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Accreditation Report
for the Postgraduate Study Programme of:

Religion, Geopolitics and International Security

Department: Theology

Institution: Aristotle University of Thessaloniki

Date: 10/06/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Religion, Geopolitics and International Security** of the **Aristotle University of Thessaloniki** 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 Religion, Geopolitics and International Security of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. MICHAILAKIS DIMITRIS (Chair)
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   University of Linköping
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2. KARAKASIDOU ANASTASIA
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   University of the Peloponnese
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5. PSARROS NIKOLAOS
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   Universität Leipzig
   (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 accreditation review of the Postgraduate Study Programme (PSP) "Religion, Geopolitics and International Security" of the Aristotelean University of Thessaloniki was carried out in May 2026, following the procedures and guidelines set by the Hellenic Authority for Higher Education (HAHE). The review process adhered to the European Standards and Guidelines (ESG 2015) and national accreditation requirements, ensuring that the PSP "Religion, Geopolitics and International Security" aligns with best practices in higher education.

The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format. It was complete, thorough and very well prepared. Ahead of its review, EEAP members studied the material provided by the Hellenic Authority for Higher Education (HAHE). To coordinate its work and allocate tasks and priorities ahead of the scheduled on-line presentations by the Department, the EEAP met in private on the first day (Monday, 25 May). The purpose of the meeting was to establish common terms of reference vis-à-vis the accreditation principles and criteria, to allocate tasks to each individual member of the EEAP and to ensure that all members have had full access to digital materials which they have read carefully.

After the initial private meeting between the members of the EEAP, a meeting was scheduled with the Directors of the two PSPs (“Slavic World, Balkans and Hellenism: History, Education, Culture” and "Religion, Geopolitics and International Security"), the Head of the Department, MODIP staff, Steering Committees and OMEA members. In this session, the directors of the two PSPs presented the programmes under their responsibility, including their history, academic profile, current status, strengths and possible areas of concern. These presentations were followed by a clarifying discussion with EEAP members.

Next in the programme, an online tour was scheduled, during which classrooms, lecture halls, libraries, laboratories and other facilities related to the two PSPs were presented to the EEAP. This online tour was followed by a discussion about the facilities presented in the video produced for this purpose.

The last meeting scheduled during the first day was a short debriefing meeting between the members of the EEAP to reflect on impressions from the first day and prepare for the second

day of the online review.

On Wednesday, 27 May 2026, the EEAP had a meeting with the teaching staff of the PSP "Religion, Geopolitics and International Security" to discuss professional development opportunities, mobility, the competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students, the link between teaching and research, teaching staff involvement in applied research, projects and research activities directly related to the programme, and possible areas of weakness.

Thereafter, the EEAP had a meeting with students. In that meeting, students' satisfaction with their study experience and the facilities offered, student input in quality assurance, and priority issues concerning student life and welfare were discussed.

Next, a meeting was scheduled with graduates of the PSP "Religion, Geopolitics and International Security". During that meeting, the EEAP had the opportunity to discuss their experience of their postgraduate studies and their career paths.

Thereafter, the EEAP met a group of external stakeholders from the private and public sectors to obtain their views on their relations with the Department and, more specifically, with the PSP under evaluation

After a short debriefing meeting between the members of the EEAP, the EEAP had a meeting with the Director of the PSP, the Head of the Department, the MODIP supervisor, the Steering Committee and OMEA members to discuss several points/findings that required further clarification and to present the EEAP's key findings.

During all meetings, the EEAP had the opportunity to meet, talk and interact with all participants, who were encouraged to express their views freely about their overall academic experience of working in the PSP, as well as matters of strategy, vision and adequacy of resources. All participants welcomed the opportunity to talk to the EEAP members and to voice their views. Discussions were informative and constructive and were conducted in a cooperative manner. All meetings included presentations and Q&A sessions.

All meetings that took place during the review were characterised by professionalism and a spirit of cooperation from all parties involved. During the site visit, the University's representatives engaged openly and constructively, demonstrating a strong commitment to the principles of quality assurance.

This Accreditation Report is based on information collected and views expressed during the online meetings and on information contained in the internal evaluation report and other documents submitted by HAHE before and during the meetings.

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 Department of Theology at Aristotle University of Thessaloniki has offered the Postgraduate Study Programme (PSP) in "Religion, Geopolitics and International Security" since the academic year 2020–2021 (Government Gazette 5146, Vol. B/5 November 2021). The programme was harmonised with Law 4957/2022 on 5 August 2024 (Government Gazette 4551/2024).

The aim of the PSP is the interdisciplinary study and research of the multifaceted relationship between religion and politics and the role it can play in maintaining international security and peace. In this context, a key factor is the proper management of human capital by religious, political and military leaders in changing international multi-religious and multicultural environments, specifically in the geopolitical reality of Southeast Europe. A distinctive feature of the programme is its approach to and understanding of the role of religious and cultural diversity within the context of human resource administration and management in the diverse socio-political environments where Islam holds a dominant position. The PSP in "Religion, Geopolitics and International Security" is part of the strategic planning of the Department of Theology at Aristotle University of Thessaloniki. The interdisciplinary PSP encompasses fields such as theology, religion, Islam, geopolitics, state and economy, international security and international organisations, crisis management, leadership, human resource management and decision-making.

The final goal is to train high-level scholars and professionals capable of engaging deeply with the subject matter, operating and leading effectively within the broader field encompassing the relationship between religion, geopolitics and security in the contemporary, international and changing environment.

Emphasis is placed on: a) the role of religion on the international stage, its interconnection with geopolitics and the foreign policies of states, as well as the contribution of international religious organisations to conflict prevention and the promotion of peace and security; b) the methodology of human resource management and the enhancement of administrative effectiveness in multicultural environments, through the cultivation of intercultural communication and the modification of behaviours and stereotypical perceptions

The objectives of the PSP are for students to:

• critically engage with contemporary, pluralistic and ever-changing religious, political, social and cultural realities

• recognise religion as a factor and guarantor of social cohesion, but also as a cause or pretext for tensions and conflicts

• critically and constructively identify the cultural, social, economic, political and religious components that have shaped and continue to shape Arab countries and, more broadly, the Islamic world

• become familiar with elements of Islamic history and theology in order to interpret the contemporary cultural, political and religious challenges facing the Arab world and the peoples of the Middle East

• develop skills and knowledge enabling them to coexist with people from different cultural backgrounds

• recognise the contribution of the Orthodox Church to the global geopolitical scene and to the dialogue between Christianity and other religions

• understand the phenomenon of religious fundamentalism by identifying its cultural, historical, theological and political causes.

The maximum number of students admitted is set at eighty (80) per year. The following are eligible for admission:

• Graduates of the undergraduate programme in Theology and the Introductory Course in Muslim Studies, undergraduate programmes currently offered by the Department of Theology at Aristotle University of Thessaloniki.

• Graduates in theology, political science, law, international relations, public administration and the humanities in general from Greek universities or equivalent institutions abroad.

• Graduates of Higher Military Academies, the Greek Police Officers' Academy, the Coast Guard, etc.

