ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report

for the New Postgraduate Study Programme of:

Education Sciences: Literary/Non Literary genres: Aspects of communication in print and multimodal environments

Department: Primary Education

Institution: Aristotle University of Thessaloniki

Date: 30/07/2025

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Education Sciences: Literary/Non Literary genres: Aspects of communication in print and multimodal environments 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 Education Sciences: Literary/Non Literary genres: Aspects of communication in print and multimodal environments 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. SPIRIDAKIS JOHN (Chair)
(Title, Name, Surname)
The School of Education, St. John's University
(Institution of origin)

2. CHIKOVANI ANA
(Title, Name, Surname)
Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University
(Institution of origin)

3. ESPANOL-ECHEVARRIA MANUEL
(Title, Name, Surname)
Université Laval
(Institution of origin)

4. Katsarou Eleni
(Title, Name, Surname)
College of Education, University of Illinois at Chicago
(Institution of origin)

5. LIZARDOU DIMITRA PANAGIOTA
(Title, Name, Surname)
National and Kapodistrian University of Athens
(Institution of origin)

II. Review Procedure and Documentation

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

The EEAP (AP) members received the compendium of documents from HAHE that were prepared by the Department of Primary Education. The documents included the internal evaluation and plan for continuous improvement and reflected key research supporting the key attributes of the new program. Importantly, the structure of the new program was elaborated upon in a clear and comprehensive manner in the documentation. The documents provided the AP with the needed information to probe and verify the documentation of the new program and data as a crucial part of the external evaluation.

On June 19, 2025, the external evaluation process began with a meeting of the AP to discuss the documentation under review, the site-visit schedule, debriefing, and writing plan.

On June 23, 2025, the AP met again to discuss the review of documents and to plan for questions during the next day's online site-visit to enable verification of the information provided by the Department to the AP.

On June 24, 2025, the AP conducted a full day of online site-visit AUTH-Department meetings with the key parties:
The AP first met with the Dean of the Faculty of Education, Prof. Athanasios Aidinis, the Chair of the School of Primary Education, Prof. Perikles Pavlidis, and Prof. Vaseilios Fyntikoglou, School of Philology and MODIP member. The Dean and Chair gave clear presentations that included a helpful PowerPoint shared with the AP afterwards. The presentations included a brief history of Aristotle University and the university's storied achievements in offering important undergraduate and graduate programs geared to prepare graduates well-prepared to meet current market demands in various disciplines. Both the Dean and Chair emphasized the need for and mission of the proposed postgraduate (PSP) program that was cogently presented to the AP by the Chair. Questions from the AP in the quest to determine the accuracy of the documentation of the quality principles were responded to and further elaborated upon by the Dean and Chair in a clear manner.

The AP next met with the proposed program's core faculty. The faculty members each elaborated upon the essential aspects of the new program's proposed coursework that they were responsible for delivering. They also elaborated on the need for the newly designed program, course objectives, and the vital learning outcomes expected. The Ap had the opportunity to seek further elaboration as the members probed again the veracity of the key documented accreditation principles.

The AP next met with the staff responsible for resources that will support the new program, such as laboratories and the library. Staff were available to respond to questions posed by

the AP.

The next meeting was held with the various external stakeholders of the new program. The stakeholders represented a diverse group that elaborated upon their long-standing partnerships with the Department. The AP learned of a symbiotic relationship in which education students in the past enjoyed rich field experiences and collaborated in research with the partners that reaped positive benefits for students and stakeholder organizations.

The closure online site-visit meeting of the day with the AP included Dean Aidinis, Chair Pavlidis and MODIP secretary Alexandra Tzanerakis. The AP Chair expressed the AP's gratitude for the well-prepared, comprehensive internal documentation of the new PSP as well as the valuable presentations and responsive feedback provided to the AP by the Dean, Chair, MODIP members, new PSP faculty members, Library and Laboratories' staff, and external stakeholders during the day's intensive meeting schedule.

III. Postgraduate Study Programme Profile

Brief overview of the new 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.

Aristotle University AUTH) enjoys a rich legacy of creating and supporting important undergraduate and graduate level programs that reflect cutting-edge research and that are geared to have graduates meet current market demands. The School of Primary Education (SPE) at AUTH was established by Presidential Decree 320/1983. The new program of study (SPS) of the Department of Primary Education and Postgraduate Study Programs was initiated in response to the challenges of society that demanded a new curriculum that would equip the graduates as future educators and administrators. Previous Postgraduate programs were discontinued. The Dean, Chair, and Department faculty were faced with the task of creating a program that responded to the new, daunting realities of a pervasive, expanded, and ubiquitous digital literacy landscape. A new postgraduate program was needed that embraced goals and learning outcomes that were new and different from the prior postgraduate literacy-related programs that integrated philology and pedagogy. The digital literacy discipline area needed to be added to skills development related to language awareness, language development, literature analysis, linguistics, multiliteracy, etc.

