



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report
for the Postgraduate Study Programme of:
Information and Communication Technologies for Education
Department of Early Childhood Education
Institution: National and Kapodistrian University of Athens
Date: 17 – 22/06/2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



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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 Inter-university Postgraduate Study Programme in Information and Communication Technology for Education, of the Institutions (a) National and Kapodistrian University of Athens, (b) University of Thessaly and (c) University of Western Attica comprised the following five (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Emer. Nicolas Spyrtos**, Université Paris-Saclay & CNRS, France
2. **Prof. Emer. Athanasios Gagatsis**, University of Cyprus, Cyprus
3. **Prof. Panayiotis Angelides**, University of Nicosia, Cyprus
4. **Mr Georgios Moustakas**, Postgraduate student, Department of Mathematics, Aristotle University of Thessaloniki, Greece

II. Review Procedure and Documentation

In preparation for the visit of the Inter-university Postgraduate Study Programme in Information and Communication Technology for Education, of the Institutions (a) National and Kapodistrian University of Athens, (b) University of Thessaly and (c) University of Western Attica, the members of the External Evaluation and Accreditation Panel (EEAP) could examine a wide variety of documents provided in advance by HAHE, including the PSP'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 Programme.

The visit was online. The visit took place on Monday 17/6/24 to Wednesday 19/6/24. 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 17 June 2024

- a) 15:00 - 16:00 Private meeting with the EEAP members only. Discussion on the accreditation proposals; allocation of tasks; list of issues for the on-line meetings.
- b) 16:00 - 17:00 Meeting with the Directors of the two PSPs, 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, Associate Professor Maria Sfyroera and Associate Professor George Koutromanos, gave a short overview of the current situation of the postgraduate programmes and provided the EEAP with information about them.

- c) 17:00 – 17:30 On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities related to the PSP. Discussion about the facilities presented in the video produced for this purpose.

The EEAP evaluated the facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate for a successful provision of the PSP.

- d) 17:30-18:00 Debrief Meeting EEAP members. Reflect on impressions of the first day; prepare for the second day of the on-line review.

Tuesday 18 June 2024

15:00 - 15:45 Meeting with the teaching staff of the PSP1. 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.

EEAP & Teaching staff members:

1. **IroVoulgari**, EDIP Information and Communication Technologies (ICT) in Education, National and Kapodistrian University of Athens
2. **Maria Rangoussi**, Professor, General electronics, University of West Attica
3. **Evika Karamagioli**, Teaching staff member, Phd in Humanitarian Technology, digital storytelling, participatory design and public governance
4. **Alexandros Psychoulis**, Professor, Fine Arts with emphasis on new technologies and multimedia, University of Thessaly
5. **Dimitris Gkouskos**, Digital communication planning, development and management
6. **Afroditi Nikolaidou**, Assistant Professor, Film and tv direction and Productions

16:00 – 16:45 Meeting with students of the PSP1. 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 PSP1 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 PSP1 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 PSP1, 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 inter-university Postgraduate Study Programme in information and communication technology for Education has 32 members of Teaching and Research Staff.

The PSP was established in 2005 with a 2-year study programme.

It was reestablished as inter-university Postgraduate Study Programme in information and communication technology for Education in 2018 (ΦΕΚ 3644/274-08-2018, τβ')

The aim of the PSP is the critical evaluation and research of the stakes of the use of ICT in an interdisciplinary environment, focusing on the study and research in cognitive fields related to the application of Information and Communication Technologies (ICT) in Education.

The two-year PSP is structured in 4 semesters as the minimum period of studies. To obtain their Master's 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 three (3) in each semester and students attend 9 courses during the three first semesters corresponding to 90 ECTS. The thesis is also compulsory (30 ECTS):

- 2 compulsory courses, 10 ECTS each.
- 7 optional courses for a list of 27 courses, 10 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 2.300€.

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

The PSP “Information and Communication Technologies for Education” of the National and Kapodistrian University of Athens is an Inter-University Programme, established in 2005. It functions as a master’s programme and provides a joint degree in collaboration among the following institutions:

- Department of Early Childhood Education,
- Faculty of Communication and Mass Media Studies of the National and Kapodistrian University of Athens.
- Department of Architecture of the University of Thessaly
- Department of Electrical and Electronics Engineering of the University of West Attica

Studies are organized in 4 semesters with 9 courses of 10 ECTS each (three courses per semester) and a diploma thesis during the fourth semester. The maximum number of admitted students is 30. Teaching of classes is only in Greek and all courses taught are with physical presence of the students. The Programme provides a well-equipped teaching environment for its students with modern technological infrastructure. There is no compulsory internships during the period of studies.