• Graduates of any university department interested in the subject matter of the PSP. Final-year students in higher education programmes may also apply, provided they have fulfilled their academic obligations and have submitted a relevant certificate of completion by the date of their enrolment in the PSP.

Graduates of the Master's Programme in "Religion, Geopolitics and International Security" who successfully complete their studies will possess:

• knowledge of the historical, social, cultural and geopolitical significance of religion

• an understanding that enables them to critically analyse how religion can influence the behaviour of individuals and communities

• knowledge of Christian, Jewish and Islamic history and theology, enabling them to interpret

the contemporary cultural, political, economic and religious challenges facing the Arab world and the peoples of the Middle East
• knowledge of the contribution of the Orthodox Church to the global geopolitical scene and to the dialogue between Christianity and other religions
• knowledge of the phenomenon of religious fundamentalism and radicalisation, distinguishing its cultural, historical, theological and political causes
• an understanding of the contribution of religion to international security, public peace and social cohesion.

The duration of study leading to the award of the Master's Degree is three (3) academic semesters. The maximum allowed time to complete the programme is set at six (6) semesters. In the first semester, four (4) compulsory courses are taught. Each course is worth 7.5 ECTS. In the second semester, four (4) compulsory courses are taught. Each course is worth 7.5 ECTS. In the third semester, postgraduate students write a Master's Thesis worth 30 ECTS or, alternatively, take four (4) compulsory courses. Each course is worth 7.5 ECTS.

To earn the Master's Degree, students must complete and pass all courses in the first two semesters of the programme, as well as successfully complete the Master's Thesis or, alternatively, pass the four required courses of the third semester, if this option is chosen. More specifically, to obtain the Master's Degree, the following are required: a) attendance and successful completion of eight (8) required courses during the first two semesters (7.5 ECTS each, totalling 60 ECTS), plus the completion of a Master's Thesis worth 30 ECTS, or b) attendance and successful completion of twelve (12) required courses (7.5 ECTS each, totalling 90 ECTS).

Courses are taught both online and in person (blended learning). Specifically, 80% of the instruction time for each course is conducted online, and 20% in person.

The tuition fees are €2,200 for the whole programme.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

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

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

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

Documentation

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

Study Programme Compliance

I. Findings

The External Evaluation and Accreditation Panel reviewed the strategic framework supporting the establishment and implementation of the Postgraduate Study Program “Religion, Geopolitics and International Security” of the Aristotelian University of Thessaloniki. The PSP commenced operation in its current form in the academic year 2024-2025. The program carries a total of 90 ECTS, delivered over three academic semesters.

The PSP is embedded in the Department of Theology of the AUTH. Its purpose is to provide an interdisciplinary approach to the various relationships of religion to society, economy and politics, as well as profound knowledge on topics like Islamic theology, crisis management, international security and international organizations, and human resource management and decision-making. Furthermore, the PSP aims to train high-level scientists and executives capable of delving into, operating and leading effectively both theoretically and practically in the broader field that includes the relationship between religion, geopolitics and security in the contemporary, international and changing environment.

The PSP It is addressed to:

- graduates of the undergraduate program of studies in Theology and the Muslim Studies. Both programs are provided by in the Department of Theology of the Aristotle University of Thessaloniki
- graduates of theology, political sciences, legal sciences, international relations, public administration and in general of the humanities studies of domestic universities or similar institutions abroad
- graduates of Higher Military Academies, the Hellenic Police Officers' School, the Fire Department and the Coast Guard
- graduates of any university department who are interested in the subject matter of the PSP.

The graduates shall be able to:

- critically approach the contemporary, pluralistic and changeable religious, political, social and cultural reality
- distinguish religion as a factor and guarantor of social cohesion but also as a cause or excuse for tensions and conflicts
- critically and constructively identify the cultural, social, economic, political and religious components that have shaped and continue to shape the Arab countries and the wider Islamic world
- know elements of Islamic history and theology in order to interpret the contemporary cultural, political and religious challenges that the Arab world and the peoples of the Middle East face
- cultivate skills and knowledge so that they can coexist with people from different cultural backgrounds
- understand the contribution of the Orthodox Church in the global geopolitical scene and in the dialogue between Christianity and religions
- understand the phenomenon of religious fundamentalism by analyzing its

cultural historical, theological and political causes

The PSP was established in the academic year 2021-2022. From the academic year 2024-2025 the PSP was renewed and enriched with new courses, additionally providing students with the opportunity to choose between preparing a MA Thesis or taking three additional courses that yield the same number of teaching units (ECTS).

The teaching is fully integrated into the University's institutional e-learning framework, ensuring pedagogical soundness, accessibility and GDPR compliance.

The tuition fees amount to €2200, payable in three installments.

The admission process is clearly defined, publicly available, and transparent, ensuring fairness and consistency in student selection. The PSP also benefits from collaborations with social partners and public and private organizations, especially the Greek and European border protection authorities, the Greek diplomatic authorities, religious organizations like the Central Jewish Council in Greece and the Greek Orthodox Church.

The PSP has adopted a quality assurance policy aligned with the AUTH's internal quality assessment system.

The Quality Policy of the PSP is approved by the Theological Faculty, is binding and is formulated in the form of a statement, which is published on the website of the PSP and is constantly updated with the active participation of all members of the School (teaching staff, students, administrative staff). Its implementation, monitoring and revision are carried out in accordance with the procedures of the Internal Quality Assurance System of the Institution.

During the academic year 2022-23, the courses offered by PSP were evaluated by the students. The evaluation process was carried out electronically through the MODIP system. The students were informed about the start of the evaluation process by the Department Secretariat, by a MODIP group message, and by the teaching staff. From the 50 registered students of the academic year 2022-23, only 4 students participated in the evaluation process in both semesters, and only 8 courses were evaluated from a total of 12. The participation rate in the evaluation for the entire academic year was 8%.

This outcome was not considered satisfactory and has caused concern to both the Quality Assurance Group and the Coordinating Committee of the PSP. It is believed that the reduced participation was due to the lack of continuous and systematic information on the evaluation process, possibly because the emphasis is more on teaching throughout the semester and the evaluation is focused on the course process, as well as the resolution of any educational issues that may arise.

In any case, increasing student participation in evaluation is a strategic objective of the Postgraduate Program from this academic year and specific actions have already been planned to achieve it.
In the following academic year 2023-2024 there was more complete information for students, with the result that the evaluation increased dramatically during the first semester. Specifically, from the 61 registered students of the academic year 2023-2024, 30 students participated in the evaluation process in the winter semester, and all four courses were evaluated. The participation rate in the evaluation in the first semester rose after these measures to 49.2%.

STRENGTHS

- holistic educational approach to the subject and related scientific areas
- interdisciplinary approach to the relationship between religion and politics
- specialization in the management of religious and cultural diversity, especially in Islamic environments
- high-level and experienced teaching staff
- optimal teacher-student ratio
- unique combination (in the Greek university landscape) of the scientific fields of political science, law, international relations, theology and anthropology

WEAKNESSES

- delays in the evaluation procedures and the completion of essays
- need for more interactions with graduates and implementation of an alumni career tracking procedures

The PSP has provided the EEAP with concrete quality targets or definitions of specific measurable goals and key performance indicators (KPIs) for the first year of operation of the renewed PSP.
Based on these findings, the PSP has proposed measures to overcome the weaknesses including the increase of the flexibility of the PSP and the encouragement of the students to participate in the evaluation process.

