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Accreditation Report for the Postgraduate Study Programme of:

School Management and Lifelong Learning

Department of Pedagogy and Primary Education
Institution: National and Kapodistrian University of Athens
Date: 21 October 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme **School Management and Lifelong Learning** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **School Management and Lifelong Learning** of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. IOANNITOU-VALAVANIDOU GINA (Chair)

Associate Professor Emeritus
LE MANS UNIVERSITY FRANCE

2. ELIOPHOTOU MENON MARIA

Professor
UNIVERSITY OF CYPRUS, DEPARTMENT OF EDUCATION

3. MARY IOANNIDOU KOUTSELINI

Emerita Professor
UNIVERSITY OF CYPRUS- DEPARTMENTN OF EDUCATION

4. ATHANASIOS GAGATSI

Emeritus Professor
UNIVERSITY OF CYPRUS- DEPARTMENT OF EDUCATION

5. KONSTANTINOS BOUMPOUREKAS

PHD Candidate in the Pedagogical Department of Primary Education
UNIVERSITY OF WESTERN MACEDONIA (GREECE)

II. Review Procedure and Documentation

In preparation for the visit of the Postgraduate Study Programme School Management and Lifelong Learning, of the Institution National and Kapodistrian University of Athens, the members of the External Evaluation and Accreditation Panel (EEAP) could examine a wide variety of documents provided in advance by HAHE, including the School's Proposal for Accreditation of the Postgraduate Programme, the Guide of Studies, the description of courses, the HAHE Guidelines and other relevant information about the Programme (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Website of the School.

The visit was online. The visit took place on Monday 16/10/23 to Wednesday 21/10/23. It was preceded by a private meeting of the EEAP on Monday (via Zoom) and was followed by further private meetings of the EEAP on the following days to finalize the report. During the visit the EEAP had the following meetings:

Monday 16 October 2023

15:00 - 16:00 Meeting with the Directors of the two PSP, the Heads of the Department Professor Vassilis Tsafos and Professor Konstantinos Skordoulis, Steering Committees/ OMEA members EEAP, MODIP staff.

The Directors of the PSP1 and PSP2, Professor Mary Leontsini and Professor Thomas Babalis, gave a short overview of the current situation of the postgraduate programmes and provided the EEAP with information about it.

16:00-16:30 Meeting with EEAP, administrative staff members and teaching staff members of both PSP, where the EEAP discussed about learning materials, equipment, learning resources of the two PSP.

Wednesday 18 October 2023

15:00 - 15:45 Meeting with the teaching staff of the PSP2. The EEAP discussed professional development, opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; projects and research activities directly related to the Programme; possible areas of weakness.

16:00 – 16:45 Meeting with students of the PSP2. The EEAP discussed students' satisfaction from their study experience and Department /Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.

17:30 - 18:15 Meeting with PSP2 graduates. The EEAP discussed students' satisfaction from their study experience and their postgraduate studies and their career path.

18:30 - 19:15 Meeting with employers, social partners who discussed with EEAP members various forms and opportunities of collaboration with the Programme, relations of the PSP2 with external stakeholders from the private and the public sector institutions and more.

19:30 - 20:00 Debrief Meeting of EEAP members who discussed the outcomes of the virtual visit and prepared the oral report.

20:00 - 20:30 Closure meeting with the Director of the PSP2, the Head of the Programme, MODIP, and PSP1 Steering Committee/ OMEA members. In this final meeting, the EEAP provided a general view of some of the conclusions reached.

The EEAP members want to underline that all the above meetings were held in a very constructive atmosphere. Overall, the faculty and staff had prepared a rigorous visit programme with presentations and discussions. A series of reports and other documents were provided to the EEAP during the visit at the request of the EEAP members. All members of the Programme were ready and eager to answer the questions by the EEAP, and this facilitated the latter's task in the evaluation and accreditation process.

III. Postgraduate Study Programme Profile

The Postgraduate Study Programme School Management and Lifelong Learning numbers 34 members of Teaching and Research Staff.

The PSP L.R.M. was established in 2018 with a 2-year study programme.

The MSc offers two specializations: a) School Management and Development: Educational and Administrative Practices, and b) Adult Education-Continuing Education and Lifelong learning.

The aim of the “School Management and Development: Educational and Administrative Practice” specialisation is twofold: 1. The production and dissemination of scientific knowledge in the field of school management and development. 2. The promotion of the professional development of postgraduate students, so that they can meet the requirements of the contemporary school, either as teachers or as administrators in public and private education and other services.