The new hybrid delivery program (70% online, 30% in person) was designed by 2023 to ensure that students desiring a postgraduate degree could enhance and refine their knowledge and skills in a full array of topics that included cutting-edge pedagogy and practice in digital literacy, including visual literacy and multimodal contexts, and textual literacy. In short, the proposed new program subsumes learning objectives and outcomes related to language, literature, first and second language acquisition and learning, multilingualism, and visual and digital literacy, including but not limited to multi-modalities and traditional and new forms of moving images/film study. Graduates of the new postgraduate program are expected to develop a critical understanding and analysis of the pedagogy and practice of all forms of literacy and communication that will enhance their success as educators, administrators or curriculum specialists.

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

On May 29, 2023, the Senate of the Aristotle University of Thessaloniki (AUTH) approved a significant update to its Strategic Plan 2019-2023. In this update, seven general actions are proposed. The proposed PSP, titled Education Sciences: Literary/Non-Literary Genres: Aspects of Communication in Print and Multi-modal Environments, develops two actions of this strategic plan, namely actions 5 and 7. Although the Strategic Plan contains a general justification for all the actions proposed, there is no additional documentation, concrete feasibility, or sustainability studies, justifying the strategic choices.

The proposed PSP heavily relies on e-learning: 70% of the courses are taught synchronously online. A detailed description of "the pedagogical framework for designing and implementing Distance Education Activities and Student Assessment", as well as an explanation of the e-learning environment, is publicly available on the program's web page. See the document Special Regulation for the Implementation of E-learning under the section Regulations.

The proposed PSP establishes a Quality Assurance Policy (QAP) which follows the University's policy on Quality and shows a clear commitment to its implementation with the aim of continuous improvement. According to the

description of the QAP devised for the PSP given by the representatives of the academic unit to the members of this panel on 24/06/2025, this policy foresees a variety of quality checking and evaluation procedures such as the continuous evaluation of courses and PSP by students, evaluation of the PSP by alumni from the program, and an annual accountability meeting of all members of the PSP plus an External Advisory Committee.

All the evaluation procedures will be implemented by the Quality Assurance Unit (MODIP) of the Aristotle University of Thessaloniki (AUTH) in collaboration with the Internal Evaluation Team (OMEA) of the academic unit.
In addition, the academic unit, i.e., the School of Primary Education (SPE), has established a number (7) of short and long-term quality goals tailored to the characteristics of this new PSP.

Most of the elements of this QAP are presented and explained on the webpage of the program, https://pmskeimenikaeidh.eled.auth.gr/en/home/, Article 15, Accreditation and Evaluation of the Master's Program, of the document Internal Regulations under the page Regulations.

II. Analysis

The PSP contributes to two lines of action of the AUTH's strategic plan. As stated in the findings section, the Accreditation Panel (AP) has not received any scientific studies supporting the pertinence of the proposed PSP. Nonetheless, many of the external stakeholders interviewed by the AP were enthusiastic about the need for a PSP dealing with the main scientific areas developed in this PSP. In addition, the members of the AP agree with respect to the pertinence of such a PSP in the Greek educational context.

From the interviews conducted by this AP with the representatives of the academic unit, it became clear that this PSP is somehow related to an older one. However, a detailed account of the differences between this PSP and the older one was not provided to the AP.

According to the information on the Quality Assurance Policy of the PSP given to this AP by the representatives of the academic unit, this QAP is quite comprehensive, involving evaluations from alumni and an External Advisory Committee. However, these two features are not mentioned in the document explaining this QAP on the web page of the PSP. It would be a good idea to add to the web page of the PSP a complete version of the QAP.

III. Conclusions

The PSP seems well integrated into the strategic management of its hosting institution. Both the members of the academic unit as well as the external stakeholders were convinced of the pertinence of the PSP, but no studies

investigating its feasibility and sustainability were provided. It targets several well-defined groups, mainly primary and secondary school teachers, but also philologists and linguists.

The QAP devised for the PSP is rich and may prove very efficient. Nonetheless, there are significant differences between the QAP described in the web page of the PSP and the proposals on QAP made in the online presentation to the AP.

Panel Judgement

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

Panel Recommendations

Publish the Quality Assurance Policy in the web page of the PSP.

Monitor the relevance of the proposed PSP curriculum in the educational context.

