ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

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Accreditation Report

for the New Postgraduate Study Programme of:

Learning and Innovation in Education

Department: Theology

Institution: Aristotle University of Thessaloniki

Date: 16/12/2024

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Learning and Innovaion in Education 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 new postgraduate study programme of Learning and Innovaion in Education of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Siina CHRISTINA (Chair)
   Durham University

2. ELIOPHOTOU-MENON MARIA
   Τμήμα Επιστημών της Αγωγής, Σχολή Κοινωνικών Επιστημών και Επιστημών της Αγωγής, Πανεπιστήμιο Κύπρου

3. LIZARDOU DIMITRA PANAGIOTA
   National and Kapodistrian University of Athens

4. Makopoulou Kyriaki
   University of Birmingham

5. VALAVANIDOU-IOANNITOU GEORGIA (GINA)
   Le Mans Université

II. Review Procedure and Documentation

The review procedure for the accreditation of the Postgraduate Study Programme (PSP) in Learning and Innovation in Education at the Aristotle University of Thessaloniki was conducted from 2nd to 7th December 2024. The process adhered to the standards set by HAHE and involved thorough preparation and engagement from the Panel.

The External Evaluation and Accreditation Panel (EEAP) began their work with an internal private meeting on 2nd December to discuss task allocation and key issues to address during the review. Prior to the review, the Panel engaged in thorough preparation, which included a detailed analysis of all submitted documentation. This encompassed materials such as the Institutional Strategy for Postgraduate Studies, Feasibility and Sustainability Studies, Quality Policy documents, the Programme's Student Guide, course descriptions, and regulatory frameworks governing postgraduate studies. The provided documentation ensured the Panel had a well-rounded understanding of the PSP's objectives, structure, and anticipated outcomes.

On 3rd December, the Panel conducted several meetings and activities:

1. Meeting with Key Institutional Representatives: The Vice-Rector, the Director of the PSP, and the Head of the Department provided an overview of the programme, highlighting its strengths and potential areas for development.
2. Meeting with Teaching Staff: Academic staff members discussed their teaching expertise, research activities, professional development opportunities, and the process of student evaluation.
3. Virtual Tour of Facilities: The Panel was given a virtual tour of lecture rooms, libraries, and other facilities, supported by a video presentation.
4. Meeting with External Stakeholders: Employers and social partners shared insights into the PSP's relevance to market demands and societal needs.
5. Debrief and Closing Meetings: The Panel held a private debrief followed by a meeting with the Vice-Rector and other institutional leaders to present preliminary findings and seek further clarifications.

The remaining days were dedicated to drafting, finalising, and submitting the Accreditation Report. This schedule reflects a well-structured and rigorous evaluation process, ensuring comprehensive coverage of all aspects of the programme.

The procedure demonstrated a collaborative and transparent approach, with active participation from institutional stakeholders. The review's findings were based on a combination of documentary evidence and qualitative input from meetings. This comprehensive process underpins the Panel's ability to formulate well-founded conclusions regarding the programme's alignment with accreditation principles.

III. Postgraduate Study Programme Profile

The objective of the PSP "Learning and Innovation in Education" is the interdisciplinary approach to the mechanism of learning through innovative practices and tools in the context of formal and non-formal education. Students will be equipped with knowledge and competencies of specialized skills in contemporary teaching approaches and needs.

This Programme operates within the framework of the European Credit Transfer and Accumulation System (ECTS), which quantifies academic workload. The complete cost of the Postgraduate Programme amounts to 1.800€, reflecting the total number of 90 required credit units. Teaching is provided in the Greek language, although applicants are expected to have good knowledge of English language, to access part of the bibliography and learning materials. The dissertation can be written in Greek or English. A maximum of 80 students is projected for each cohort. Students need to have graduated from any Department of any University or Higher Military Schools, graduates of Pedagogical Schools, Teacher Training Schools, Theology, Political Sciences, Law and Humanities in general, who are interested in the subject.

The duration of study leading to the award of the Diploma of Postgraduate Studies is three (3) academic semesters, which includes the time for the preparation of a thesis (if selected). The maximum time allowed for the completion of studies is set at six (6) semesters. The first and second semesters consist of three compulsory lessons each (or 10 x 6 = 60 ECTs). During the third semester, students can either attend three optional lessons or 10 x 3 = 30 ECTs or complete a thesis (30 ECTs). There is no provision for a practical training (internship). The courses are taught using a mixed methodology, at a distance and with physical presence. Specifically, 80% of the teaching hours of each course are delivered remotely (31 hours) and 20% face-to-face (8 hours).