The two-year PSP is structured in 4 semesters as the minimum period of studies. To obtain their MA degree, students need to successfully submit a Master’s thesis that corresponds to 30 ECTS earned during the second year of their studies with the right of the period’s extension. The dissertation ranges between 20,000-25,000 words.

The maximum number of courses is four (4) in each semester and students attend 12 courses during the three first semesters corresponding to 90 ECTS. The thesis is also compulsory (30 ECTS):

- 10 compulsory courses, 7.5 ECTS each.
- 2 optional courses for a list of 8 courses, 7,5 ECTS each course.
- Msc Thesis, 30 ECTS.

Admission to the Programme takes place according to the general procedures and regulations of the Greek Ministry of Education. They accept students that have an undergraduate degree in higher education of a related subject, and certified English language proficiency at B2 level. The total cost of the Programme of Studies amounts to 2.600€.

According to its mission statement, the Postgraduate Study Programme School Management and Lifelong Learning, provides students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities.

The programme has not yet been evaluated by any external committee – the present evaluation is the first one.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Relevant documentation included the Quality Assurance Policy of the PSP and the Goal Setting Strategy of the PSP. Moreover, additional documents were examined to assess factors like the

suitability of the structure and organisation of postgraduate study programmes, the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education -level 7- etc. Both the Quality Assurance Policy and the Goal Setting Strategy can be found on the website of the Programme. The Quality Assurance Policy presents the mission of PSP, with reference to aims and objectives. There is extensive reference to processes and practices associated with the implementation of the Quality Assurance Policy.

The Goal Setting Strategy of the PSP defines specific strategic priorities and quality objectives. The strategic aims defined concern the following: the continuous improvement of the academic activities of the University; the strengthening and the promotion of research activity, innovation, and excellence in relation to the PSP; the improvement of the link between the PSP, society, and the labour market; strengthening of internationalisation and extroversion; the upgrading of the university environment (improvement of infrastructure and development of human capital). Moreover, the Goal Setting Strategy outlines specific indicators, present and future targets, actions to be taken to achieve the objectives, responsibilities, and timelines.

Both documents are clearly written and provide a solid basis for planning and implementation in relation to achieving quality standards. Overall, the academic unit has established a Quality Assurance Policy that is appropriate for the PSP and serves as a guideline and a point of reference in future planning and decision making. Annual reviews of the quality assurance system are conducted. As regards the content of the strategic aims, it is important to note that the defined aims cover all significant areas/dimensions to a satisfactory extent since reference is made to teaching, research and student considerations. Despite the strong overall positive picture, areas for improvement exist.

II. Analysis

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 Assurance Policy. There is an acknowledgement of the need to make a commitment towards continuous improvement. The aims of the PSP as they appear in the Quality Assurance Policy and the Goals Setting Strategy indicate the following emphases: a student-centred approach in teaching and learning; a research orientation in relation to the programme of studies; factors related to infra-structure; and gender and labour market considerations.

The fact that the Quality Assurance Policy and the Goal Setting Strategy are available on the website of the Programme ensures access to the information included in this document.

The goals set by the academic unit follow the SMART framework in that they are specific, measurable, achievable, relevant, and time specific. Quality goals are combined with suitable performance indicators, which creates a framework for relevant planning and initiatives for

improvement. These goals are monitored and updated on a regular basis. Internal processes for quality assurance are used to identify areas for improvement.

The specified learning outcomes agree with the European and National Qualifications Framework for Higher Education. Specific quality goals are defined, discussed, and reviewed on a systematic basis. The academic unit has demonstrated commitment to the promotion of the quality and effectiveness of teaching, as indicated by Department actions, policies, and initiatives. For instance, this is shown by the fact that the academics recruited and employed in the Programme are highly qualified, with a satisfactory research performance and output. However, it must be noted that there are a few cases of academics with a very low h-index and relatively few Google Scholar citations in recent years. The quality of support services is satisfactory, with some room for improvement in infrastructure. Moreover, an attempt is made to ensure the efficient and effective utilisation of resources.

Areas for improvement mainly refer to the need for more ambitious targets, which could be considered in some cases: For instance, the percentage of students who did not complete their thesis on time is targeted at 50% (from 64%). Another example is the targeted number of visiting professors from abroad, which is also low (2 from 1).

III. Conclusions

The PSP has established a Quality Assurance Policy which ensures that the PSP is monitored and evaluated on a systematic basis. Stakeholders are aware of this policy and contribute significantly to the implementation of strategic goals and processes. The process provides specific directions for improvement, which is considered necessary for further action. Areas for improvement include the formulation of more ambitious strategic targets and improvements in the research performance of some academics.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP encourages the PSP to review strategic targets and formulate more ambitious targets in the attempt to achieve excellence.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The Postgraduate Programme (PSP) “School Management and Lifelong Learning” operates as a Master's Programme within the Pedagogical Department of Primary Education (PTDE) at the School of Educational Sciences.

