Masters thesis thematic areas, graduate profiles, and established professional connections or corporate partnerships.

Panel Judgement

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

Panel Recommendations

R 8.1: Update the programme website to include comprehensive registries of Masters thesis thematic areas, active research projects, graduate profiles, and formalized professional connections or industry partnerships.

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 operates within the University of the Aegean's Internal Quality Assurance System and follows the quality assurance procedures of the Department and the Institution. The documentation identifies the Coordinating Committee of the PSP, OMEA, the Department Assembly, the Programme Director and MODIP/QAU as the key bodies involved in the implementation, monitoring and periodic review of the programme. The annual internal evaluation is described as taking place every spring semester, based on data related to the programme's quality goals, student evaluations, teaching quality and programme effectiveness.

The PSP has a clear quality policy and goal-setting framework. Its medium-term

quality objectives are organised around six strategic goals, including continuous enhancement of teaching, strengthening student performance, promoting research activity, improving links with the educational community and labour market, supporting internationalisation, enhancing infrastructure and human resources, and ensuring the programme's sustainable role within the educational ecosystem.

The programme uses several forms of data for monitoring. Student progress is monitored through the electronic student registry system, while student evaluations of courses and teaching staff are collected through the MODIP platform. The PSP also uses student progression data, course evaluation data, information on teaching staff, research activity, infrastructure, admissions, alumni data and feedback from collaborating bodies involved in practicum.

The PSP underwent internal evaluation by the University's Quality Assurance Committee. The internal evaluation report was formally approved by MODIP/QAU in November 2024. The report records the programme's long history, its academic identity, the number of graduates, staffing, facilities, structure, viability and areas for improvement.

The internal evaluation report identifies the programme as necessary and sustainable, noting its nearly 20 years of operation, 670 graduates by 2023, strong contribution to the field of educational design and school development, and its network of graduates in positions of educational responsibility.

The internal evaluation also identifies areas for enhancement, including better use of the Department's laboratories for focused research in school development and educational design, the need to renew the programme's outward-facing activity after the pandemic period, and the need to increase student participation in evaluation questionnaires. Corresponding corrective actions are proposed.

II. Analysis

The EAAP considers that the PSP has an established, functional and well-documented internal monitoring and evaluation framework. The programme is embedded in the institutional quality assurance system and benefits from the involvement of MODIP/QAU, OMEA, the Coordinating Committee and the Department Assembly. The existence of an approved internal evaluation report demonstrates that the programme is not only monitored internally but is also reviewed through formal institutional processes.

The PSP shows a strong quality enhancement culture. The documentation does not merely describe the programme positively; it also identifies areas requiring further improvement, such as laboratory use, outreach, student participation in evaluations and strengthening quality-related feedback mechanisms. This is a positive indication of reflective internal evaluation and developmental

orientation.

The programme also demonstrates good use of data and feedback mechanisms. Student evaluations are collected through the MODIP system, teaching staff have access to individual evaluation results, and the Coordinating Committee uses aggregated data as part of the annual assessment of teaching and planning for the following academic year.

The EAAP particularly notes the PSP's long-standing academic identity, systematic alignment with the Department's and University's quality policy, and its strong link between teaching, research, practicum and dissertation work. The programme's review of its curriculum in relation to scientific and social developments, as well as comparable programmes in Greece and abroad, also supports ongoing monitoring and curriculum relevance.

III. Conclusions

The EAAP concludes that the PSP has appropriate, systematic and effective mechanisms for on-going monitoring and periodic internal evaluation. The programme demonstrates alignment with the Institution's quality assurance framework, clear quality goals, regular data collection, student evaluation mechanisms, formal internal review through MODIP/QAU and a reflective approach to improvement.

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: The EAAP recommends that the PSP strengthen its established internal quality assurance processes by explicitly documenting the complete quality loop—specifically detailing identified issues, agreed-upon remedial actions, designated responsible bodies,

implementation timelines, and evidence of follow-up. Furthermore, the PSP should sustain its efforts to boost student response rates in course evaluations and systematically integrate feedback from alumni, practicum partners, and external stakeholders into the periodic review and modernization of the curriculum.

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

The PSP has not previously undergone a separate programme-specific external accreditation review as an independent structure. However, the documentation states that, as an integral part of the Department of Pre-school Education Sciences and Educational Design, and because its teaching staff are mainly members of the Department, the PSP has been indirectly evaluated through the Department's and Institution's external evaluation and accreditation processes.

The accreditation proposal explicitly refers to the external evaluation and accreditation framework and recognises the importance of regular external evaluation by HAHE-appointed expert panels.

The PSP has been linked to broader external evaluation processes of the University of the Aegean and the Department. The Department's accreditation in 2021 judged all ten principles as fully compliant. Relevant recommendations from this process included encouraging Erasmus mobility, motivating students to participate in Departmental and University-wide committees, and increasing student response rates to course evaluations.