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

The School of Primary Education (SPE) at the Aristotle University of Thessaloniki (AUTH) has designed a new PSP programme titled, Education Sciences: Literary/Non-Literary Genres: Aspects of Communication in Print and Multimodal Environments. The School of Primary Education at AUTH was established by Presidential Decree 320/1983, concerning the "organization and operation of the Pedagogical Departments of Higher Education Institutions," and began operating

in the academic year 1986–87. Given the context of literacy and the multimodal approaches to teaching and learning, the proposed PSP presents a thoughtful and very important area of study. Indeed, it was designed and approved by the School of Primary Education faculty as well as the university senate of the AUTH.

Based on the university's (AUTH) overall institutional promise, as well as accounting for external factors/stakeholders that include data collected from SPE graduates, SPE "Summer School" feedback, and school partners' views, students of the PSP are expected to develop skills and knowledge to "critically reflect on pedagogical practices using tools designed to enhance students' linguistic and literary/ literacy education."

As such, and as no other similar program exists in the country, the PSP seeks to train high-level professionals capable of contributing to the theoretical and applied fields of pedagogy, particularly in the areas of language, literacy, and literature learning. Additionally, and in response to the ever-changing world with diverse and multiple educational, social, and multicultural needs, this programme seeks to make available to its students numerous skills and areas of expertise that include "to advance knowledge, promote research, and meet the educational, research, social, cultural, and developmental needs of the country."

According to the background data gathered and presented to the AP, labor market demands for graduates of the programme would have them employed in many types of posts, including teaching in primary and secondary educational settings, participating in research projects within the sciences of education domain, planning and conducting training sessions as needed, and supporting educational interventions in multilingual and multi-literacy spaces.

Upon examination of the pertinent documents, especially those of the course descriptions and overall design of the programme, as well as interviews conducted by the EEAP, the program purports to address what its title suggests, and has as its focus and subject matter, the integration of "research insights that highlight the need to move beyond traditional concepts of language and language teaching toward more complex perspectives:" perspectives that "focus on literacy as a social practice and textual genres as communication tools in [both] print and multimodal environments."

The design of the programme is based on the premise that it is to offer specialization/expertise in the field of literacy and literary pedagogy, along with the provision of critical perspectives on important fields, including language, literature, and literary traditions, second/additional literacies, and visual literacy. At face value, it is a well-designed programme with ample opportunities for students to engage in meaningful and critical readings, conversations, and approaches to teaching and learning. All coursework, including assignments and

workshop/laboratory sessions, aims to connect theory to practice. Faculty assignments to courses appear to be very well matched, capitalizing on individual faculty members' areas of concentration and expertise.

This PSP is a four (4) semester curriculum and adheres to the European Credit Transfer and Accumulation System (ECTS) for level 7, totaling 120 ECTS, 30 ECTS per semester, a Greek language programme, with eight (8) required courses and a master's thesis in the fourth semester that is also compulsory. In its current proposed form, coursework will be offered in both in-person sessions (30% of the total hours of attendance) and in synchronous distance learning sessions (70% of students' attendance). The Student Guide is concise and complete and available in both Greek and English.

II. Analysis

As mentioned earlier, the curriculum and course of study has an overall good design that is expertly presented in the documents reviewed. Nonetheless, the assignments and bibliographies for all courses reviewed, reflect readings and texts that are dated and materials/resources cited are traditional and are secondary sources of study. The purported emphasis on literature as well as on numerous complex genres and texts that this PSP aims to critically examine, appear tenuous and reflect a more classic approach to readings and assignments. What seems to be missing are primary sources of readings/experiences with texts, such as literature for both adults and children/youngsters, narrative and non-narrative primary sourced texts, and first/second/other language texts to reflect the emphasis on multilingualism and literacy in a second language, the latter, a notion that is referenced but not manifested in the coursework.

As the programme has not commenced, and while the AP expects that the necessary processes for accreditation and approval will take place in accordance with the relevant regulatory framework by such committees as MODIP, for instance, it is not clear how the process for programmatic/curricular revisions will be implemented, especially regarding major stakeholders, external experts of teaching and learning, students and graduates from former PSP programmes of the university's SPE. It is clear, nonetheless, that given the numerous issues identified in the raison d'etre of this programme, a serious effort to gather such experts would behoove the designers of the PSP and would greatly benefit the future of this theoretically, socioculturally, and practically sound area of study and research.

III. Conclusions

On the notion of research that appears to have a central role in this PSP, the AP finds that while this is also customary in PSP programmes in the country, what seems to be missing given this PSP's particular orientation, is the well-established

academic approaches of a) theory into practice and the highly regarded research approach of b) teacher/practitioner inquiry--that relates to notions of reflection and field research. Both approaches, if included purposefully and across the first-year coursework and assignments, are two critically important areas of research and would therefore make this programme excellent.