An Internal Quality Assurance System is in force at the University of Athens. It covers the entire range of functions and activities of the Institution. The relevant Quality Assurance Unit (MODIP) undertakes the responsibility for its operation and its restructuring initiatives. The Programme design is subject to a formal departmental approval by OMEA and it is regularly monitored taking into account the students’ needs and satisfaction and reflecting the preparation for sustainable employment and personal development.

According to the Programme’s webpage (<https://managelifelearn.primedu.uoa.gr/en/>), “*The Postgraduate Programme “School Management and Lifelong Learning” aims to train specialised scientists, researchers, trainers, teachers and employees in formal and non-formal education.”. The graduates will be able “to contribute to the development of scientific research and the promotion of scientific knowledge in the fields of School Management and Development & Adult Education and Lifelong Learning.”.*

The MSc offers two specialisations: a) School Management and Development: Educational and Administrative Practices, and b) Adult Education-Continuing Education and Lifelong Learning.

The aim of the “School Management and Development: Educational and Administrative Practice” specialisation is twofold: 1. The production and dissemination of scientific knowledge in the field of school management and development. 2. The promotion of the professional development of postgraduate students, so that they are able to meet the requirements of the contemporary school, either as teachers or as administrators in public and private education and other services.

The aim of the second specialisation “Adult Education-Continuing Education and Lifelong Learning” is to provide high quality postgraduate education on the Theory of Adult Education and its practical applications, as well as the training of specialised Adult Educators who will be able to serve effectively in formal and non-formal education centers.

The two-year PSP is structured in 4 semesters as the minimum period of studies. To obtain their MA degree, students need to successfully submit a Master’s thesis that corresponds to 30 ECTS earned during the second year of their studies with the right of the period’s extension. The dissertation ranges between 20,000-25,000 words.

The maximum number of courses is four (4) in each semester and students attend 12 courses during the three first semesters corresponding to 90 ECTS. The thesis is also compulsory (30 ECTS):

- 10 compulsory courses, 7.5 ECTS each.
- 2 optional courses for a list of 8 courses, 7,5 ECTS each course.
- Msc Thesis, 30 ECTS.

The Programme provides an indicative plan for the structure of the Thesis and also guidance and supervision for the thesis writing (technical characteristics, extent, submission deadline,

final grade calculation). Some of the students' main obligations are the literature review and the development of the methodological tools and the analysis of the collected data, tasks that are continually supported by the staff.

The Programme employs an interdisciplinary approach to education and educators' development and gives the opportunity to students to practice research, mainly quantitative, a practice that justifies the title MSc instead of MA.

The experience of the teaching staff in student-centred teaching, research (i.e., ETHICSBOARD Project; iTACKLE Project) and scientific publications in the field ensures the fulfilment of the Programme's aims and objectives. The employment of new teaching staff as assistant professors in Lifelong learning, Group Dynamics, Adult Education and Administration and Teaching Practice in Primary Education is very important for the future of the postgraduate programme.

II. Analysis

The SPS with the two specialisations is well structured and developed and the Department has the staff who can support it.

The two specialisations have three common courses in the list of the Compulsory courses. (Psycho-pedagogy; Research Methodology; Teaching Methodology and Practice) and one more with different name in each specialisation with mainly common content: Teacher as a professional/ Teachers' Professional Autonomy and Development. They also have one common course in the list of the optional courses (Inclusive Education). The common courses make the programme flexible and sustainable.

A good practice of the Programme is the offering of the course "Planning and teaching of a micro-teaching", that is taught in the 3rd semester of the PMS "School Management and Lifelong Learning". It gives students the opportunity to plan, teach, observe, evaluate their own teaching and that of their colleagues and reflect on their experiences. Since the majority of students in the Programme are teachers, the course in micro-teaching could be offered to both specialisations.

The Programme should update the suggested bibliography with recent publications on research in the field.

III. Conclusions

The PSP "School Management and Lifelong Learning" operates as a Master's Programme within the Pedagogical Department of Primary Education (PTDE) at the School of Educational Sciences and it offers two well-structured specialisations: a) School Management and Development: Educational and Administrative Practices, and b) Adult Education-Continuing Education and Lifelong learning.

The structure of the Programme along with the experience of the staff, empowered by the new members of the Department, makes the Programme competitive and sustainable.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

Courses evidence a variety of enriching learning/teaching methods that promote engagement and active learning. Students are encouraged to develop individual skills and utilise art. In several of their classes they are asked to work with classmates in small groups, use

brainstorming, simulation, case study, role game and complete a project. When the project is completed, they are to present their work and results. That helps them develop several “soft” skills which will help them throughout their careers: communication, teamwork, leadership, public speaking, to name a few.