The PSP has in place a Quality Assurance System, which is in line with European Quality Standards and with the Quality Policies of the Institution. The implementation of this system is undertaken by the Internal Quality Unit of the PSP (OMEA), which works in close cooperation with the Quality Assurance Unit of the University (MODIP).

There is an academic advisor system as well as a complaint management system although the EEAP heard from students that there is a friendly atmosphere between teachers and students, and more often than not everyday problems are settled amiably.

Students give feedback through questionnaires and this feedback is taken into account for improving the content and teaching of courses.

All information necessary for the good functioning of the program, as well as regarding students’ everyday life is available at the Programme’s webpage:

<http://www.icte.ecd.uoa.gr/index.php/en/>

Two important sources of information for improving quality are feedback from alumni as well as feedback from external stakeholders. The EEAP heard from the alumni they met that they keep close links with the Programme and that they were very satisfied by the education they received. Moreover, the external stakeholders met by the EEAP had very positive comments about the education dispensed by the Programme.

II. Analysis

The quality assurance system seems to be well designed and implemented by the Programme. The lack of internships is quite understandable, given the fact that almost all students are working.

There are however, two important sources of feedback that could further improve the quality of the Programme but do not seem to be adequately exploited. Indeed, although the Programme maintains excellent relationships with both, its alumni and external stakeholders, these are informal relationships based on personal contacts. Also, distance teaching of a small number of courses could make the Programme accessible to students outside Athens.

III. Conclusions

Organizing the relationships to its alumni and to its external stakeholders would be beneficial to both sides in increasing the quality of exchanges. This could take the form of an advisory committee, meeting once or twice a year. During its meetings the EEAP heard that both, alumni and external stakeholders, would be ready to participate in such an organized relationship.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 - Consider establishing an advisory board, comprising members of the staff, external stakeholders and alumni.

R1.2 - Encourage alumni to create an "Alumni Association".

R1.3 – Consider the possibility of a hybrid teaching.

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 Inter-university Postgraduate Study Programme in Information and Communication Technology for Education operates as a Master's programme of the Institutions (a) National and Kapodistrian University of Athens, (b) University of Thessaly and (c) University of Western Attica.

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, (<http://www.icte.ecd.uoa.gr/index.php/en/>) "the Program was established in the academic year 2005-06 in collaboration with the Department of Early Childhood Education and the Faculty of Communication and Mass Media Studies of the National and Kapodistrian University of Athens, the Department of Architecture of the University of Thessaly and the Department of Electrical and Electronics Engineering of the University of West Attica". "It aims at developing a critical stance towards the role of technology in education as well as providing professional training, at enhancing knowledge on applications of information and communication technologies and at bringing students in contact with experts on the use of such technologies in various sectors of education".

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 three (3) in each semester and students attend 9 courses during the three first semesters corresponding to 90 ECTS. The thesis is also compulsory (30 ECTS):

- 2 compulsory courses, 10 ECTS each.
- 7 optional courses for a list of 27 courses, 10 ECTS each course.
- MA Thesis, 30 ECTS

The linkage between teaching and research is achieved by integrating recent research findings into the modules taught by the faculty members, and by engaging the students through assignments, within the framework of the subjects taught, as well as the thesis.

Several stakeholders and social partners are collaborating with the programme. During our meeting with several of the stakeholders, they informed the EEAP that they offer regular

informal feedback to their colleagues and provide information on opportunities for field experiences.

II. Analysis

The SPS is well structured and developed and the Departments have the staff who can support it.

There is a procedure in place for periodic revisions of the Program curriculum. As a result, the teaching staff in the Program have recently updated the content of the courses, in order to better correspond to the new challenges in our diverse and technologically oriented society. They are all committed to the continuous improvement of teaching. The EEAP assesses the curriculum as one that provides the required skills for the specialization of the students in their field.

III. Conclusions

The EEAP concludes that the PSP considers both the needs of the students and the realities of the labour market and the Information and Communication Technology for Education.

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

The students of the PSP are encouraged to develop individual skills throughout the programme, especially in their Master Thesis, where they can explore and work on their own ideas.

Students have the opportunity to provide feedback on the teaching process and the instructor's performance, as well as to share any other concerns they may have at the end of every course. In addition to these comments, students can also submit appeals or complaints if they encounter any issues or have problems throughout the PSP. This ensures that their concerns are addressed promptly and fairly. Additionally, students are informed about the evaluation methods of each course and the requirements they need to meet in order to successfully pass.