II. Analysis

The EEAP considers that the Program is strategically grounded and coherently integrated into the AUTH's planning for postgraduate education. The structure of the curriculum, including the possibility to choose between the completion of a MA thesis and the attendance of four additional courses in the final third semester, supports the achievement of learning outcomes at Level 7 of the European and National Qualifications Frameworks and enhance the PSP's academic quality and flexibility.

The identification of needs in the market landscape strengthens the strategic rationale of the PSP and underlines its importance.

III. Conclusions

The PSP meets all requirements of Principle 1. It is strategically anchored within AUTH's governance and quality framework and is supported by a fully operational Quality Assurance System linked to MODIP. Staff qualifications and program structure are fully consistent with Level 7 standards.

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

Continue the efforts to increase student participation in the evaluation process.

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 PRORAMME 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 "Religion, Geopolitics and International Security" of the Aristotelian University of Thessaloniki is conceived as an autonomous three-semester study program of 90 ECTS points with 1 ECTS point corresponding to 25 hours of study (including individual study and preparatory time). Its purpose is to provide high-level postgraduate specialized studies the Slavic world, as shaped through its long-standing relationship with the Greek world.

The first two semesters consist of four 7,5 ECTS points teaching modules per semester. In the third semester the students can choose between composing a research-based MA dissertation that yields the remaining 30 ECTS or attending four additional modules of 7,5 ECTS points each.
There are no elective course alternatives in each semester.

International mobility is guaranteed via participation in the ERASMUS+ program. There are no provisions for a practical exercise or an internship due to legal restrictions.

The number of the annually admitted students is 80. The PSP is open for graduates of other scientific fields than theology and for students from abroad. The teaching language is Greek; however, English is used to facilitate teaching and communication with students with insufficient command of the Greek language until they achieve the necessary degree of proficiency. The MA dissertation can also be written in English.

Each module consists of 39 hours of teaching in form of weekly three-hour lectures. The ratio between distance and presence teaching is 80%:20%. The rest of the study workload is devoted to individual study, attendance of specialized seminars and workshops, composition of essays, individual consulting with the teaching staff and preparation for exams. The teaching staff organizes special seminars if the need for a more profound treatment of the subject arises.

The final examination in each module is administered in form of a written essay.

The preparation of the MA thesis has as a prerequisite the completion of six modules in the first and the second semester. It has the form of an essay of systematic, synthetic and methodical scientific research of an indicative length of 25,000-35,000 words, not counting the bibliography. It must be written in

accordance with the rules of established scientific methodology. The thesis must be individual and written in accordance with the writing instructions posted on the website of each PSP. The approved theses are electronically accessible via the repository of the AUTH.

The Faculty of Theology has its own library and can provide the students with resources in digital form, as well as printed material. The library participates in the books interlibrary loan system of the Greek university libraries.

E-class services are available and are by default implemented in the teaching process.

II. Analysis

The PSP pursues the aim of providing specialized scientific training in the fields of Religion, Geopolitics and International Security. The formal structure of the curriculum in each specialization branch is adequate regarding this aim. The number of four modules per semester is adequate, although the PSP should consider adding the courses of the elective third semester to the regular curriculum, creating thus an 120 ECTS point PSP.

Despite the very interesting topics of the offered modules the EEAP has diagnosed following issues:

1. Greek as the standard teaching language hinders a greater visibility and attractivity of the PSP in the international level.
2. There is no provision for teaching the relevant languages of the cultural fields that makes up the study object of the PSP, especially Arabic and New Hebrew.
3. The PSP does not implement regular visits and excursions in facilities relevant to the objective of the PSP, e.g. migrant housing facilities, relevant authorities and caritative organizations operating in Greece.
4. There are no international academic and research cooperations outside the exchanges provided by the ERASMUS+ program.

III. Conclusions

Having carefully examined the structure of the PSP “Religion, Geopolitics and International Security” of the AUTH, the EEAP concludes that, in its current form, the program fulfils the requirements of Principle 2. Addressing the above-mentioned issues, however, should improve the international visibility and the overall strength of the PSP.

Panel Judgement

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

Panel Recommendations

Introduce English as the standard teaching language.

Provide possibilities of learning relevant languages like Arabic and New Hebrew.

Introduce regular field visits in facilities relevant to the PSP.

Pursue international academic and research cooperations beyond the framework of the ERASMUS+ program.

Consider adding the elective third semester of studies to the regular curriculum, creating thus a 120 ECTS point PSP.

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 promotes a student-centered learning environment that encourages active participation and engagement. During the interviews, students highlighted the relevance of the Programme to their professional activities and reported that it has contributed positively to their professional development. In addition, participation in conferences (mainly during their in-person courses) related to the Programme's thematic areas further enriches the learning experience and strengthens students' academic engagement.

A particularly positive finding is the effective operation of the academic advisor system. Students demonstrated a clear understanding of the role of their academic advisor and described receiving meaningful guidance throughout their studies.

The Programme offers flexibility through the choice between a Master's thesis and additional coursework. Approximately one quarter of students opt for the thesis pathway, with this group appearing especially interested in research and potential doctoral studies.

II. Analysis

The PSP aligns well with the objectives of Principle 3 by supporting active learning, flexibility, and student autonomy. The combination of academic study, professional experience, and conference participation creates a dynamic learning environment that is particularly attractive to working professionals.

The panel also notes several opportunities for further enhancement. Practical case-study seminars could strengthen the applied dimension of the Programme, while the introduction of an internship option could provide an additional pathway for experiential learning.

III. Conclusions

The PSP demonstrates full compliance with Principle 3 and provides a supportive and engaging learning environment.

Its main strengths include highly motivated students, effective academic advising, flexible study pathways, and strong links between academic study and professional practice. Conference participation further enhances the educational experience.

Further improvement could focus on strengthening practical learning opportunities.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment

Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Consider introducing case-study seminars and an internship option to strengthen the practical dimension of studies.

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

The PSP operates within a clear regulatory framework governing admission, progression, thesis preparation, and certification. Relevant procedures and academic requirements appear to be well documented and communicated to students. The ECTS system is applied consistently across the curriculum, while students are provided with clear information regarding the available study pathways and graduation requirements.

A notable feature of the Programme is the flexibility offered through the choice between a Master's thesis and additional coursework. According to the information provided during the interviews, approximately one quarter of students choose the thesis option, while the majority follow the coursework pathway. The thesis route appears particularly attractive to students interested in research and potential doctoral studies.

II. Analysis

The evidence gathered through the documentation and interviews suggests that the PSP aligns well with the objectives of Principle 4. Admission procedures, progression requirements, and certification processes appear transparent and consistently applied. The alternative completion pathways provide flexibility and allow students to tailor their studies according to their professional and academic aspirations.

The thesis option functions as an important research pathway, while the coursework alternative responds effectively to the needs of students balancing studies with professional commitments.