The Department provides an Academic Advisor for each postgraduate student to advise the student during his/her studies. It also provides counselling and guidance for the preparation of the thesis by a well-defined procedure: first establishing the topic, then identify a three-member faculty committee, and ensure the student’s submission of the research proposal. Students have regular communication with the coordinator of their thesis.

The students are informed in advance of all assessment criteria and methods, which can also be found in the e-class. The methods of evaluating a course usually consist of a combination of homework, participation and attendance, exams (oral) or written (text development, answers to critical questions, etc.).

The faculty frequently reminds and encourages the students throughout each semester to complete the student satisfaction surveys. On a scale of 1-5, 71.4% of students judged the overall quality of the programme 5/5 and 21.4% of the students 4/5.

There is also a well-established and clearly publicised formal procedure for student appeals/complaints. A three-member faculty committee accepts requests concerning student complaints, relating to the quality of educational services provided. The committee advises in this regard the Coordinating Committee and the Director of the PSP.

All the above interactions suggest that indeed this PSP is delivered in a student-centred environment that promotes mutual respect.

II. Analysis

The EEAP finds that the PSP School Management and Lifelong Learning is well organised and employs methods of instruction which are appropriate for a programme. During the meetings the EEAP held with students, alumni, and employers/social partners of this Programme, the EEAP was impressed with the unanimous satisfaction with both the content and delivery of this PSP. Nearly everyone who spoke - and nearly all of those present did – complimented the dedication and expertise of the faculty, and the organisation in-place for supporting the students throughout their studies. Suggestions for possible improvements included more timely updating/modernising some of the instructional materials and improving the infrastructure and the classrooms.

The feedback of students via the end of semester questionnaires is carefully considered and, whenever feasible, student opinions and suggestions are utilised toward the continuous improvement of this programme.

III. Conclusions

In conclusion, the EEAP finds that the PSP is of high quality and utility, that the teaching staff are competent and dedicated to supporting the students, and that the Programme is well organised to deliver high quality instruction, involves the students as they learn, and uses the students' feedback for its continuous improvement.

The EEAP's judgement is that the PSP fully complies with Principle 3.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The Institution and the Department apply internal regulations for the operation of the Postgraduate Study Programme, and they established a degree certificate template. The staff and the administrative personnel facilitate the student admission procedures, and they provide them with the required documents and information.

It is obvious to the EEAP that one of the Department's notable strengths is the close collaboration of faculty and students. Students and graduates affirmed the willingness of faculty and staff to support them in their careers and academic pursuits. They are also satisfied with the feedback they have received on their progress.

It is important to note that students, graduates, and partners expressed satisfaction with the Programme and the monitoring of their studies progression. The procedures and terms for the drafting of assignments and the thesis are clear and supportive. The Programme provides an indicative plan for the structure of the Thesis.

The programme follows the ECTS credit system, which is applied across the curriculum.

II. Analysis

The Department established clear and detailed student admission procedures and supports the smooth progression of students' studies. Although the gradual improvement of the facilities and the learning spaces is appreciated, some students mentioned problems in teaching rooms without air conditioning/ heating.

The ECTS allocated to the courses are comparable with similar programmes across Europe and the Diploma Supplement is provided to all students, supporting recognition and certification as well as facilitating possible mobility.

The Programme has developed strong links with partners who support students and graduates in various ways and provide feedback concerning the content of the Programme and the extracurricular activities and research. Several employers and social partners give lectures informing about employability and career paths, as well about collaboration on projects and research.

III. Conclusions

The Institution and the Department have applied regulations and procedures that ensure the smooth progression of students' studies. The openness of the Department and the interaction of the staff with society supports the quality and the sustainability of the programme.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

Relevant documentation included documents on the roles, responsibilities, and performance of teaching staff members. Moreover, a list of teaching staff members was provided, which included information on research performance and output.

There is a clear set of criteria and procedures for the selection and employment of teaching staff. The number of academics involved in the teaching of modules is satisfactory and includes academics of various specialisations. Academics possess relevant qualifications and teaching experience.

The strategic goals provided make reference to professional development opportunities (e.g., through participation in the activities of the CIVIS network). Academics are involved in research activities which include publication of articles in journals and participation in academic conferences. However, as previously mentioned, there are a few cases of academic staff members where an increase in output in certain research areas is necessary, especially in internationally recognised journals.

Teaching staff is regularly evaluated by students through evaluation surveys.