Upon successful completion of the PSP, graduates are conferred with a Diploma of Postgraduate Studies in Learning and Innovation in Education by the Aristotle University. Although this is not a professional qualification per se, it can enhance career opportunities for professionals working.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The programme under evaluation is the proposed Master's Degree in Learning and Innovation to be offered by the Theology Department of the Aristotle University of Thessaloniki. It is a hybrid programme in that 80% of the courses will be offered through distance learning.

Relevant documentation included the Institutional Strategy for Postgraduate Studies, the Feasibility and Sustainability Studies, the Quality Policy of the academic unit for the development and improvement of the Programme and the Quality Targeting of the academic unit for the Master Programme.

The Institutional Strategy for Postgraduate Studies provides an analysis of the external environment, the European environment and the national environment of the institution. In the strategy, there is reference to the implementation of e-learning. In this document, it is stated that the Institution should continue its current utilisation of digital technology. Overall, there is room for expansion and further analysis in relation to this document.

As regards the Feasibility and Sustainability Study for the new Programme, there is reference to other postgraduate programmes offered by the Department and to similar programmes offered abroad. Moreover, there is reference to the following: alternative sources of funding; the degree to which existing infrastructure is sufficient for the functioning of the Programme; e-learning provisions; feasibility study with reference to the significance of the Programme; expected learning and student outcomes; the link between the new Programme and the undergraduate studies of the Department; the efficacy of academic staff and the link between teaching and research. The budget for the Programme is presented for a period of four years (2024-2028). Moreover, there is a detailed plan in relation to the utilisation of the financial resources of the Programme that will be drawn from tuition fees (see A19 document).

The Quality Policy presents specific objectives and briefly refers to quality processes. The main quality-related processes/actions relate to the organisation and structure of the PSP, the learning outcomes and qualifications in accordance with the National Qualifications Framework, the promotion of the quality and effectiveness of teaching, the qualifications of the teaching staff, the formulation of annual quality goals for the improvement of the PSP, the demand of qualifications in the labour market, the quality of support services, and the efficient utilisation of resources. Moreover, an annual quality audit is considered important in the attempt to ensure quality standards for the new Programme. Reference is made to quality goals which include the quality control and upgrading of the Programme, the promotion of a culture which supports evaluation and quality, the support of student services, the internationalisation of the Programme, the promotion of the link with graduates and stakeholders, and the strengthening of the student-centred educational system.

Moreover, the Quality Targeting for the Programme outlines specific indicators, present and future targets, actions to be taken to achieve the objectives, responsibilities, and timelines. This document provides a basis for planning and implementation in relation to achieving quality standards. The main strategic aims relate to ensuring the quality of the educational provision/product, excellence in the research performance of academics, development of research skills (mostly in relation to students), and promotion of internationalisation.

Overall, the academic unit has established a Quality Policy that is appropriate for the Programme and serves as a guideline and a point of reference in future planning and decision making. However, there is room for significant improvement in several areas, including the development of strategic planning and targeting, and greater emphasis on specific objectives.

II. Analysis

As regards the Institutional Strategy for Postgraduate Studies, there is room for development and improvement. Even though the Institution has considerable experience with the implementation of e-learning, a more in-depth discussion of future actions relating to the utilisation of digital technology can provide a more solid basis for strategic action.

The SWOT analysis refers to the strengths, weaknesses, opportunities and threats associated with the Institution. Even though it makes reference to several important issues, some points require further discussion and elaboration since they are presented in bullet point form. Only one weakness is mentioned, which indicates the need for further elaboration and development.

More information and/or development is also needed in the Feasibility and Sustainability Study. There is reference to the fact that alternative sources of funding may be needed if the number of students is below 30 but more can be said about specific European programmes and other sources of funding that can be utilised for funding purposes. It is clear that there is heavy reliance on existing resources and academic staff.

The Quality Policy should be further developed in that quality aims are very briefly stated without a discussion and an in-depth analysis. The same applies to Quality Targeting, which is somewhat limited in scope and mainly refers to targets related to student performance and progression. There is limited reference to targets relating to academics and research. The target relating to publications relates only to publications associated with student work/projects. Moreover, the link between the aims stated in the Quality Policy document and the aims stated in the Quality Targeting document is weak and/or indirect. For instance, the sixth aim in the Quality Policy document (strengthening of the student-centred educational system) does not appear in the Quality Targeting document. The same applies to the second aim (the promotion of a culture which supports evaluation and quality).

The information outlined in the relevant documents as well as the information provided by administrators and faculty members indicates that the academic unit is committed to the implementation of the Quality Policy. There is an acknowledgement of the need to make a commitment towards continuous improvement. Quality goals are defined, discussed, and reviewed on a systematic basis. Information on the Quality Policy can be found on the website of the programme.