The documentation indicates that actions were taken in response to relevant external recommendations, particularly in relation to student participation in quality assurance. These included producing a shorter course evaluation questionnaire, monitoring the reminder process for student participation in evaluations, and informing students systematically about the value of their

participation.

The current accreditation process represents the first programme-specific external review of the PSP and provides an opportunity to build on the existing institutional and departmental quality assurance culture.

II. Analysis

The EAAP considers that the PSP engages appropriately with external evaluation processes. Although this is the first programme-specific accreditation of the PSP, the programme has drawn on the outcomes of previous institutional and departmental external evaluations. This is appropriate given that the PSP is structurally embedded in the Department and closely connected to its academic staff, research profile and quality assurance mechanisms.

The EAAP notes positively that the Department's previous accreditation outcome was strong, with all principles judged fully compliant. The PSP has also responded to broader recommendations that are relevant to postgraduate provision, especially those concerning student engagement in quality assurance and course evaluation participation.

Overall, the PSP demonstrates a commendable openness to external review, utilizing external recommendations to foster an institutional culture of continuous improvement. This alignment supports the developmental objectives of the accreditation process and the core principle of continuous quality enhancement.

At the same time, the EAAP encourages the programme to use the present external accreditation as the basis for a more explicit PSP-level follow-up mechanism. This would allow recommendations from external reviews to be tracked more visibly and linked to specific actions, responsibilities and evidence of implementation.

III. Conclusions

The EAAP concludes that the PSP fully meets the requirements of Principle 10. The programme has engaged constructively with all relevant institutional and departmental external evaluation processes, actively addressed previous recommendations, and is now successfully undergoing its first programme-specific external accreditation. Overall, the Panel commends the PSP for its positive, forward-looking approach to external evaluation and its commitment to fostering a robust culture of quality enhancement.

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: Establish a centralized programme-level tracking table to systematically document recommendations, actions taken, responsibilities, timelines, and verifiable evidence of effectiveness.

R10.2: Use the current accreditation framework to structurally enhance student QA participation, alumni networking, outward-facing initiatives, and the integration of stakeholder feedback.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The PSP demonstrates a proven history of graduate success in the education sector, backed by high applicant volume and sustained institutional attraction.
2. The programme utilizes dynamic, student-centered methodologies—including collaborative research, projects, and interactive roundtables—to foster critical thinking and active participation.
3. The PSP effectively bridges the research-practice gap through a balanced curriculum featuring a compulsory work experience module (practicum) and a rigorous research thesis. It also offers exceptional flexibility via a blended learning model, clear admission criteria, tuition-fee installments, and merit-based scholarships that align with student needs.
4. The PSP is supported by an expert academic staff with an active research presence, deep technical know-how, and a highly praised, supportive approach to student mentorship.

5. The programme provides robust individualized support structures, responsive complaint-resolution processes, and dedicated accessibility provisions for students with disabilities. Finally, it maintains highly effective, systematic mechanisms for internal evaluation (via MODIP/QAU) and a proactive, constructive engagement with external accreditation frameworks.

II. Areas of Weakness

1. The PSP lacks a structured alumni association, external Advisory Board, and dedicated communication channels to systematically gather feedback and build collaborative professional networks.
2. The PSP needs to accelerate the creation of a formalized network of cooperating schools to optimize the practical training framework and align MSc thesis topics with contemporary field challenges.
3. The internal QA processes fail to explicitly document the full quality enhancement cycle, and the programme lacks a centralized tracking matrix to monitor and manage external evaluation recommendations.
4. The academic unit lacks proactive strategic mechanisms to increase external research funding and lacks an institutionalized internal awards system to incentivize faculty excellence.
5. The academic unit and the PSP lack a systematic communication strategy and feedback loop to ensure students and staff are fully aware of and effectively utilizing available assistive tools for learners with disabilities.

III. Recommendations for Follow-up Actions

1. The PSP should formalize an official Alumni Association and establish an External Advisory Board comprising school administrators, regional educational authorities, and industry experts. Implement structured, recurring feedback mechanisms—such as annual digital surveys and focus groups—to systematically map external insights against internal KPIs.
2. It should also accelerate the development of a formalized network of cooperating schools. Use this institutionalized ecosystem to enrich the student practicum framework, facilitate the exchange of pedagogical best practices, and strategically align Masters thesis topics with contemporary challenges in the educational field.

3. The PSP should close the internal quality loop by explicitly documenting the complete quality enhancement cycle (detailing issues identified, agreed actions, responsible bodies, timelines, and follow-up evidence). Additionally, deploy a centralized, programme-level tracking matrix to monitor and visibly manage recommendations arising from external evaluations.

4. The PSP should formulate proactive strategies to secure external research funding, paired with an internal awards system to incentivize faculty excellence. Simultaneously, deploy a systematic communication strategy and feedback loop to ensure students and staff are aware of, effectively utilize, and evaluate assistive tools for learners with disabilities.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

P1, P2, P3, P4, P5, P6, P7, P9, P10

The Principles where substantial compliance has been achieved are:

P8

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

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