Overall, employment regulations, staff policies and recruitment processes appear to be highly effective in achieving successful teaching and learning outcomes. There are clear provisions for the systematic evaluation of staff members. However, some areas for improvement exist.

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 highly competent and effective as instructors. The regular evaluation of teaching staff by students is considered a strength if appropriate action is taken based on the feedback received.

Sufficient emphasis is placed on research and development, with remarkable participation in external research programmes. However, there are a few cases of academic staff members where an increase in output in certain research areas is necessary, especially in internationally recognised journals.

III. Conclusions

The processes used for the staff recruitment are specific and transparent. The PSP is supported by an adequate number of academics. Specific mechanisms for the evaluation of staff members by students are used on a systematic basis. There is remarkable participation in external research programmes. The main area for improvement refers to the need for an increase in research output in internationally recognised journals.

Panel Judgement

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

Panel Recommendations

- The EEAP believes that there is a need to increase the performance of academic staff in scientific research.
- Moreover, the Programme and the Department should consider ways to increase the faculty's international scientific collaborations and mobility.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

I. Findings

Provision of Facilities for the Teaching and Learning Environment

The basic infrastructures that host the Programme's research and educational activities respond functionally to the needs of postgraduate students. More specifically the Programme utilises the facilities of Maraslio with its auditoriums, classrooms, and laboratories. Furthermore, it has two computer laboratories and one statutory laboratory for research purposes, which are fully equipped. Additionally, the programme grants access to the Central Library of the Pedagogical Department (www.lib.uoa.gr) and to a wide range of electronic and printed resources. Students and alumni have reported easy accessibility to the digital library, databases, and IT infrastructure. Finally, all students can use for free the sports facilities of EKPA University.

Funding

The needs of the academic and administrative operation of the PSP are covered by tuition fees paid by its students.

Range of Support Services

The Programme offers support services designed to the different needs of its students. These services include IT Services and Administrative services and other supporting services, that are provided by the Programme (www.uoa.gr/el/foitites/ilektronikes_ypiresies/psifiakes_paroches/). Each service addresses specific aspects of student requirements, including student healthcare and psychological support, (www.career.uoa.gr/ypiresies/), career and academic guidance with the aid of an Academic advisor (www.uoa.gr/foitites/symboleytikis_ypiresies/) and dealing with complaints with the aid of a students' advocate and collaboration for other university's activities about cultural groups and events. Moreover, services that support students with Disabilities (<https://access.uoa.gr>), (<https://genderequalitycommittee.uoa.gr>), (https://www.uoa.gr/foitites/symboleytikis_ypiresies/symboleytiko_kentro_tomea_psychologias/). Both students and alumni reported that they were thoroughly informed about these services, when they joined their programmes.

Awareness and Accessibility of Services

Academic staff, students, and alumni agree that the services are generally user-friendly and easily accessible. Administrative staff not only provide extensive guidance but also assist with technical issues through email or telephone. It is worth mentioning that academics constantly and actively assist students in using these services.

Administrative Staff for Support Services

Administrative staff is the main pillar of the administrative support for the students, dealing with bureaucratic, operational, or organisational issues of the Programme. Furthermore, it is worth noting that the Programme's administrative branches provide through the website (<http://www.noc.uoa.gr>) easy accessibility to a variety of services to assist its students' academic needs. Administrative staff is also responsible for the coordination of the academic staff, for the maintenance of records, for providing administrative assistance and for the implementation of the decisions by the Board.

The ERASMUS+ Office

The ERASMUS+ Office provides the opportunity to its students to participate in the programme.

Educational Platforms and Videoconferencing

The Programme fully utilises e-class, to achieve the collaboration among students and faculty. Furthermore, through this platform academics provide postgraduate students with additional educational material, assign tasks, design, and implement assessment activities. Additionally, students and alumni have described as effortless the experience of using these services.

II. Analysis

EEAP members have examined carefully these findings and the Programme's commitment to providing crucial supporting services to its students. The wide range of support services indicates the Programme's dedication to its students' further evolution and development. Furthermore, the focus on the optimisation and enhancement of the available electronic and printed resources lines up with current and future educational needs, simplifying and granting access to fundamental material and knowledge significant for academic evolution.

III. Conclusions

In closing, the Programme displays a solid and robust determination and commitment to providing its students with a wide range of services, managed by committed and well-organised administrative departments and staff. Moreover, the Programme has made creditable steps and efforts to support its students. With an honest commitment for further improvement, it can improve the quality of its supporting services, despite its lack of government funding.