Areas for improvement include the need to enhance and expand the information provided regarding the Programme in relation to quality and to develop the Feasibility and Sustainability Study, the Quality Strategy and the Quality Targeting of the Programme. For instance, in the Quality Policy, there is

reference to a large number of actions/measures taken to ensure conformity with specific criteria but in some cases, more information is necessary. Weaknesses (such as the need to strengthen the research performance of academic staff) should be acknowledged and addressed.

III. Conclusions

The Programme has established a Quality Policy which ensures that it will be monitored and evaluated on a systematic basis. A Quality Assurance System is in place which aligns with European Quality Standards and the Quality Policies of the Institution. The process provides directions for improvement, which is considered necessary for further action. Academics and stakeholders expressed their satisfaction with the curriculum, structure and organisation of the Programme. Support services appear to be satisfactory. Areas for improvement include the development of both the Quality Strategy and the Quality Targeting of the Programme; the development of the Feasibility and Sustainability Study; and the formulation of more ambitious strategic targets especially in relation to the research performance of academics.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends the following:

- More ambitious strategic targets and associated goals need to be defined, especially in areas related to research and academic staff performance.
- The Quality Policy and Quality Targeting must be linked and expanded with additional and more specific information.
- The Feasibility and Sustainability Study must be further developed, with reference to specific revenue sources.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

This Postgraduate Study Programme with its central focus on the Learning and Innovation in Education presents an important area of study. Indeed, it was designed, and it was proposed by a decision and the appropriate protocols of the School of Theology of the Aristotle University of Thessaloniki. Based on the documents and interviews conducted by the EEAP, the aim of the PSP is the promotion of specialized knowledge, the development of high-quality research, the provision of specialized skills and the formation of attitudes and perceptions in the specific scientific field, in accordance with international scientific standards. The successful completion of the PSP leads to level seven (7) of the National and European Qualifications Framework according to article 47 of Law No. 4763/2020 (A΄254).

As specified in the documentation reviewed, the design of the programme is based on the premise that it is to offer specialisation/expertise in the field of educational innovation, along with the provision of critical services that include new concepts, tools, approaches, and practices in education. Students are expected to achieve these areas of expertise via a) 80 % the online synchronous courses and 20% the face-to-face; b) the online methodology courses that emphasise the methodologies of research; and c) the thesis that is optional.

The PSP is a three (3) semester, 90 ECTS, 30 ECTS per semester, Greek language programme, that has as its primary instructional approach, a remote synchronous learning mode. Of the 90 ECTS, 60 are required courses; 30 are of electives; and 30 are for the thesis that is optional, in which case, 30 ECTS are deducted from the elective coursework total. For each academic year, an upper limit of 80 students will be admitted, when admission requirements are met. The tuition for the three semesters is 1.800€.

In response to the ever-changing world with diverse and multiple educational, social, new technology's needs, this programme seeks to make available to its constituents, research-oriented, and professional applications in the field of educational innovation.

II. Analysis

For this important area of study that is essential in the 21st, this programme appears to have a limited and theoretical approach to teaching/learning of New Technologies. The concept of Innovation remains vague in the programme, and the tools that the Department applies for the information and communication technologies (Τ.Π.Ε.) in education, do not seem innovative. The courses on New Technologies are not aligned with the most recent approaches to meaningful and updated tools in Education, as evidenced in programmes across Europe and the USA. The above conclusion was collected from members of the EEAP who share this area of expertise.

On the important domain of assessment and evaluation of students, it is unclear why every course has an identical set of assessments that attribute 60% of the course grade to the final examination, 40% to a teamwork presentation. Although teamwork is important, there needs to be a re-articulation of which specific assessments are for which specific courses and how these can be diversified. The EEAP finds that "the choice of a thesis instead of the third semester courses" (study guide), prevents students from important courses that relate to notions of reflection and field research.

The other major omission of the programme is a practice teaching or practice engagement component. For a programme such as this one, that promotes the innovation in education, not only is there no such Educational/Didactic component, but each course and in every semester, does not include and engage students in practical and meaningful ways in spaces that are already identified in the city of Thessaloniki, or indeed in other collaborating settings. It seems also important to state that during the EEAP's important interview with the partners/stakeholders/community schools, they indicated how open they are to practical training of the students and how they appreciate the collaboration they had in this domain with the department. It seems prudent to engage these external experts in the design and implementation of this programme more actively and more purposely.

As the programme has not commenced, it is not clear how the process for revision will be implemented, especially regarding major stakeholders, external experts, students, and graduates. It is clear, however, that given the issues identified, an effort to gather such experts would be useful for the programme.