III. Conclusions

The PSP demonstrates full compliance with Principle 4 and operates within a clear and well-structured framework governing admission, progression, thesis preparation, and certification.

Particular strengths include the transparency of academic procedures, the flexibility offered through alternative completion pathways, and the effective accommodation of different student profiles and career objectives.

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 "Religion, Geopolitics and International Security" is delivered by a broad teaching team whose academic profiles correspond closely to the interdisciplinary character of the programme. The staff profile includes members from Theology and related disciplines, alongside contributors from Law, Political Science, Journalism and other cognate fields, reflecting the programme's combination of religion, geopolitics, international security, law, interreligious relations, Islam, communication and human resource management in intercultural contexts.

Recruitment, selection and appointment of teaching staff follow transparent, merit-based institutional and national procedures. Staff are appointed and promoted on the basis of their overall academic profile, including teaching

experience and ability, research activity, publications and wider scientific contribution. For the purposes of PSP delivery, the teaching team may include DEP, EEP, EDIP and ETEP members, staff from other AUTH departments or other HEIs, emeritus or retired faculty, collaborating professors, appointed lecturers and other doctoral-qualified or specialised contributors, where their expertise is relevant to the academic needs of the programme.
Teaching allocation is formally regulated and operates through the competent departmental bodies. Teaching assignments are made annually for each course and each teacher, following the proposal of the PSP Director and Coordinating Committee and approval by the Department Assembly. This process enables the programme to match staff expertise to specific modules and to draw on appropriate disciplinary and professional specialisms across the programme's curriculum.

The Department provides a structured framework for staff support and development, aimed at strengthening teaching quality, research activity and the continuing professional development of the PSP teaching team. Staff progression is supported through transparent criteria for election and advancement, while teaching and research performance is monitored through institutional quality processes. The Department encourages participation in Greek and international research fora, conference activity, mobility, educational leave, the use of innovative teaching methods and new technologies, and the pursuit of competitive national and international research funding. Staff development is also supported through cooperation with the AUTH Centre for Teaching and Learning, which provides support for postgraduate teaching, technology-enhanced learning and accessible teaching practices for students with disabilities.

The teaching staff are research-active and operate within a research-enabling departmental culture. The PSP draws on staff with substantial recent and cumulative research output, including articles, books and book chapters, as well as citation profiles recorded through Scopus and Google Scholar. Across the listed teaching team, the available performance data records 111 articles and 90 books/book chapters for 2022–23, and cumulative totals of 603 articles and 457 books/book chapters. Staff also participate in and host conferences, workshops, symposia, seminar series, guest lectures, international collaborations and externally funded research activity. During the review meetings, the Panel was informed that members of the teaching team are involved in Horizon-related research activity, including the CL 2025 / Re-SPHERE project led by the Department of Political Sciences. This further supports the PSP's research-led profile and indicates that staff engagement with externally funded and collaborative research informs the academic environment in which the programme is delivered. The Panel was also informed that research activity is supported through established sabbatical arrangements, including the possibility of half a year every three years or a full year every six years.

The link between teaching and research is evident in both the documentary material and the review meetings. Staff expertise maps onto the courses they teach, while staff and students confirmed that the research culture feeds directly into teaching, with students exposed both to current developments in the relevant fields and to the teaching staff's own research. This confirms that the PSP's research-led character is experienced by students, not only described institutionally.

Teaching staff are regularly evaluated by students through the MODIP electronic evaluation system. Evaluation results show strong ratings, with a mean score of 94.7 for teaching-staff-related questions and 94.8 for the overall opinion of the teacher.

Overall, the findings indicate that the PSP has an appropriately qualified and research-active teaching team, formal procedures for teaching allocation, documented mechanisms for staff development and mobility, systematic student evaluation of teaching and clear evidence that staff expertise aligns well with the programme's interdisciplinary curriculum.

II. Analysis

The PSP is supported by a teaching team whose composition is appropriate for the interdisciplinary scope of the programme. The combination of Theology, Religious Studies, Islamic Studies, Law, Political Science, International Relations, Journalism, Communication and cognate areas provides a suitable academic basis for a programme focused on religion, geopolitics and international security. The allocation of teaching duties demonstrates a clear correspondence between staff expertise and the content of the courses delivered. This alignment is an important strength, as the programme depends on the successful integration of several disciplinary perspectives rather than on a single disciplinary field.

The procedures for appointing, selecting and assigning teaching staff are clear, regulated and compatible with institutional and national requirements. Teaching assignments are approved through the competent departmental bodies and are reviewed annually. This provides an appropriate governance structure for ensuring that the programme draws on qualified staff and that teaching responsibilities are formally allocated. The inclusion of staff from other departments and relevant external or specialised contributors also supports the interdisciplinary remit of the PSP, provided that coordination across the teaching team remains strong.

The workload arrangements appear appropriate for the delivery of the PSP. The teaching allocation records the contribution of each staff member to the programme, alongside other teaching obligations. The distribution of teaching across a broad team reduces reliance on a very small number of individuals and supports continuity of delivery. The use of annual teaching allocation processes also provides a mechanism through which workload and teaching needs can be

reviewed and adjusted.

The teaching staff are research-active and the programme benefits from a research-enabling academic environment. The available research-performance data show substantial recent and cumulative research output across the teaching team, including journal articles, books and book chapters. The review meetings confirmed that staff participate in conferences, workshops, symposia, seminar series, guest lectures, international collaborations and externally funded research activity, including Horizon-related activity. Staff development is further supported through sabbatical arrangements, mobility, educational leave and institutional support for teaching enhancement. These arrangements are consistent with the expectation that postgraduate teaching should be delivered by staff who are active in research and able to introduce students to current scholarly debates.

The research-led character of the programme is also evident in the student experience. Students and graduates confirmed during the review meetings that teaching draws on current developments in the relevant fields and on the teaching staff's own research. This is a significant strength for a postgraduate programme, as it indicates that students are not only exposed to established knowledge but are also introduced to current research, emerging debates and the specific expertise of the teaching team.

The programme has appropriate mechanisms for evaluating teaching. Student evaluation is conducted electronically through MODIP, and the programme has recognised and addressed earlier low participation rates. The improvement in student participation in the 2023–24 winter semester is important, as it strengthens the reliability and usefulness of the feedback process. The available results show very positive student evaluations of teaching staff and courses, including high scores for organisation, stimulation of interest, consistency, accessibility and overall opinion of the teacher. This provides evidence that students experience the teaching team as effective and accessible.

Staff support and development arrangements are also appropriate. The Department supports staff progression, participation in research fora, mobility, educational leave, use of new technologies, research infrastructure and engagement with competitive research funding. Cooperation with the AUTH Centre for Teaching and Learning further strengthens the institutional framework for teaching enhancement, including postgraduate teaching, technology-enhanced learning and accessible teaching practices. These mechanisms support both the quality of teaching and the professional development of staff.