Panel Judgement

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

Panel Recommendations

The EEAP suggests further improvement of the current facilities.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

Data Collection Procedures

The Programme has laid the foundations of solidly built procedures for the systematic collection of data regarding various aspects of its academic unit. These procedures incorporate information about the teaching methods and skills, the content, the difficulty and the usefulness of the available courses, academic staff's research projects, the students' satisfaction with their programme, on whether and how new technologies were used, the availability of electronic and printed resources, the students' further progression, employability, the career development of graduates, the facilities, and the equipment. The collection of data occurs at different and multiple levels within the Programme to ensure a more extensive coverage. This whole procedure is conducted entirely by the administrative staff and the results of the collected data are sent to MODIP for further processing in relation to indicators of quality in terms of teaching staff, facilities, and research in this Programme.

Information Systems and Collection Methods

The Programme employs a combination of an information system, which is used for the collection, process and data management (UniTron, (<https://www.ilyda.com/>) HAHE) and one single method to collect data by evaluation questionnaires. The Programme employs a data-driven approach to gather accurate and up-to-date information.

Student Satisfaction Surveys

Regular student satisfaction surveys through evaluation questionnaires are an essential element of the Programme's data collection efforts. These questionnaires provide valuable aspects of students' experiences, concerns, and suggestions for improvement. These surveys are conducted anonymously, before the end of the semester to capture the valid feelings and expectations of the students' academic experience. Furthermore, the data are presented and are easily accessible to both the academic staff and the students.

II. Analysis

The Programme displays a solid commitment to employ the data that are collected from personal and anonymous questionnaires efficiently. The collected data are regularly analysed to identify the main tendencies, the fields of improvement and areas of evolution and growth. The findings are communicated to relevant departments and stakeholders to ensure pellucidity and liability. Moreover, data are mainly used for the improvement of the teaching methods and skills, support services, IT facilities, efficiency and accessibility of electronic and printed resources, highlighting a wide range of aspects of the academic unit. The analysis of these data assists in the identification of insufficiencies or areas where improvements are required. The Programme utilises graphs and charts to make the collected data accessible both to the teaching staff and the students.

III. Conclusions

In conclusion, the Programme has laid the foundations of solid procedures for the systematic collection of data, including a variety of fields and aspects of the academic unit like teaching methods and skills, the content, the difficulty and the usefulness of the available courses, employability, and career development of graduates. The Programme employs a combination of information systems for the collection, process and data management through evaluation questionnaires and collaboration with relevant departments to protect the efficiency of data collection. Additionally, the data are presented in a comprehensive and informative way. Moreover, personal questionnaires of the students provide significant feedback to obtain crucial outcomes regarding the experience and expectations of students about the Programme.

In closing, the Programme displays a robust commitment to a data-driven model and with constant improvement in data collection procedures, the Programme's goal to provide a great educational experience to its students is achieved.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES
INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The key information about the academic unit and the Postgraduate Programme School Management and Lifelong Learning is indeed available online ([School Management and Lifelong Learning \(uoa.gr\)](http://uoa.gr)). This includes details about the Programme's structure, mode of attendance, assessment criteria, the degree awarded, and the teaching staff. All course outlines for the PSP are also accessible on the website. These outlines offer a detailed overview of the Programme's curriculum, including course descriptions, learning objectives, and assessment methods. They are a valuable resource for both current and prospective students.

Additional information on Programmes and actions of the Department is also documented (Erasmus, internship, CIVIS, etc.) and important information is provided on how the postgraduate students can participate. In addition, through the website, students can be informed about lectures, seminars, conferences, and other events organised by both PSP and the Department. One can also find scientific and research projects that are carried out under the responsibility of the faculty.

The presence of a dedicated website segment for promoting the PSP demonstrates a commitment to transparency and communication. This is essential for attracting potential students and providing them with a comprehensive understanding of the Programme's offerings.

The Programme's Policy for Quality Assurance is accessible online via the PSP website. This policy outlines the strategies and measures in place to ensure the Programme's quality and effectiveness. MODIP is the quality assurance unit within the Programme.

The website is updated under the responsibility of its members which are the Coordinating Committee and the Secretariat of the PSP. The information published on the PSP website is generally up-to-date, clear, and easily accessible. This accessibility is crucial for prospective

students who rely on accurate and current information to make informed decisions about their academic pursuits.

II. Analysis

While key information is available online, there might be room for improvement regarding the provision of this information in multiple languages. Offering content in additional languages can enhance accessibility and attract a more diverse pool of international students. However, English as the primary language of instruction is commonly accepted in higher education.

The availability of course outlines online is a positive aspect, as it assists students in understanding the Programme's structure and content. These outlines serve as a valuable resource for both students and educators, ensuring transparency in the learning process.