The Student Guide, while consistent, has some vague terms in the description that need attention; chief among these are the terms "learning through innovative practices and tools," both popular terms in education, but that may border on speculation, if the programme in question does not adhere to the main principles of such approaches. It is difficult to assess how these terms are

interpreted for a remote synchronous learning programme, and how teaching Innovation is achieved with no precise updated tools in Education.

III. Conclusions

Upon examination of the purpose, the scope and sequence of courses and the assessments, as well the external experts' relayed views, this committee, while it appreciates and understands the significance of the programme and the critical identity and theoretical constructs and ideals set forth, believes that it may be advisable to update some aspects of the programme.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	
Partially compliant	**X**
Non-compliant	

Panel Recommendations

The EEAP recommends that the following aspects be addressed:

- The course content should reflect more nuanced and complex ways of examining the trends in New Technologies as aligned with the most recent approaches to meaningful and updated tools in Education.
- The program study should be re-evaluated and the choice of a thesis instead of the third semester courses should not be a blockage to important courses.
- There should be a re-articulation of which specific assessments are for which specific courses and how these can be diversified in a more student friendly way in clear and practical ways.
- It should be considered adding a practical training which is a valuable part of the programme, in developing job-specific and broader skills for the students. This practical training should be implemented with the help of stakeholders and social partners.
- The department should engage major stakeholders, external experts, students, and graduates in the design and implementation of this programme more actively and more purposely.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The Master Programme «Learning and Innovation in Education» of the Aristotle University of Thessaloniki offers administrative support to students, supervised halfway by professors of the Programme. The institution has developed and published internal regulations as prescribed by law, covering all phases of postgraduate studies from admission to graduation. These regulations include procedures for student admission, progression monitoring, thesis drafting, degree recognition, and certification, ensuring transparency and fairness throughout the students' academic journey.

The internal regulation documents, such as the "Regulation of Studies, Internship, Mobility, and Student Assignments," provide comprehensive guidelines on the operational aspects of the Master Programme. The "Research Ethics Regulation" ensures ethical standards in research, while the "Degree Certificate Template and Diploma Supplement Template" outline the certification process. If the Master Programme is delivered through distance methods, there is a "Special Regulation for the Implementation of E-learning" that addresses support services, course development, teaching methodologies, and technological infrastructure.

The general structure of the programme applies to the ECTS system (90 ECTS in total), which allows easy transfer among European Universities, student mobility, and process of recognising the degree. The teaching of the courses is based on a blended method, with 80% of the educational process conducted through distance learning and the remaining 20% in person.

The teaching language of the PSP is Greek. In the first and second semesters of study, students attend three thematic units each (six in total) and in the third semester they deal with writing a Master Dissertation or attend three additional thematic units . To obtain their MSc degree, it is necessary to attend and pass the examination in all the courses of the study program as well as the successful preparation of their Master Dissertation. The progression of students is evaluated through assessments and monitored by professors, adhering to legal obligations. Students' performance is rated on a scale of zero to ten, with a base score of five. Mobility is supported through participation in the Erasmus programme.

The Programme uses the ECTS system, facilitated by the Dignitary's Office of the respective course.The institution's use of Moodle for communication, assignments, grading, and course reviews ensures an efficient and structured learning environment. The Programme has a Code of Ethics and a Student's Guide providing general guidelines. Students who successfully complete the Programme are awarded a Certificate Supplement. The Programme adheres to the academic unit's quality policy as outlined in the institution's strategy.

An Internal Quality Assurance System (MO.DI.P) is in force at the University and it covers the entire range of functions and activities of the Institution. The relevant Quality Assurance Unit undertakes the responsibility for the programme's operation. However, there are some areas of concern. The documentation lacks detailed information on the specific measures for continuous professional development for the teaching staff. Moreover, while the list of intended teaching staff includes comprehensive details, there is limited information on their individual achievements and contributions, which could better illustrate their capabilities.

II. Analysis

The purpose of the Programme is to promote specialized knowledge, develop high-level research, provide specialized skills, and shape attitudes and perceptions within the specific scientific field, in accordance with international scientific standards and with respect for academic freedom and ethics. The admission process is conducted in three objective phases: checking formal qualifications, grading supporting documents based on criteria, and final evaluation by the Coordinating Committee. This structured process ensures fair and transparent admission of up to 80 students annually (minimum number 30 students), who pay 1,800 euros for the Programme.