The main area for further development concerns the conceptual and thematic integration of the programme's interdisciplinary teaching base. The breadth of the teaching team is a clear strength, but it also creates a need for sustained coordination around the programme's shared conceptual core. The PSP already

brings together strong interdisciplinary expertise and research-active staff. The next stage of enhancement would be to make the intellectual common ground of the programme more explicit, so that the different disciplinary contributions are more visibly integrated around shared themes, concepts and research questions. This could strengthen the coherence of the student learning experience and further consolidate the programme's academic identity.

III. Conclusions

The PSP is fully compliant with Principle 5. The programme is delivered by a suitably qualified, research-active and interdisciplinary teaching team, with staff expertise clearly aligned to the academic content of the curriculum. Teaching assignments are formally regulated and approved through the appropriate departmental processes, and the distribution of teaching responsibilities supports effective delivery across the programme.

The Department provides an appropriate framework for staff development, including support for research activity, mobility, educational leave, conference participation, international collaboration, teaching enhancement and engagement with new technologies. The review meetings confirmed that this research-enabling culture is active in practice and that it informs the student learning experience.

Student evaluations indicate a positive view of the teaching staff, with strong ratings for organisation, accessibility, consistency and overall teaching quality. The programme has also taken action to address earlier low participation in student evaluations, with substantially improved participation in the 2023–24 winter semester.

The principal area for further enhancement is not staff qualification or teaching capacity, but the need to strengthen the programme's shared conceptual and thematic coherence across its interdisciplinary teaching base. The breadth of disciplinary expertise is a major strength, but the programme would benefit from making its common intellectual core more explicit and more systematically embedded across teaching and research activity.

Panel Judgement

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

Panel Recommendations

The programme team is encouraged to further strengthen the shared conceptual and thematic coherence of the PSP across its interdisciplinary teaching base. Given the breadth of disciplinary expertise involved in the programme, this could be achieved by developing more explicit common themes, concepts and research questions that connect the different modules and teaching contributions.

A particularly useful route would be to develop edited volumes or similar collaborative outputs involving programme staff, focused on the core intellectual intersections of religion, geopolitics and international security. This would further consolidate the programme's academic identity, strengthen research-led teaching and make the common conceptual ground of the PSP more visible to students.

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 LEARING 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 appears to benefit from adequate learning resources and student support services provided by the University. Students have access to library resources, electronic databases, digital learning tools, and administrative support necessary for the successful completion of their studies. The interviews indicated a high degree of satisfaction with the responsiveness of both academic and administrative staff.

A particularly positive aspect is the Programme's ability to support a student population consisting largely of working professionals. The available resources

and organizational arrangements appear to facilitate participation and academic progression while accommodating professional commitments. Students also reported that communication with faculty members is direct and effective.

The Programme further benefits from the broader support structures of the University, including library services, counseling and welfare services, and career support mechanisms.

II. Analysis

The evidence suggests that the PSP operates within a supportive institutional environment that adequately covers its teaching and learning needs. Access to digital resources, academic support, and administrative services appears sufficient and well aligned with the profile of the student body.

Particularly noteworthy is the accessibility of faculty members and the supportive academic culture reported during the interviews. These elements contribute positively to the overall student experience and complement the formal support services offered by the institution.

III. Conclusions

The PSP demonstrates full compliance with Principle 6 and appears to provide adequate learning resources, infrastructure, and student support services that effectively support learning and academic development.

Its main strengths include the accessibility of academic staff, the availability of digital and library resources, and the support provided to a largely professionally active student population. The overall support framework contributes positively to the student experience and the effective operation of the Programme.

Panel Judgement

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

Panel Recommendations

Continue investing in digital learning resources and research support tools.

Maintain the strong administrative and academic support currently provided to students.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 uses institutional information-management systems and quality-assurance tools to collect, analyse and use data relevant to programme delivery, student progression, teaching, research activity, administrative operation and student support. These arrangements operate through the wider AUTH quality infrastructure and through PSP-level processes that support the management and monitoring of the programme.

The programme uses the MODIP Quality Management System as a central mechanism for quality-related information. Through this system, staff complete individual activity records, course records and other quality-related forms. The system is connected with other institutional information systems, including the

student registry, WebResCom of the Research Committee, the institutional repository and international bibliographic databases. It therefore supports the collection and integration of data on teaching, research and programme activity.
The PSP also uses the national quality data infrastructure through OPESP/NISQA reporting. The available OPESP reports include data across multiple areas of institutional activity, including student numbers, graduates, postgraduate students, doctoral candidates, staff numbers, administrative services, finance, infrastructure, digital services, library resources, research activity, student welfare, quality-assurance structures, graduate tracking, student feedback procedures and the operation of the MODIP information system.
Administrative and academic data are also supported through a range of institutional digital systems. These include the institutional repository for research outputs, WebResCom for research-project management, elearning.auth for course delivery and learning activities, PSP and Department websites, streaming and recording infrastructure, multimedia production services, institutional account and SSO access, and accessibility-related digital support. The e-learning platform supports the student learning cycle through connection with the student registry, assignment and quiz functions, collaborative activities, announcements and the creation and distribution of teaching material.
Student feedback is collected electronically through MODIP. The PSP uses structured questionnaires for course and teacher evaluation, including questions on the content and usefulness of the course, organisation, understanding of core concepts, distance teaching, teaching organisation, stimulation of student interest, consistency, accessibility, and overall views on the course and the teacher. The evaluation process preserves anonymity and provides results for recent academic years. Access to the evaluation records is available to relevant teachers and students, and statistical data on course evaluations, staff activity records and course records are made available through the MODIP platform.
The programme has identified student participation in evaluations as an area requiring improvement and has taken action to increase participation. Participation was low in 2021–22 and 2022–23. In 2022–23, 4 out of 50 students participated, corresponding to 8%, and 8 out of 12 courses were evaluated. The low participation rate was recognised as unsatisfactory by OMEA and the PSP Coordinating Committee, and additional information to students was introduced. In the winter semester of 2023–24, participation increased to 30 out of 61 students, corresponding to 49.2%, with all four winter-semester courses evaluated and 106 evaluations submitted.
The evaluation data are analysed by question group and by course. The results include quantitative analysis of course-related questions, teaching-staff-related questions and overall satisfaction indicators. For the 2023–24 winter semester, the overall Quality Index was 93.6, with mean scores of 91.7 for course-related questions, 94.7 for teaching-staff-related questions and 94.0 for the overall section. The evaluation file also includes course-level results, allowing the PSP to identify patterns at both programme and module level.
The PSP uses information management to support programme operation and

student-facing communication. The programme website and related institutional websites provide information on procedures for applicants and students, including applications, student support, course lists and complaints procedures. The Study Guide also provides programme information, including course structure, assessment arrangements and student obligations, and links assessment criteria to course outlines published through MODIP and the PSP website.

Overall, the PSP operates within a developed institutional information-management environment and uses several interconnected systems for quality data, student feedback, research information, administrative management, online teaching, public information and student support. The available evidence shows that the programme collects and analyses student evaluation data and uses the results to identify areas for improvement, particularly in relation to student participation in the evaluation process.