On the individual courses as they appear in the Course Description Module (Perigramma Mathimaton) as well as in the Student Guide, and while each of the eight designed courses are very well thought-out and seem to have their roots in previous iterations of other phased-out programmes, the single topic courses with little regard to critical topics being threaded throughout all courses and across all semesters, seem at the very least out of step with the most recent approaches to meaningful and multi-textured issues, amply evidenced in programmes across Europe and the USA. Moreover, some course bibliographies in the documents reviewed would need important updates (i.e., Comprehension and Production of Narrative and Non-narrative Texts—in semester 2), while others may need inclusion of a bigger variety of authors and contributors (i.e., Narratives and arguments in society and the school; Research Methodology).

Lastly, there appears to be some confusion as to what graduates of the programme will be able to do upon graduation in terms of certification. If students do not graduate with certification attached (as communicated by the administrative team of the PSP to this committee), it is one approach and certainly a prerogative of the PSP, if that is clearly stated in all public documents. However, if students upon graduation receive teaching certification, then what is essential is that a fieldwork experience/teaching practice accompanies the course of study, either in a stand-alone practicum that would be supervised by university instructors in the field classrooms/settings, or across other courses, but also with field supervision.

Panel Judgement

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

Panel Recommendations

As the PSP Education Sciences: Literary/Non-Literary Genres: Aspects of Communication in Print and Multimodal Environments currently stands, the AP strongly recommends that the following critical aspects be addressed:

1. The course content should reflect more nuanced and complex ways of examining the trends as theorized and practiced in programmes and community/private settings that espouse critical and primary sources as reading/assignment materials/resources/assignments.

2. The cognitive/theoretical domain of the programme lends itself to the exceptional theory into practice approach as well as to the highly regarded research orientation of teacher/practitioner inquiry. This major strand can be threaded across the coursework and provide students opportunities to conduct this type of inquiry/research in various fieldwork spaces, perhaps at appropriate educational/school sites in the department's network of external partners.

3. Related to the concept of threading across coursework, examine the possibility of co-teaching as critical topics (multilingual literacies could be an optional first step) are threaded throughout all courses, rather than relegating these to isolated, single courses.

4. Providing clarity as to the teaching certification, especially about prospective students' backgrounds in education, is an area that needs to be re-visited, as such decisions impinge on critical fieldwork experiences in classrooms while enrolled in the programme. Additionally, such decisions may also point to the re-conceptualization of practice teaching/fieldwork experiences that most probably would need to be supervised in the fieldwork settings.

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 Postgraduate Study Programme (PSP) "Education Sciences: Literary/Non-Literary Genres – Aspects of Communication in Print and Multi-modal Environments", offered by the School of Education at the Aristotle University of Thessaloniki, presents a coherent and academically robust framework, centred around the fields of language education, literacy, and the pedagogical use of diverse text genres. The programme is designed and delivered by the Department of Primary Education and aligns closely with the institution's broader educational and research objectives.

The PSP spans four academic semesters and awards 120 ECTS, in line with the European Credit Transfer and Accumulation System. Instruction is conducted in Greek and follows a blended learning model, with approximately 70% delivered synchronously online and 30% face-to-face, ensuring both flexibility and direct academic engagement. This structure accommodates the needs of professionals already working in education, which constitutes a significant portion of the student body.

The programme is offered free of tuition, reinforcing the university's commitment to educational accessibility and supporting lifelong learning for active educators. Students attend eight compulsory courses across the first three semesters. Each course combines lectures, seminars, collaborative activities, and individual assignments. The final semester is devoted to the completion of a Master's Dissertation, which is evaluated both in written form and through an oral defence.

Teaching methods across the programme reflect the principles of student-centred learning, with a strong emphasis on active participation, critical inquiry, and reflective engagement. The courses encourage students to draw connections between theory and educational practice, develop their own teaching materials, and explore the role of multi-modal texts in formal and informal learning environments.

The programme uses the Moodle platform to support communication, assignment management, and access to learning resources. The use of digital tools is consistent with the university's quality assurance strategy and contributes to a structured and supportive learning environment.

Importantly, the programme is designed to be inclusive and accessible to all learners, including students with disabilities. In line with the university's

institutional policy on accessibility and equal opportunities, appropriate infrastructure and support mechanisms are in place to facilitate participation and ensure that all students can engage fully with academic activities, both online and in person.

The academic staff involved in the programme possess expertise across relevant fields including linguistics, literary theory, multi-modality, and language pedagogy. Their role is not limited to lecturing; they also provide continuous guidance, feedback, and supervision, fostering meaningful academic relationships with students. Nevertheless, increased visibility of faculty research activity could further support the program's academic profile.
Evaluation procedures are clearly defined and aligned with the Internal Quality Assurance System (MODIP). Student feedback is systematically collected at the end of each semester and plays a role in informing future improvements.