Student mobility is facilitated through personal collaborations, participation in international conferences, scientific committees, and the Erasmus programme. The ECTS implementation includes two semesters of coursework and one semester for thesis writing or three additional thematic units, with each course valued at 10 ECTS and the MSc Thesis at 30 ECTS. Although, as mentioned in paragraph 2.1.2 of the Study Guide , the Theological School department's efforts focus on enhancing extroversion, advancing research, and establishing stronger links with the labor market, graduates do not acquire the necessary pedagogical and teaching competence.

The preparation of the Master Dissertation, follows the Research Ethics Regulation, and the final grade is determined by the Assessment Committee based on the written text and oral presentation. Despite the lack of an established internship, many students already work in relevant sectors, which should not substitute for practical training.

The Ethics Committee oversees the code of ethics for research, educational work, and intellectual property rights. All students who successfully complete the Programme and pass the exams are granted a Diploma Supplement.

III. Conclusions

The programme according to the study guide has taken all the necessary steps to involve students in the assessment process, enhancing the quality of decision-making and overall programme improvement. The educational process is evaluated through exams, written assignments and (if chosen by the students) a postgraduate thesis, with a focus on student-centred learning and assessment. Students are encouraged to participate in the assessment process through the online platform, fostering mutual respect between students and professors.

However, considering that the program focuses on learning digital tools, students should be provided with the opportunity for an establish internship, in order to apply these skills in practice.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends the following:

- It would be beneficial to identify approaches that would allow graduates to gain the required pedagogical and teaching competence.
- The program study should be reassessed to ensure that opting for a thesis in the third semester does not prevent students from accessing important courses.
- It should be considered adding a practical training as an integral component of the program, as it plays a crucial role in fostering both job-specific and transferable skills for students. This practical training could be facilitated through collaboration with stakeholders

and social partners.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

Based on the guidelines offered in document A3, the Programme must ensure that the academic staff has adequate opportunities for professional development and advancement as well as incentives for excellence in research. The Institution has established procedures and criteria for the recruitment of teaching staff aiming at transparency and fairness. It is expected that the same procedures and criteria will apply to the new Programme.

The A5 document provides a list of academic staff members who will teach in the Programme with their rank and area of expertise. This is followed by a detailed presentation of each member, including qualifications and research. The list of teaching staff (found in the A10 document) includes comprehensive details about the subject areas, courses to be taught and teaching load of each staff member

per semester, with reference to additional obligations. This helps in understanding the extent of their involvement and commitment to the Programme.

The A17 document provides a summary of the research performance of each academic, with reference to publications in refereed journals, books and chapters in books, scopus citations, google citations and h-index numbers. Based on these, it appears that there is significant room for improvement. In addition, while the recruitment policies appear to be robust, there is limited information on the specific measures taken to ensure ongoing professional development and the continuous improvement of teaching staff. An important limitation relates to the limited expertise and/or research background of most academics who will teach in the Programme in the areas of learning and innovation in education.

II. Analysis

As previously mentioned, there are well defined criteria for the selection and employment of teaching staff. Even though the full extent of the meritocratic procedures used for recruitment cannot be assessed, there is strong evidence to suggest that the process followed and the criteria used ensure that the academics employed in the teaching of modules are competent and effective as instructors. The documentation provided does not specify the exact nature of the professional development programmes available to staff or the frequency with which they are offered.

Based on the information we received, there appears to be a need for greater research output and a higher number of publications/citations. The h-index of academic staff members ranges from 0 to 7, which is considered low, especially for higher academic ranks. There is variation in the research output of academics, with the number of google scholar citations ranging from 0 to 178 as seen in the A17 document. Moreover, there is room for improvement in relation to staff participation in international research projects, especially in relation to learning and innovation in education. Despite their qualifications and teaching experience, most academic staff members lack expertise and/or a research background in the areas of learning and innovation in education. This suggests that it will be difficult to promote the link between teaching and research in this case.

III. Conclusions

The academic staff is qualified and appears committed to supporting the PSP and its future students. Based on our findings, a major area for improvement relates to the research performance and output of the academic staff. Moreover, the strengthening of the expertise of academic staff members in learning and innovation in education is necessary. The provision of more professional development opportunities is recommended as well as the promotion of

collaborations with national and international colleagues, departments and institutions.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	
Partially compliant	**X**
Non-compliant	

Panel Recommendations

The EEAP recommends the following:

- The improvement of the performance of academic staff members in scientific research and specifically the improvement of the publication record in refereed international journals. Incentives should be offered and specific targets should be set. These targets should serve as the basis for monitoring staff performance in research.

- The strengthening of the expertise of academic staff members in learning and innovation in education. For instance, we recommend the consideration of a closer cooperation with the Education Department so that academics benefit from the expertise of their colleagues in relation to learning and innovation in education.