II. Analysis

The PSP benefits from a developed institutional information-management environment. The systems available through AUTH and MODIP provide a solid framework for collecting and managing data on students, teaching, course delivery, research activity, administrative processes and quality assurance. The use of interconnected systems, including the student registry, MODIP Quality Management System, WebResCom, the institutional repository, e-learning, institutional websites, SSO access and digital teaching infrastructure, supports integrated programme management and is appropriate for the needs of a postgraduate programme.

The programme makes effective use of electronic student evaluation mechanisms. Student feedback is collected through structured MODIP questionnaires and the results are analysed by question group and by course. This enables the PSP to monitor student views on course content, organisation, distance teaching, teaching quality, staff accessibility and overall satisfaction. The evaluation data are not merely collected but are also reviewed, as shown by the programme's recognition of low participation in earlier years and the subsequent improvement in participation in the 2023–24 winter semester. This indicates that the PSP is able to identify weaknesses in its information-gathering processes and take corrective action.

The improvement in student participation in course and teacher evaluations is a significant positive development. Earlier participation rates were too low to provide a robust evidence base for decision-making. The rise to 49.2% participation in the 2023–24 winter semester, with all four winter-semester courses evaluated, substantially strengthens the reliability of the feedback process. Continued monitoring will be important to ensure that this improvement

is sustained across both semesters and future cohorts.

The available information-management arrangements also support student-facing communication and administrative delivery. The PSP uses digital platforms to provide information on applications, course lists, student support, complaints procedures, teaching materials, assessment activity and communication between students and staff. The e-learning platform supports both teaching delivery and the collection of learning-related information through assignments, quizzes, announcements, collaborative tools and teaching materials. These systems are appropriate for a programme delivered through a significant distance-learning component.

The main limitation concerns graduate tracking and employability data. The wider institutional framework includes alumni structures and OPESP graduate-monitoring fields, and the Study Guide provides contact information for the AUTH Alumni Association. However, the evidence does not clearly demonstrate a PSP-specific, systematic mechanism for tracking graduates' career paths, employment outcomes or longer-term professional development. This is relevant to Principle 7, which explicitly expects information management to include employability and career paths of graduates. The absence of a clearly evidenced PSP-level graduate tracking process limits the programme's ability to use alumni data systematically for curriculum review, employability monitoring and strategic development.

Overall, the PSP has strong information-management infrastructure and effective mechanisms for collecting and analysing student evaluation data. Its systems are integrated with institutional quality assurance and administrative platforms, and the programme has shown responsiveness in improving evaluation participation. The principal area for enhancement is the development of a more systematic PSP-level approach to alumni and graduate destination tracking, so that information on career trajectories can be collected, analysed and used more directly in programme monitoring and development.

III. Conclusions

The PSP is fully compliant with Principle 7. The programme operates within a well-developed institutional information-management environment and makes use of appropriate systems for collecting, managing and analysing data relevant to programme delivery, student feedback, teaching, research activity, administrative processes and student support.
The use of MODIP, OPESP, the student registry, e-learning systems, WebResCom, the institutional repository, PSP and Department websites, SSO services and digital teaching infrastructure provides a robust basis for the systematic management of programme information. These systems support both quality assurance and the practical operation of the PSP.

Student evaluation processes are in place and are used effectively. The programme has recognised earlier low participation in student evaluations and has taken action to improve engagement, with substantially improved participation in the 2023–24 winter semester. This demonstrates that information collected through quality-assurance processes is used to identify and address operational weaknesses.

The main area for further development concerns graduate tracking. While institutional alumni structures and OPESP graduate-monitoring fields exist, the available evidence does not clearly demonstrate a systematic PSP-level mechanism for tracking graduates' employment outcomes and career trajectories. Strengthening this area would enhance the programme's capacity to use alumni and employability data in ongoing monitoring and strategic development.

Panel Judgement

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

Panel Recommendations

The programme team is encouraged to develop a more systematic PSP-level mechanism for tracking graduates' employment outcomes, career trajectories and further study destinations. This could build on existing institutional alumni structures, but should generate programme-specific data that can be used regularly by the PSP Coordinating Committee and OMEA.

The Panel recommends that graduate destination data be collected and reviewed periodically, for example through a structured alumni questionnaire, follow-up communication with graduates and systematic use of alumni contact networks. This would strengthen the programme's capacity to monitor employability, assess the relevance of the curriculum to professional and academic pathways, and use graduate feedback more directly in ongoing programme development.

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

Higher Education Institutions (HEIs) are required to publicly disclose their educational and academic activities related to PSPs in a direct and accessible manner. The relevant information must be updated regularly and presented with objectivity and clarity.

The Master's Program "Religion, Geopolitics and International Security" uses the official website of the PSPs offered by the Department of Theology at Aristotle University of Thessaloniki (AUTH) (www.regs.gr) as the primary means of public communication regarding its educational, research, and other activities, including news and announcements. All PSP content is continuously updated and available in both Greek and partly in English. Access is also possible through the website of the Department of Theology: https://theo.auth.gr/programmata_metaptyxiakon/

The information provided is addressed to students, teaching and administrative staff, the academic community, and all interested parties. Specifically for information related to the Master's Program, the website is connected to the MODIP quality management system, and updates are performed automatically. Website maintenance and information management are carried out by a staff member specializing in informatics (website Supervisor), while the overall supervision and verification of information are undertaken by the Program Director (website Administrator). It is an academic obligation of all Program members to ensure the objectivity, clarity, and accuracy of all information submitted for publication, in accordance with academic ethics.

Both the Department of Theology website (www.theo.auth.gr) and the Program website (www.regs.gr or www.newregs.theo.auth.gr) provide a wide range of useful information including: 1) Information about the Master's Program; 2) List of courses offered during the current academic year; 3) Links to course webpages;

4) Quality policy; 5) Regulations; 6) Study guide; 7) Information about staff, administration, and committees; 8) Student support resources; and, 9) Contact details.
Student communication is further supported through email lists organized by course, year of study, and program, course webpages maintained by each instructor, and tools provided by the electronic student services platform.
Finally, it is worth noting that additional information on the scientific activities of faculty members (conferences, workshops, new publications, articles, etc.) is provided through the website "Theological Events": http://theologikadromena.theo.auth.gr.
The website appears to be quite comprehensive in Greek language. The structure complies with transparency requirements expected by international evaluation bodies (e.g., MODIP, and HQA). The page is technically well designed, with proper formatting and easy navigation. In English, the web site appears to be less developed but clear, accurate, and accessible.
Overall, the PSP section in the newregs.theo.auth.gr website indicates a program that is modern, well structured, and academically well documenting the geopolitical dimension of theological studies. It enhances the international character of the curriculum and provides students with a framework for understanding global developments through the lens of religion and culture.
According to document M8.1, the PSP uses the Website Hosting Service for Units provided by the Center for Electronic Governance of AUTH and hosts its website on that service (https://it.auth.gr/service/hosted/?tab=service_info). The document dates to January 21, 2024 and discusses the procedure for the Maintenance & Updating/Renewal of the PSP's website www.regs.gr, which also includes information about the other two PSPs offered by the department. The operation of the website complies with the current AUTH Data Network Operating Regulations.
The Master's Program appoints a Website Supervisor, who must be a permanent member of AUTH staff. The Website Supervisor assumes administrative responsibility for the operation of the website and must immediately inform the Center for Electronic Governance (ΚΗΔ) (https://it.auth.gr/contact/) in the event of a change of administrator or supervisor. The Supervisor also ensures that the use of the service pertains exclusively to the activity described in the application, which must concern AUTH academic activity.
On the other hand, the administrator must keep the website access password strictly personal and immediately inform the Center for Electronic Governance in case of leakage or loss. The administrator also ensures that the operation of the website does not overuse system resources, while maintaining backups of the website and monitoring security issues and correct problems related to applications that the administrator has installed and maintains on the hosted website.
Maintenance: The purpose of maintaining and updating/renewing the Master's Program website is to ensure that it remains user friendly, responsive, and fully functional for the user (student or other). The maintenance/monitoring process is