II. Analysis

The programme is built around a clear pedagogical philosophy that integrates student-centred teaching, active learning, and formative assessment. Throughout the curriculum, emphasis is placed on the development of analytical skills, the use of literary and non-literary texts as educational tools, and the cultivation of reflective practice.

Course descriptions highlight collaborative learning, critical reading, educational design, and the application of genre theory in various educational settings. Assessment methods are varied and include research papers, lesson plans, group projects, and presentations. These methods reflect a shift away from traditional, exam-based evaluation toward more authentic, process-oriented approaches.
The structure and content of the PSP are particularly suited to working educators, offering them the opportunity to deepen their academic knowledge while drawing on their professional experience. The blended format and flexible delivery contribute to maintaining high levels of engagement, despite the demands of part-time study.

Admission to the programme is competitive and follows transparent academic criteria. For applicants who do not hold a degree in education, the requirement to complete an entry-level examination in pedagogy ensures a minimum baseline of relevant knowledge. However, it may be worth exploring whether additional support could be provided to ensure these students can fully engage with the educational aspects of the curriculum.
The Master's Thesis represents a significant component of the programme, requiring students to engage in original research, develop arguments grounded in theory, and apply appropriate methodologies. Supervision is ongoing and supports the development of academic autonomy.

III. Conclusions

The PSP "Education Sciences: Literary/Non-Literary Genres – Aspects of Communication in Print and Multi-modal Environments" demonstrates a clear academic vision and a strong pedagogical orientation. Its tuition-free nature and flexible delivery make it particularly attractive to practicing educators seeking academic advancement and professional development.

The programme successfully fosters student-centred learning, promotes critical engagement with texts, and provides a space for reflection and academic growth. Its focus on literacy, multi-modality, and genre pedagogy addresses contemporary needs in language education and positions graduates to contribute meaningfully to both research and practice.

In addition, the program's inclusive design, with specific provisions to accommodate students with disabilities, reinforces the university's commitment to equal access and participation in higher education.

Panel Judgement

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

Panel Recommendations

N/A

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

The PSP teaching staff consists of seven members. Their recruitment follows the established legal frameworks of Greece and legal and administrative procedures of the Aristotle University of Thessaloniki, ensuring alignment with national requirements, as well as departmental and institutional priorities. In addition to recruitment, the institution provides opportunities for staff training, professional development, and career progression, all of which are governed by the same formal regulatory framework.

Teaching staff mobility is actively encouraged within the PSP. As confirmed during interviews conducted by the EEAP, faculty members are engaged and participate in mobility programs such as Erasmus and other relevant international schemes.

The department also collaborates with the Center for Teaching and Learning (KEDIMA) of Aristotle University of Thessaloniki (https://kedima.auth.gr/) to

support staff development. KEDIMA provides resources and training on teaching methodologies, with a particular focus on the integration of new technologies.

The PSP has planned to implement a structured process for the evaluation of courses and teaching staff by students, in line with the guidelines of the institution's Quality Assurance Unit (MODIP) and its Quality Management Information System.
All teaching staff members of the PSP are full-time faculty (DEP) of the Department of Primary Education at Aristotle University of Thessaloniki. Their academic specializations, as defined by the titles of their academic positions, are closely aligned with the subjects of the courses they teach in the program.

II. Analysis

The recruitment process for PSP teaching staff is grounded in a merit-based and transparent framework, as defined by national and institutional regulations. This ensures consistency, fairness, and alignment with strategic academic goals.

The integration of training and development opportunities into the institutional framework supports continuous professional growth. The current processes are adequate to ensure that competent and qualified individuals are appointed and supported throughout their academic careers.

The Aristotle University of Thessaloniki demonstrates a proactive approach to fostering teaching staff mobility by encouraging participation in various programs, e.g., Erasmus. The department is involved in different mobility networks with more than 60 different international organizations, networks, and societies, e.g., EPICUR, CAMPUS EUROPAE, etc. This contributes to the internationalization of the academic environment and enhances the professional development of staff. Furthermore, the collaboration with KEDIMA reflects a strategic commitment to continuous improvement in teaching quality.
Student evaluations are planned to be conducted each semester, and the results will be systematically analyzed. These evaluations are planned to be utilized by teaching staff and departmental bodies to inform improvements in the teaching and learning process. The results may also be considered in faculty career progression and will be taken into account during the review and revision of the study programs.