Ensuring that all online information remains up to date is crucial for providing accurate guidance to prospective and current students. Regular maintenance and updates are necessary to reflect any changes in programme offerings, faculty, or policies. The EEAP observes an ongoing maintenance on the website.

III. Conclusions

In conclusion, the Department responsible for the Postgraduate Programme (PSP) has made commendable efforts to make key information readily available online. The presence of a dedicated website segment for programme promotion, complete course outlines, and accessible policies for quality assurance is indicative of a commitment to transparency and accountability.

To further enhance the Programme's accessibility, the Programme may consider expanding the availability of information in multiple languages, particularly for the benefit of international students. Additionally, maintaining the up-to-date nature of all online content is crucial to ensure that the information remains accurate and relevant.

Overall, the Programme's efforts in providing clear, comprehensive, and accessible online information contribute positively to the Programme's reputation and appeal to prospective students.

The EEAP's judgement is that the PSP fully complies with Principle 8.

Panel Judgement

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

Panel Recommendations

- The EEAP encourage the Department to continue publishing the Postgraduate Programme with information on the purposes, benefits, and the procedures on the relevant website.
- The Department should continue updating the website with announcements concerning educational issues and learning supports like, update on publications, additional training material, seminars, two-day conferences, etc.

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

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

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

The above comprise the evaluation of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

According to the academic accreditation proposal of the National and Kapodistrian University of Athens (NKUA), since the establishment of the Postgraduate Study Programme (PSP) in School Management and Lifelong Learning, quality assurance and evaluation procedures have been adopted, which are carried out through the process of the NKUA entitled "Internal Evaluation". In fact, this is based on the Internal Quality Assurance System (IQAS) of the NKUA, that covers the entire range of the various functions and activities of the Institution. The annual Internal Evaluation process highlights the strengths and weaknesses of the operation of the PSP and aims, among other things, to establish new objectives and match them with the desired quality levels. The evaluation of the Postgraduate Study Programme (PSP) is coordinated by the Steering committee of the PSP in collaboration with the Department's Evaluation Working Group (OMEA), supervised by MODIP and carried out in accordance with

the procedures defined by the HAHE. The EEAP has found that PSP is reviewed and revised with the participation of students, graduates, members of the administration and technical support and faculty members. The Director of the PSP Thomas Babalis, Professor in Pedagogy and Lifelong Learning, has presented to the members of the EAAP an indicative timetable of the procedures of the annual periodic evaluation of the PSP and the main points of it. According to the report of MODIP/NKUA (Delivery Deadline 16/1/2023), many dimensions of the PSP have been evaluated:

- The content of the Curriculum, the courses outlines, the workload of the courses and of the thesis and the completion of postgraduate studies by students.
- Students' evaluation of the PSP was conducted through a self-administered questionnaire which included: a) demographics, b) 29 closed-ended questions (5-point Likert scale) and c) one (1) open-ended question, where students had the opportunity to express their views freely. These questions mainly concerned the quality and the means of research and teaching, the structure and content of studies, the workload of the students, their degree of satisfaction from the Programme of Study, the offered support services for their studies and the learning environment and the internal evaluation procedures applied.
- In the last internal evaluation of the Programme, 80% of the students of the PSP participated. During the meetings of the EAAP with students and graduates of the PSP, the importance of their participation for the proper functioning of the PSP was stressed.

The internal evaluation concludes with the writing of the internal evaluation report of the PSP.

II. Analysis

Based on the above findings, the EAAP believes that the PSP and the Department take the results of their internal evaluation report seriously into account. In fact, this is confirmed by the results of the last internal evaluation (2022) that are described in appendix A8 and are communicated to all members of the PSP community. According to these, a multidimensional variety of corrective actions of the PSP have been proposed. Some of them may concern:

- The teaching methods, the structure and content of courses, the proposed bibliography, the methodology and the supporting material available to students, which have to be updated on an annual basis.
- The continuous updating of the website of the PSP.
- The renewal of student assessment methods, the strengthening the formative function of assessment and the further strengthening of educational techniques that promote collaborative learning.
- The reduction of the average duration for obtaining the Master's degree and the renewal of the Rules of Procedure of the PSP.
- The strengthening of social ties between participants in the educational process by implementing events to welcome newcomers, through the organisation of workshops or two-day conferences and the creation of a network of PSP alumni.
- Further linking teaching and research by strengthening students' self-motivation and contribution to updating course content, by a subsidiary undertaking of teaching work by students under the supervision of the PSP staff, by the financial support to students for their participation in international conferences and in scientific visits, increasing mobility among teaching staff members, by the implementation of an organised and systematic system for

monitoring the professional progress and development of the students of the PSP after their graduation.