carried out regularly and includes: 1. Conducting security checks; 2) Backups; 3) Checking the proper functioning of all website components; 4) Upgrades & updates (or applying updates to software, plugins, and themes, and updating language and security modules to maintain the website's safety and effectiveness; 5) Error and issue resolution (fixing errors such as website crashes, non functional elements, or connection problems to ensure smooth operation; 6) Speed testing & optimization of loading time; 7) Search Engine Optimization (SEO); and, 8) Performance monitoring (or analysis and monitoring of website performance using analytics tools compliant with the General Data Protection Regulation (GDPR), in order to examine metrics, traffic, conversions, and other key indicators).

In addition to the above, maintenance includes preventive maintenance, problem forecasting analysis (PFA), and regular scanning for security vulnerabilities to ensure that malicious software or unauthorized users cannot cause damage or harm.

II. Analysis

Document M 8.1 outlines the official procedure for maintaining and updating the Master's Program website. It defines the responsibilities of the Website Supervisor and Administrator, describes required security practices, backups, updates, and performance monitoring, and explains the role of AUTH's Center for Electronic Governance in server level maintenance. Regular checks, error resolution, preventive maintenance, and GDPR compliant analytics ensure the website remains secure, functional, and user friendly.

III. Conclusions

The PSP's website is part of the Department of Theology PSPs website, a fact that makes it a bit hard to find and navigate. Document M 8.1 document describes who is responsible for the Master's Program website and outlines the essential maintenance tasks, such as security checks, backups, updates, performance monitoring, and preventive measures to ensure the site remains secure and fully functional.

The Panel finds the PSP fully compliant with Principle #8.

Panel Judgement

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

Panel Recommendations

The Panel recommends the PSP to construct an independent and easily accessible website.

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

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

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

The above comprise the evaluation of:

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

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

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

Study Programme Compliance

I. Findings

Higher Education Institutions (HEIs) and their academic units must maintain an internal quality assurance system through which they conduct regular monitoring and annual internal evaluation of their Master's Programs. Through this monitoring and any necessary corrective actions, the defined objectives are achieved, ensuring the continuous improvement of the Programs. As part of these processes, it is essential to inform all relevant stakeholders.

This PSP has initiated the Internal Evaluation process in collaboration with its Coordinating Committee, the Department's OMEA (Internal Evaluation Group), and the MODIP of AUTH. Specifically, MODIP has provided guidelines in accordance with the requirements of the HQA Accreditation Standard. The

Program has begun monitoring and evaluating quality indicators such as:

1. the attractiveness of the Program,
2. student evaluations of courses and instructors,
3. students' research output,
4. mobility,
5. student support services,
6. duration of studies,
7. study evaluation,
8. tracking of alumni career paths,
9. collaboration with external stakeholders.

Additionally, the Program monitors the degree of interaction with all stakeholders (students, alumni, collaborating bodies) and their level of information. In alignment with the University's Strategic Plan and Quality Policy, the Department has developed a Quality Policy and Quality Objectives for this Program, monitors their implementation, and undertakes improvements when necessary. Furthermore, the Program implements any recommendations issued by MODIP as part of its internal evaluation.

Annual Internal Evaluation of the Study Program

The Program has adopted procedures for self evaluation, revision, and improvement. Internal Evaluation is essentially a self assessment process aimed at enabling the Program to form and express a critical view of the quality of its work. Internal Evaluation Reports are submitted electronically to MODIP. Data are collected through MODIP's information system, the Department's Secretariat system, and other AUTH information services.

Students complete electronic evaluations of instructors at the end of each semester and before the examination period, on dates set by MODIP through its online platform. OMEA and instructors explain the benefits of this evaluation and remind students of the deadlines. OMEA processes the data and considers them in quality control and potential revisions of the Program. MODIP processes the data, produces reports and indicators, and informs the teaching staff, the Program Director, and OMEA through the information system.

During the upcoming revision of aspects of the Program, all criteria set by MODIP are taken into account and documented in the proposal submitted by the Department. MODIP reviews the completeness of the proposal, communicates with OMEA for corrections, and then submits the revised proposal to the University Senate for approval.

The Quality Assurance Committee (MODIP) of the Aristotle University of Thessaloniki conducted in 2023 a comprehensive internal evaluation of the Master's Program "Religion, Geopolitics and International Security". The evaluation was based on the HQA Accreditation Standards, collected data, MODIP academic statistics, course outlines, student evaluations, program documentation, and consultation with program coordinators. The review confirms that the Program is broadly aligned with national and institutional quality assurance requirements and demonstrates a strong commitment to continuous improvement.

Document M 9.1 gives information about the Internal Evaluation Results of the PSP by MODIP resulting from its meeting 29 December 2023. Here are the major points outlined in the document:

Program Strengths: The evaluation highlights several significant strengths:

1. Clear Quality Policy and Objectives: The Program has established a coherent Quality Policy and Quality Objectives aligned with AUTH's institutional strategy and the HQA framework.
2. Robust Curriculum Design: The curriculum is well structured, reflects current scientific developments, and avoids overlap with undergraduate courses. Learning outcomes are aligned with Level 7 of the National Qualifications Framework.
3. Student Centered Learning: Teaching and assessment methods are transparent, well documented, and regularly evaluated. The Program promotes active student engagement and provides strong academic support through the Academic Advisor institution.
4. Qualified Teaching Staff: The teaching staff possesses appropriate academic and research qualifications, supported by institutional policies for professional development.
5. Adequate Resources and Support Services: Infrastructure, administrative support, and learning resources are sufficient to ensure a high quality learning environment.
6. Effective Information Management: AUTH's information systems support systematic monitoring of student data, teaching activities, and program performance.
7. Commitment to Continuous Improvement: Regular internal monitoring and annual evaluations contribute to the Program's ongoing enhancement.

Identified Weakness: The primary weakness identified concerns the incomplete status of the Program's website in both Greek and English. This affects the completeness and accessibility of public information and requires immediate attention.

Recommended Actions: MODIP proposes several preventive and corrective actions to strengthen the Program:

1. Ensure systematic monitoring of quality objectives and full compliance with all regulatory obligations.
2. Update the Program's website promptly and maintain it regularly to ensure clarity, completeness, and transparency.
3. Enhance support for teaching and administrative staff through improved working conditions and professional development opportunities.
4. Safeguard long term adequacy of resources, infrastructure, and student support services.
5. Expand data collection and analysis to reinforce quality assurance processes.
6. Increase student and stakeholder participation in program review and revision.
7. Maintain regular internal evaluations as a mechanism for continuous improvement.