Given their status as university faculty, all members are actively engaged in research activities directly related to their fields of expertise. Faculty expertise aligns with course content, and all teaching staff are actively involved in research related to their fields. This enhances the academic quality of the program, supports curriculum relevance, and fosters a research-informed learning environment.

III. Conclusions

The PSP demonstrates a solid academic foundation, supported by competent teaching staff. The EEAP finds that the PSP is fully compliant with the requirements of the principle.

Panel Judgement

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

Panel Recommendations

N/A

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 PSP "Education Sciences: Literary/Non Literary genres: Aspects of communication in print and multi-modal environments" is tuition-free. Its study program operates in a blended format, with approximately 70% of instruction delivered online through synchronous online teaching methods (mostly Zoom) and 30% conducted onsite. Additionally, the program utilizes the university's Learning Management System (LMS) to support course delivery and communication.

Onsite sessions are held on Friday evenings and Saturdays, during which the academic unit ensures the availability of essential physical resources, including classrooms, laboratories, and IT infrastructure. In addition, PSP students are granted access to digital libraries and academic databases, supporting both online and onsite learning needs.

The Department of Primary Education and the PSP benefit from the physical and digital infrastructure of the Aristotle University of Thessaloniki. Facilities include: three dedicated classrooms (rooms 507, 707, and 907 in the Pedagogical Tower), each with a capacity of approximately 25 students, a computer lab with 25 fully operational workstations, one educational laboratory, a dedicated study/meeting room (reading room) for postgraduate students, with a capacity of 20, designed to facilitate group work and research discussions.

In addition to these physical facilities, students benefit from a suite of digital and online services, including:
The Student Information System (SIS) is used for academic records and administrative processes.
Access to a comprehensive wireless network across the campus.

The Institutional Repository of AUTH (IKEE), which hosts the scientific output of the teaching and research staff.

The myAuth mobile application offers real-time access to course information, grades, timetables, classroom locations, and announcements.

The AUTH Class and Room Schedule Platform provides personalized information on course schedules and assigned classrooms.
The PSP benefits from the full range of student support services provided by Aristotle University of Thessaloniki, which are also accessible to postgraduate students. These services include social welfare scholarships and interest-free student loans, student housing allowance, meals at the University Student Dining Hall, on-campus housing at the University's Student Residence Halls, medical and hospital care, free internet access, and discounted public transportation passes, access to university libraries, including physical and digital collections, and administrative support. These support services are outlined in detail on the university's official website (https://www.auth.gr/services/), ensuring transparency and accessibility for all students.

In addition to these services, AUTH offers a wide network of Support Structures also available to postgraduate students, including: Student Support Office for Socially Vulnerable Groups, Counseling and Psychological Support Center, Career and Academic Liaison Office, Office of Accessibility for Students with Disabilities, Student Ombudsperson, Office of European Educational Programs, International

Relations Office, Scholarship and Endowment Office, University Gym and University Summer Camp, Mobile and digital services for academic and student life management, Cultural and social student groups, Office for Volunteer Coordination and Student Initiatives.

Moreover, specialized Committees have been established to further support the student body, such as the Interdisciplinary Committee on Anti-Drug Policy, the Committee on Social Welfare, the Psychological Support & Student Observatory, the Health Committee, the Accessibility Committee, and the Gender Equality Committee.

The PSP program is supported by one dedicated administrative staff member who is responsible for managing student support services.

II. Analysis

The academic unit demonstrates a clear commitment to supporting the PSP program by providing the essential infrastructure required for both online and onsite learning environments. The allocation of physical resources for weekend sessions reflects thoughtful scheduling and resource management that accommodates the blended format of the program.

The academic unit ensures the PSP has access to a wide range of institutional resources that create an effective and modern teaching and learning environment. The integration of digital platforms such as SIS, myAuth, and IKEE enhances student engagement, transparency, and access to academic services and research materials.

The availability of both physical and digital infrastructure aligns with the needs of a blended program, ensuring flexibility, accessibility, and educational continuity.

Furthermore, the provision of access to digital libraries and databases ensures that students have continuous access to scholarly materials and research tools, regardless of the mode of delivery. These arrangements collectively contribute to maintaining a suitable and effective teaching and learning environment that aligns with the program's blended delivery model.

The PSP students have access to a comprehensive and well-structured system of support services that address a wide range of academic, social, and welfare needs. These services are in full compliance with national regulations and reflect the university's commitment to student well-being.

It appears that one administrative staff member is responsible for ensuring that the PSP is adequate, given the current size and structure of the PSP program. The dedicated nature of the role helps ensure continuity and responsiveness in addressing student needs.