On the other hand, the relations with external stakeholders like employers or other social partners from the private and the public sector are considered to be very good.

Consequently, findings of internal evaluation are used for improvement purposes. Procedures for readjustment and modernisation of the material of the study programme are also established based on the results of the internal evaluation and specific recommendations for improving the quality of the teaching and research work of the PSP.

III. Conclusions

Based on the findings related to the material of the PSP and on the analysis of the material, the members of the EAAP believe that a comprehensive monitoring system of the PSP is in place. The internal evaluation of the programme is regularly conducted by MODIP and the Programme is regularly reviewed and revised with the participation of students, graduates and faculty members. The information collected is analysed and the Programme is modified according to the internal evaluation data. The EAAP believes that the whole internal evaluation process is fully satisfactory.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

This is the first external evaluation of the Postgraduate Study Programme (PSP) in School Management and Lifelong Learning that is conducted in the context of ETHAE. As such there are no prior recommendations of external evaluations of ETHAE to be followed. The external evaluation and accreditation process of the PSP follows the guidelines of the "Quality Standard for the Accreditation of Postgraduate Programmes", issued by HAHE in 2022 and is in line with the Principles and Guidelines for Quality Assurance in the European Higher Education Area.

At the "National and Kapodistrian University of Athens" (NKUA), an Internal Quality Assurance System (IQAS) is in place, covering the entire range of the various functions and activities of the Institution. Its constant development and implementation fall under the responsibility of the relevant Quality Assurance Unit (MODIP). MODIP handles all the different procedures and processes required by the Institution for the external evaluation and improvement of all educational and research work carried out at NKUA.

The OMEA of the Department and MODIP provided information to the EEAP about its activities, including the Postgraduate Programme, the intended learning outcomes, the degree awarded, the teaching, learning and assessment procedures used and the learning opportunities available to their students.

The programme has an international scientific committee consisting of academics from different Universities. Finally, no other activities of external evaluation exist concerning the PSP in its previous and present form.

II. Analysis

Based on the above-mentioned findings, the EAAP verified the procedures adopted by the Director of the PSP, the Department and MODIP, concerning the different dimensions of the PSP and the planning of their actions in order to fulfil the possible suggestions for the improvement of the PSP. According to the findings, a multidimensional analysis of the results will be applied that contains three main stages:

- The communication of the content of the EAAP's recommendations, including the full text of the EAAP's report to the Rectorate Authorities of the University and those who are responsible for the implementation of the University's Strategy, to all faculty members, EDIP and Administrative staff of the Department and especially to those involved in the implementation of the PSP.
- An extensive analysis of the results of the evaluation and the recommendations of the EAAP in the context of the operation of the OMEA of the Department and the implementation team of the PSP.
- A continuous monitoring by the Director of the PSP and the OMEA of the Department of the implementation of the EAAP's recommendations within the timetable that has been set.

III. Conclusions

This is the first external evaluation of the PSP in the context of HAHE, so there is no track record of prior recommendations. Nevertheless, the discussions with the faculty indicated that they understand and value the importance of such external reviews, are receptive to recommendations to improve their Programme and are positive towards addressing possible suggestions. The EAAP believes that the procedures adopted by the Director of the PSP, the Department and MODIP constitute a strong guarantee for the implementation of the possible suggestions of the EAAP.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- Promotion of Research and Science through seminars/workshops/conferences/research in the field of research diploma theses.
- Interconnection with society and its needs through specialised seminars by representatives of educational units/mental health organisations/social partners, etc.

II. Areas of Weakness

- Incomplete building and equipment infrastructure.
- The attraction of students with high qualifications.
- The support of students for their participation in scientific days or scientific conferences.

III. Recommendations for Follow-up Actions

- The EEAP encourages the PSP to review strategic targets and formulate more ambitious targets in the attempt to achieve excellence.
- The EEAP encourage the Department to continue publishing the Postgraduate Programme with the promotion of the purposes, benefits, and the procedures on the relevant website. The Department should continue updating the website with announcements concerning educational issues and learning supports like, update on publications, additional training material, seminars, two-day conferences, etc.
- The EEAP suggests the renewal of the internal regulation of the Postgraduate Programme with the inclusion of innovative elements that have emerged from the application experience and the internal evaluation process.
- The EEAP believes that there is a need to increase the performance of academic staff in scientific research. Moreover, the Programme and the Department should consider ways to increase the faculty's international scientific collaborations and mobility.
- The EEAP suggests further improvement of the current facilities.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **None.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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LE MANS UNIVERSITY FRANCE

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