Additional Recommendations: MODIP further recommends:

1. Strengthening the Program's research profile, with emphasis on international publications and collaborations.
2. Enhancing student mobility and participation in international academic conferences.
3. Reinforcing the role and effectiveness of the Academic Advisor institution.

II. Analysis

The Quality Assurance Committee (MODIP) of the Aristotle University of Thessaloniki conducted an internal evaluation of the Master's Program "Religion, Geopolitics and International Security" during Meeting No. 45 (29 December 2023). The review was based on HQA accreditation standards, collected data, MODIP statistics, course outlines, student evaluations, program documentation, and consultation with program coordinators.

The evaluation confirms that the Program is fully aligned with the institutional quality framework and demonstrates a strong commitment to continuous improvement. Key strengths include a clearly defined Quality Policy and Quality Objectives, a well structured curriculum aligned with Level 7 of the National Qualifications Framework, and strong integration of student centered learning. Teaching and assessment methods are transparent and regularly evaluated, while students receive substantial academic support through the Academic Advisor system. The teaching staff is highly qualified, supported by appropriate development policies, and the Program benefits from adequate infrastructure, administrative support, and effective information systems.

The main weakness identified is the incomplete status of the Program's website in both Greek and English, which requires immediate updating to ensure full transparency and accessibility.

MODIP also recommends strengthening monitoring mechanisms, ensuring full regulatory compliance, updating the website regularly, enhancing staff development opportunities, safeguarding long term resource adequacy, and expanding data collection to support quality assurance. Additional recommendations include reinforcing the Program's research profile, increasing student mobility and participation in international conferences, and strengthening the Academic Advisor institution.

III. Conclusions

The PSP conducts continuous monitoring and annual internal evaluation in collaboration with its Coordinating Committee, the Department's OMEA, and AUTH's MODIP. It tracks key quality indicators such as student evaluations, research activity, mobility, support services, alumni outcomes, and stakeholder engagement. The Program follows MODIP and HQA guidelines, submits annual internal evaluation reports, and uses data from AUTH's information systems. Courses are regularly updated based on evaluations, societal needs, faculty activities, and labor market trends. Improvement actions include enhancing student centered learning, updating teaching methods, improving infrastructure, increasing visiting lecturers, and reducing thesis completion time. Recent

improvements include enriched course content, better scheduling, educational visits, and more guest lectures.

The internal evaluation of the Master's Program "Religion, Geopolitics and International Security" confirms strong alignment with AUTH's quality standards, highlighting a well structured curriculum, qualified staff, effective student support, and robust quality assurance processes. The main weakness identified is the incomplete Greek and English website, which requires prompt updating. MODIP recommends strengthening monitoring mechanisms, enhancing research and international activities, improving staff development, and ensuring continuous improvement through regular evaluations.

From the above discussion, the Panel finds the PSP to be compliant with Principle #9.

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

None

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 Department of Theology has been evaluated three times (2013–2023), the USP in Theology twice, and the USP in Islamic Studies once by the HAHE. The PSP "Religion, Geopolitics, and International Security" began operations in the 2020–2021 academic year and has not yet undergone a periodic external evaluation by a committee of independent experts organized by the HAHE. However, as it is an integral part of the activities of the Department of Theology, its teaching staff are faculty members of the Department, and decisions concerning it are approved by the Departmental Assembly, it is considered to have been indirectly evaluated within the framework of the Department's external evaluations (December 2013, March 2023), which evaluated all of the Department's degree programs and issued general recommendations that can also be applied to this PSP. The External Evaluation of Aristotle University of Thessaloniki (2015) found that all the University's master's programs are excellent and cover a wide range of academic fields in an impressive manner.

II. Analysis

The Department of Theology and the PSP in "Religion, Geopolitics, and International Security" implements the established quality assurance procedures outlined in the Quality Manual of the Internal Quality Assurance System of Aristotle University of Thessaloniki, as required. The implementation of the Internal Quality Assurance System procedures is carried out in collaboration with the University's Quality Assurance Unit (ΜΟΔΙΠ). Quality assurance procedures serve as a valuable tool for the Department and the individual PSPs, enabling them to carry out their teaching and research activities, ensure the achievement

of their set objectives, and generally enhance academic work. In formulating the quality policy, the views of external bodies and all stakeholders—students and alumni—will be considered.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

The difficult-to-manage problems and complications in Greek society that this program addresses are obvious. The program's relevance to contemporary conditions is undisputed.

The faculty is characterized by a diversity of perspectives. Their academic background and current research complement one another. Their academic work is of high quality. It is also very positive that they come from different universities.

Broad, appropriately qualified and research-active teaching team, with expertise closely aligned to the interdisciplinary scope of the PSP.

Strong research-led teaching culture, supported by staff publications, conference activity, international collaborations, sabbatical arrangements and student confirmation that current research informs teaching.

Diversity also characterizes the group of students. All of them agreed that their expectations were met.

Graduates view the option of taking three courses instead of the mandatory thesis as a positive step.

Cooperation among students is encouraged.

Access to the digital library is excellent.

Social partners consider the master's program to be of strategic importance.

Well-developed institutional information-management infrastructure, including MODIP, OPESP, student registry, e-learning, WebResCom, institutional repository and digital teaching systems.

Effective use of student evaluation data, including recognition of low participation and successful improvement of evaluation engagement in 2023–24.

II. Areas of Weakness

The interdisciplinary breadth of the programme would benefit from a more explicit shared conceptual and thematic core across modules and staff contributions.

A systematic PSP-level mechanism for tracking graduate employment outcomes, career trajectories and further study destinations is not yet clearly evidenced.

III. Recommendations for Follow-up Actions

Strengthen the shared conceptual and thematic coherence of the PSP through collective research outputs involving programme staff. Consider developing edited volumes or similar collaborative publications focused on the core intersections of religion, geopolitics and international security.

Invite professionals from the field to share their experiences with students through seminars.

Find methods to strengthen the program's connection to the job market.

The program and its importance must be advertised.

Greater emphasis on the advisory role of social partners in shaping the program.

Consider introducing case-study seminars and an internship option to strengthen the practical dimension of studies.

Continue investing in digital learning resources and research support tools.

Maintain the strong administrative and academic support currently provided to students.

Continue the efforts to increase student participation in the evaluation process.

Introduce English as the standard teaching language.

Provide possibilities of learning relevant languages like Arabic and New Hebrew.

Introduce regular excursion and visits in facilities relevant to the PSP.

Pursue international academic and research cooperations beyond the framework of the ERASMUS+ program.

Consider adding the elective third semester of studies to the regular curriculum, creating thus a 120 ECTS point PSP.

Develop a PSP-specific graduate tracking mechanism, building on existing institutional alumni structures.

Collect and review graduate destination data periodically through alumni questionnaires, follow-up communication and structured use of alumni contact networks.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

NONE

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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