- The provision of more professional development opportunities.

- The promotion of international links and collaborations, especially in the fields of learning and innovation.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND- ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support, and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered 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 Postgraduate Study Programme (PSP) demonstrates compliance with Principle 5 through well-documented measures and practices. The programme provides a good infrastructure that includes access to modern lecture rooms equipped with audiovisual tools, a well-resourced library system, and IT services that support digital learning. It offers access to electronic databases and other academic resources necessary for postgraduate-level research and learning. The

electronic learning platform facilitates blended learning by seamlessly integrating online and in-person components, allowing students to access digital tools for collaboration, assessments, and interactive sessions.

Student support services are comprehensive, encompassing academic counselling tailored to students' individual needs, career guidance to enhance employability prospects, and administrative services to assist with day-to-day academic requirements. For example, part-time students benefit from flexible scheduling, while international students have access to resources for adjusting to academic life. Support mechanisms for students with disabilities include tailored learning materials and infrastructure adaptations to ensure equal participation.

Staff qualifications and responsibilities are clearly outlined, with provisions for continuous professional development. Administrative staff are trained to address academic and logistical queries efficiently, ensuring smooth operation of the programme. Financially, the institution has allocated resources to maintain these services and infrastructure, with a long-term strategy for sustainability.

II. Analysis

The programme's infrastructure and services create a solid foundation for achieving its learning objectives. For instance, the blended learning model effectively combines online and in-person teaching, allowing flexibility for students who may have work or personal commitments. This flexibility is enhanced by the availability of digital platforms that provide real-time interaction between students and faculty, as well as access to recorded lectures and other resources for asynchronous learning.

In terms of inclusivity, the programme's student support services are thoughtfully designed to meet diverse needs. Examples include tailored academic advising sessions for part-time students to manage their workload and specialised onboarding sessions for international students to acclimate them to the academic system. Students with disabilities are supported with accessible infrastructure, such as modified learning materials and specialised IT tools.

The quality assurance mechanisms ensure that these services are monitored and continuously improved. Feedback from students is collected regularly through surveys and direct consultations, which inform adjustments to services and infrastructure. While the current system is effective, expanding targeted support for specific groups, such as enhanced career services for part-time students or mentorship programmes for international students, could further elevate the programme's offerings.

By embedding these practices into its operational framework, the programme not only complies with Principle 5 but also demonstrates a proactive approach to

addressing the evolving needs of its student population.

III. Conclusions

The Postgraduate Study Programme (PSP) demonstrates substantial compliance with Principle 5, meeting most of the expectations regarding learning resources and student support. The programme has established a good infrastructure, including advanced digital tools, well-equipped physical facilities, and comprehensive support services. These provisions collectively create an environment conducive to effective learning and student development.

The inclusivity measures in place, such as support for students with disabilities and flexible learning arrangements, reflect the programme's commitment to addressing diverse student needs. Additionally, the integration of a blended learning model, supported by modern IT platforms, underscores the PSP's alignment with contemporary educational practices.

However, despite these strengths, minor adjustments could further optimise resource allocation and inclusivity efforts. For instance, part-time students, while accommodated through flexible attendance policies, may benefit from more tailored support, such as academic advising or career services specifically designed to address their unique challenges. Similarly, international students could be better supported through enhanced orientation programmes or mentorship schemes to ease their transition and integration into the academic environment.

Moreover, expanding feedback mechanisms to capture more detailed insights into the experiences of diverse student groups could inform continuous improvement efforts. This would ensure that the programme remains responsive to evolving student needs and expectations.

In summary, the PSP provides a solid foundation of resources and support, but strategic enhancements in inclusivity, targeted support services, and data-driven improvements would further elevate the quality and accessibility of the learning environment. These refinements would solidify the programme's position as a leading example of a well-rounded and student-centred postgraduate offering.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	**X**

Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends the following:

- Enhance support for part-time and international students through targeted services, such as flexible scheduling and language support initiatives.
- Increase awareness of available resources among students via improved promotional materials and orientation sessions.
- Further develop mechanisms for regular feedback on resource adequacy to inform continuous improvement efforts
- Foster collaborations with the Education Department to integrate expertise in education, innovation, and online pedagogical approaches. This could enhance the programme's teaching methodologies, enrich its academic offerings, and ensure alignment with global trends in education and innovation.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The team composing the Accreditation Proposal has provided clear information with good level of detail about their initial endeavours to embed internal and external evaluation procedures in the new programme, in line with university regulations, other external accreditation requirements, and the Greek law (e.g., N 4957/2022). There is also clear evidence of an understanding that such processes need to be monitored carefully over time.