III. Conclusions

Overall, the academic unit provides adequate facilities and resources to support a conducive and effective teaching and learning environment for the program. The AP finds that the PSP fully complies with the requirements of Principle 5.

Panel Judgement

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

Panel Recommendations

N/A

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 School of Primary Education (SPE) along with the Quality Assurance Unit (MODIP) and OMEA of Aristotle University of Thessaloniki (AUTH), under the leadership of the Dean and Chair, engaged in decision-making and conducted an

internal evaluation as part of the Quality Assurance (QA) preparation of the proposed new program, Postgraduate Study Programme (PSP) "Education Sciences: Literary/Non-Literary Genres – Aspects of Communication in Print and Multi-modal Environments", offered by the Department (School of Primary Education) under review. The Internal Evaluation Report (IER) elaborates upon the effective steps taken to develop and institutionalize the new PSP into the department and AUTH. It is worth noting that the Dean and Chair's presentations included highlights of the QA process that was documented. The IER notes that the guidelines and regulations in place were followed in the vetting process to ensure that the resulting PSP exhibited the highest quality of professional development in the field.

The IER notes that the new program preparation includes observance of the EU and National Guidelines for Quality Assurance and Accreditation of the new program. The new program has analyzed and drawn upon existing "exemplar" programs outside of Greece. For example, a similar program curriculum operating at Teachers College was studied as a model. In addition, the new PSP was developed based on current research relevant to literacy pedagogy in its varied forms. The proposed PSP's curriculum and courses have been structured to include a research thesis and relevant field experiences and activities to create optimal learning and research experiences in the PSP's broad and comprehensive treatment of the greatly expanded field of literacy pedagogy. The planned delivery of the program includes 70% of coursework to be online, synchronous, to accommodate students' schedules.

II. Analysis

The SPE decided to develop a new PSP literacy program that subsumes traditional and innovative learning objectives reflected in cutting-edge courses that are delivered online or in-person to accommodate students. The IER indicates "Quality Indicators" that underpin the structure that undergirds the delivery systems associated with the new program. Fidelity to the mission and goals of the Department is to graduate well-prepared students after completion of the new PSP. The IER succinctly elaborates its goals and objectives in terms of all aspects of the program mission, courses (ECTS). The program includes activities that enhance achievement and learning outcomes and is related to external partners and international collaboration.

The new PSP experience plans to include effective advisement and, as appropriate, mentoring. AUTH and the SPE offer opportunities to exploit course linkages of research and the learning outcomes and key curriculum components. The planned PSP curriculum reflects a fidelity to "quality assurance guidelines" for institutions of higher education. Critical elements of coursework and implementation of the program will continue to be evaluated in the future based on evolving research findings, student evaluations, feedback from faculty

members, input from external partners, and shifting societal needs and demands. The current proposed program was initiated based on societal and workforce demands. The curriculum courses include topics and approaches tied to research laboratory experiences and include research activity and practice connections calculated to attract domestic and international students and result in diverse employment opportunities.

III. Conclusions

The culture of fidelity to data-driven management in the IER review process by members of MODIP, OMEA, Committee of faculty members, with the leadership and vision of the Dean and Chair, has helped assure the innovative mission, goals, and objectives of the PSP. The quality assurance goals have been implemented in a coordinated, strategic manner. Future PSP overall program, curriculum, and/or course modifications are expected to ensue as needed. Regular interaction, meetings, and monitoring by the OMEA, MODIP, the professional, highly competent, and experienced PSP faculty members, along with feedback from external local, national, and international partners, augurs well for successful program delivery, learning outcomes, and student success.

The proposed program should benefit from continuous monitoring and assessment of the program's vital components, such as student support mechanisms, research opportunities, faculty-student engagement, student academic progress, faculty research, and grants. MODIP, OMEA and Department faculty plan to collaborate to utilize the latest technology provided by the AUTH to collect and process information data for analysis and action. The OMEA has drawn upon up-to-date information to share with MODIP and the faculty regarding the proposed program. The internal quality assurance monitoring process has been and will continue to involve clear and open communication channels, attentive and responsive to the realities of a continually changing digital world. The expected result of the fidelity to the mission of quality assurance will be a faculty and students informed about current opportunities in areas such as grants, research funding, exemplary field experiences, and national and international employment opportunities.

The IE process efforts have helped shape an eclectic and comprehensive literacy curriculum that subsumes literacy theory, pedagogy, and practice. The efficacy of the new curricular structure ensures diverse, rich learning experiences for student with an eye on their overall welfare at AUTH. The AP interviews with the administration, faculty and external stakeholders evidenced great confidence that the proposed program addresses the needs of students and that the PSP will graduate well-prepared educators and researchers, Importantly, the proposed new program faculty were involved in creating courses that reflect the overall goals of the program and that are calculated to deliver theoretical and practical experiences in multiliteracy and digital literacy needed in a diverse, global

settings. Artificial Intelligence is a PSP topic that should be front and center going forward.