Available for our review was the School's Quality Assurance policy (A6), where the school declared commitment to: 1) implement internal evaluation (e.g., student-centred module evaluations and teaching/tutor evaluations) in line with guidelines from HAHE and the Quality Control Unit of Aristotelio University; 2) review the existing quality assurance system; and 3) promote the quality and effectiveness of the programme in relation to the aims and content of the curriculum. Collaboration with central university procedures to support these processes was underlined (Quality Control Unit). It was reassuring to read that the school is also prepared to collect information about quality indicators and to compare how the programme performs in relation to national and international indicators. It was also stated that external evaluation will be supported with appropriate actions. The school set six quality-related goals, including the strengthening of student-centred educational approaches and the cultivation of a culture of evaluation and quality assurance.

The document entitled Goal Setting for Quality (A7) contained information on goals in relation to quality, how progress of these goals will be measured, actions to be taken to achieve the set goals, who is responsible for monitoring implementation of these actions, and the timeframe for review. It is important to briefly mention here that the goals set in A7 do not align with those at the end of document A6 (discussed above). Two goals in A7 relate to internal and external evaluation: 1) to increase the number of students who engage with the internal evaluation of modules and tutors; and 2) to increase student satisfaction. One of the actions to achieve these goals is to identify and highlight changes introduced as a result of feedback obtained from student voice. During the meeting on Tuesday 3rd of December, members of staff provided significant and additional information on some of these internal evaluation processes. Specifically, the form used for the student evaluation of modules and tutors is provided centrally by the University, ensuring consistency of questions asked. The team however can add questions/adapt to make it more relevant to the specific modules. The school also has an Internal Evaluation Committee, which overlooks evaluation related matters. We were also informed that results from internal module evaluations are taken into account in promotion panels.

Document A13 provides an overview of the policy on the processes and actions related to student complains and appeals. It is evident that the school values this process as another tool for improving the quality of their provision, in relation to

three domains: teaching quality (e.g., disagreements about different aspects of their studies), research, and administrative support (e.g., poor communication from the administration team). By including all three domains, the school is in a strong position in creating a well-rounded and high-performing educational environment that benefits students, staff, and the broader community. A definition of 'complain' is included, emphasising that complains may arise when student expectations about the quality of provision in the three domains are not met. This definition enables the use of complains as part of the evidence collected from the school's internal evaluation to improve the quality of provision. The document outlines who students should liaise with when matters arise (e.g., for academic queries or disagreements, students are advised to liaise with their personal tutor; for matters over unequal treatment based on gender, students are advised to contact the Gender Equality Committee etc.). Reference to the student representative is also mentioned here.

II. Analysis

The new programme is in line with the University's strategic framework (2023-2028), and the goal of developing competitive postgraduate programmes. Similarly, during the meeting, and as evident in the documentation provided, the processes of both internal and external evaluations are well aligned with institutional policies and procedures.

Members of the teaching staff of the proposed postgraduate degree were aware of the importance of the internal evaluation process, and their presence and contribution made it apparent that they value the accreditation process too. Specifically, during the meeting, academic members of staff were very clear about the existing procedures in place related to internal evaluation. There was evidence of engagement in the process and understanding of these processes as vital tools to not only adhere to University-wide evaluation policies but also to improve students' learning experiences.

The documentation provided and the discussions that took place during the meeting also indicated that key stakeholders within the school are engaged actively in the internal evaluation and there is a degree of clarity over who is responsible for set actions in relation to quality goals. We would however welcome the addition of key committees in the 'Who is responsible for each action' in the A7 document. For example, it would seem appropriate that the school's evaluation committee is included in (or even is primarily responsible for) action 1.1.3 (identification of changes as a result of existing evaluations).

Overall, references to external evaluation processes were however limited beyond the need to support/facilitate such a process and to adhere to set requirements. In relation to question 6.3 (is there a procedure in place for the utilisation of the outcomes of the external evaluation?), we also ask: what are the school's plans to bring findings from internal and external evaluations to

inform the ongoing development of the programme? Is this the responsibility of the Evaluation Committee or all members of staff? How will findings from internal/external evaluations and the accreditation processes be synthesised to propel change at the school and module level? Will the complains/appeals processes be utilised as evaluation mechanisms – and if yes, how? Is the monitoring of national and international indicators part of the evaluation process and what are these indicators? These questions are important and relevant especially in the context of Quality Goal 2: Cultivation of an evaluation culture (in A6, p. 5).