The program curriculum is learner-centered and research-based. Opportunities for rich field experiences are assured with PSP's talented faculty members and the collaboration of highly experienced and motivated external partners. The positive symbiotic outcomes for partner and student help extend and amplify classroom learning. Planned conferences and seminars are also extracurricular activities that enrich and add value to the courses and curriculum. The IE system also promises to ensure close monitoring of faculty-student engagement and student satisfaction in the implementation of both the in-person and online aspects of the program through various means, such as student course evaluations. Effective student advisement and student support will be critical to ensure successful learning outcomes. The critical resources, such as learning laboratories and the library, are in place to lend needed support. The proposed PSP faculty also has access to a learning center that helps ensure their effective in-person and online instructional practices. The SPE and AUTH also provide a panoply of services to support student success and satisfaction.

The new PSP will also offer opportunities for faculty and student research, graduation theses, opportunities for public and private sector funding, local, national, and international lectures, conferences, and collaborative research activities. Graduates of the program should be well-equipped and ready to succeed in a variety of employment situations.

Panel Judgement

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

Panel Recommendations

Ensure that faculty engage in continuous professional development to assure high-quality, research-based course content, learning objectives, so outcomes remain innovative and course delivery systems remain pristine.

Consider integrating AI concepts and pedagogy as a critical curricular theme.

PART C: CONCLUSIONS

I. Features of Good Practice

The new PSP curriculum design is innovative and includes online coursework that embraces the four corners of current theory, pedagogy, and practice in the discipline of literacy in its various forms, including multiliteracy, digital literacy, and multimodal/visual literacy.

The quality of the PSP is ensured by the highly experienced, talented, and motivated administrators and faculty members dedicated to regular monitoring and modification of the new PSP curriculum to meet the goals set.

Internal Quality Assurance goals and processes.

II. Areas of Weakness

Clarity surrounding the admissions process for applicants with and without formal pedagogical preparation and expected outcomes for all graduates.

Need for a formalized research/pedagogy/practice thread in the curriculum that could enhance the learning experience of the broad-based concepts and topics taught.

III. Recommendations for Follow-up Actions

1. Publish the Quality Assurance Policy on the web page of the PSP

2. Monitor the relevance of the proposed PSP curriculum in the educational context

3. The course content should reflect more nuanced and complex ways of examining the trends as theorized and practiced in programmes and community/private settings that espouse critical and primary sources as reading/assignment materials/resources/assignments.

4. The cognitive/theoretical domain of the programme lends itself to the exceptional theory into practice approach as well as to the highly regarded research orientation of teacher/practitioner inquiry. This major strand can be threaded across the coursework and provide students opportunities to conduct this type of inquiry/research in various fieldwork

spaces, perhaps at appropriate educational/school sites in the department's network of external partners.

5. Related to the concept of threading across coursework, examine the possibility of co-teaching as critical topics ((multilingual literacies could be an optional first step) are threaded throughout all courses, rather that relegating these to isolated, single courses.

6. Providing clarity as to the teaching certification, especially about prospective students' backgrounds in education, is an area that needs to be re-visited as such decisions impinge on critical fieldwork experiences in classrooms while enrolled in the programme. Additionally, such decisions may also point to the re-conceptualization of practice teaching/fieldwork experiences that most probably would need to be supervised in the fieldwork settings.

7. Ensure that faculty engage in continuous professional development to assure high-quality, research-based course content, learning objectives, so outcomes remain innovative, and course delivery systems remain pristine. Integrate AI pedagogy and concepts as a critical curricular theme.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

The Principles 1, 3, 4,5 & 6

The Principles where substantial compliance has been achieved are:
Principle 2
The Principles where partial compliance has been achieved are:
N/A
The Principles where failure of compliance was identified are:
N/A

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
SPIRIDAKIS JOHN	Signed by SPIRIDAKIS JOHN - 30/07/2025 15:52:48 +03:00
CHIKOVANI ANA	Signed by CHIKOVANI ANA - 30/07/2025 15:52:48 +03:00
ESPANOL-ECHEVARRIA MANUEL	Signed by ESPANOL-ECHEVARRIA MANUEL - 30/07/2025 15:52:48 +03:00
Katsarou Eleni	Signed by Katsarou Eleni - 30/07/2025 15:52:48 +03:00
LIZARDOU DIMITRA PANAGIOTA	Signed by LIZARDOU DIMITRA PANAGIOTA - 30/07/2025 15:52:48 +03:00