During the meeting, there were subtle references to the need for improving the schools' evaluation culture and if this goal is achieved, it is a significant step in the right direction. Concrete actions of how this goal can be achieved are however needed. In the light of this comment, it is important to mention that the six broad goals for Quality set in document A6 were not aligned with the breakdown of Quality goals provided in document A7. Significant components included in A6 do not appear in A7. For example, 'monitoring, analysing and comparing quality indicators used in the programme with national and internal indicators' is a significant statement that could be expanded further in the context of improving the evaluation culture in the school.

III. Conclusions

Aspects of this programme are strong. In relation to Principle 6, there are clear internal and external evaluation systems in place. Procedures are also explained clearly in the documents. To strengthen this process further, we request:

1. Achieving better alignment between the main six quality goals (A6) and the goals and actions presented in A7.
2. Clarifying the role of the school Evaluation Committee, and specifically in relation to how members are selected and trained, and the degree of responsibility of the committee in matters of evaluation.
3. Explain how evidence collected from standardised internal and external evaluations (and associated actions) will be synthesised to inform the ongoing development of the programme.
4. A narrative on how and why the culture of evaluation in the school can be improved would also be beneficial to all stakeholders involved, including external partners.
5. Information on which national and international indicators are consulted in the evaluation process if also needed.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends the following:

- Ensure better alignment between the six main quality goals (as outlined in document A6) and the goals and actions presented in document A7. This will provide coherence and enhance the clarity of objectives.
- Clearly define the role of the School Evaluation Committee, including the selection and training process for its members and the scope of their responsibilities in evaluation matters.
- Develop a detailed framework explaining how evidence collected from standardised internal and external evaluations, and related actions, will be synthesised to inform and drive the ongoing development of the programme.
- Provide a narrative on how and why the evaluation culture within the school can be improved. This narrative would benefit all stakeholders, including external partners, by fostering transparency and a shared commitment to quality enhancement.
- Specify which national and international indicators are consulted in the evaluation process, and clarify how these indicators are used to benchmark and improve programme quality.

PART C: CONCLUSIONS

I. Features of Good Practice

- The inclusion of a blended learning model combining online and in-person teaching is a positive step towards accessibility and flexibility.
- The programme's infrastructure includes access to modern lecture rooms, digital tools, and a well-equipped library system.
- Comprehensive student support services, including flexible scheduling for part-time students and accessibility measures for students with disabilities, are noteworthy.
- The commitment to a systematic quality assurance process, including annual quality audits, reflects a robust effort towards continuous improvement.
- Collaboration with external stakeholders, although needing further enhancement, has been initiated, which is a good foundation for fostering practical applications and partnerships.

II. Areas of Weakness

- Misalignment between the Quality Policy (A6) and Quality Targeting (A7) documents, which creates ambiguity in strategic goals and actions.
- Limited emphasis on pedagogical and teaching competence for graduates, particularly concerning practical training and modern educational tools.
- Weak research output and limited expertise in learning innovation among teaching staff.
- The absence of a mandatory practical training or internship component in a programme focused on educational innovation.
- Lack of clarity regarding the monitoring and use of national and international quality indicators in the evaluation process.

III. Recommendations for Follow-up Actions

- Align Quality Policy and Quality Targeting documents to ensure coherence and clear connections between goals and actions.
- Introduce mandatory practical training or internships to provide hands-on experience, particularly in educational innovation and the use of new technologies.

- Strengthen the research performance of teaching staff, including increased publication output and participation in international projects.
- Engage external stakeholders more actively in programme design and implementation.
- Develop targeted support mechanisms for international students and enhance onboarding processes to facilitate their integration.
- Clarify the procedure for synthesising internal and external evaluation outcomes and linking them to actionable programme improvements.
- Offer professional development opportunities for teaching staff, particularly in the areas of learning innovation and online pedagogical approaches.
- The course content should reflect more nuanced and complex ways of examining the trends in New Technologies as aligned with the most recent approaches to meaningful and updated tools in Education.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

- No principles are marked as fully compliant in the document.

The Principles where substantial compliance has been achieved are:

- Principle 1: Strategy, Quality Assurance Policy, and Quality Goal Setting.
- Principle 3: Regulations for Student Admission, Progression, Recognition, and Certification.
- Principle 5: Learning Resources and Student Support.
- Principle 6: Initial Internal and External Evaluation and Monitoring.

The Principles where partial compliance has been achieved are:

- Principle 2: Design and Approval of New Postgraduate Study Programmes.
- Principle 4: Teaching Staff of New Postgraduate Study Programmes.

The Principles where failure of compliance was identified are:

- No principles are marked as non-compliant in the document.

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	**Signature**
Siina CHRISTINA	
ELIOPHOTOU-MENON MARIA	
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