II. Analysis

The PSP is designed to accommodate students, nearly all of whom balance their studies with full-time employment. Therefore, PSP lessons are mostly conducted in the evenings. Furthermore, the majority of the students interviewed by the Panel confirmed that the teachers understand their situation and provide them with valuable help and thorough support throughout their studies.

Regarding the successful completion of each course, the faculty of the PSP announces the criteria and all the assessment methods in advance, so students are aware from the beginning of the semester what they need to do to pass each course.

Upon completing a course, students are invited to provide feedback on various aspects, including the curriculum, the teacher, and the quality of study materials. This feedback is shared with teachers and serves as a valuable tool for improving the program. Students seem quite willing to participate in these surveys.

To address concerns or issues related to the program, students can either submit a request directly through the e-protocol portal (<https://www.protocol.uoa.gr>) or send an email to the secretary (<https://www.icte.ecd.uoa.gr>). Although they have this option, it is important to mention that, throughout the discussions with the Panel, students expressed great enthusiasm for the PSP, and any concerns are promptly resolved through frequent communication with the teachers.

III. Conclusions

Overall, the students of the PSP are very enthusiastic about the PSP's curriculum, the support and the level of the faculty, as well as the future opportunities they have after the successful completion of the PSP. Thus, it is safe to conclude that the PSP is indeed student-centered.

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

Students communicate with their teachers on a regular basis, enabling teachers to stay informed about their students' progress. Teachers can also identify weaknesses directly from students' assignments, depending on the course.

Students have the opportunity to participate in ERASMUS+ programs. They are aware of this option and often take advantage of it. The PSP does not offer practical training.

There is a clear Student Guide where students can find summaries of every course and the ECTS credits for each course.

Regarding the Master Thesis, the PSP clearly publishes the requirements that it should meet.

The Diploma Supplement is issued without request in both Greek and English.

II. Analysis

Students maintain regular communication with their teachers, which is essential for tracking their academic progress and addressing any weaknesses. Teachers can identify these weaknesses through assignments, which vary by course. This ongoing interaction helps ensure that students receive timely feedback and support.

The ERASMUS+ programs provide a valuable opportunity for students to gain international experience and expand their academic and cultural perspectives. Students mentioned in the meeting with the Panel that they are very grateful for these opportunities, including ERASMUS+, the ability to join international conferences, and various other programs, and take full advantage of them.

The Student Guide is an important resource that includes, among other useful information, summaries of each course and their respective ECTS credits. This information helps students make informed decisions about their coursework and effectively plan their academic paths.

Clear requirements for the Master Thesis are provided by the PSP, ensuring that students understand what is expected of them. A major requirement of the Thesis is that it has a research character, which students found to be an asset.

Finally, the Diploma Supplement is automatically issued in both Greek and English, making it easier for graduates to use their qualifications internationally, which many of them indeed intend to.

III. Conclusions

The EAAP's judgment is that the PSP fully complies with Principle 4.

Panel Judgement

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

Panel Recommendations

NONE

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Head of the DECE, Professor Vasileios Tsafos, the Director of the PSP, Associate Professor Maria Sfyroera and the teaching staff presented and explained their vision and were willing to share with the EEAP all the documents and information that could make their work visible.

The programme under accreditation is an Inter-University Programme that was established in the academic year 2005-06 in collaboration with the Department of Early Childhood Education and the Faculty of Communication and Mass Media Studies of the National and Kapodistrian University of Athens, the Department of Architecture of the University of Thessaly and the Department of Electrical and Electronics Engineering of the University of West Attica. It provides a joint degree by the four Faculties.

The members of the EEAP studied the 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. According to the above-mentioned list there are 25 staff members from the three Universities involved in the Programme, 4 members EDIP with recognized and relevant scientific work to the subject of the PSP and 3 scientific collaborators with significant research work.

In addition to the three-hour weekly teaching and the preparation that this entails, the instructors work an average of additional hours (about 4-6 / week) with the supervision for the preparation of the intermediate and final assignments of the students in their course, but also with the supervision of the diploma theses throughout the semester.

The strategic goals provided do not make specific reference to professional development opportunities and there is no direct linkage with a specific target. Academics are involved in the organization of different educational seminars and conferences and in other research activities which include publication of articles in journals and participation in academic conferences.

Teaching staff is regularly evaluated by students through evaluation surveys. During the meetings of EAAP members with students and graduates of the Program, their great satisfaction for their cooperation with the teachers was confirmed.

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

There is a clear set of criteria and procedures for the selection and employment of teaching staff. 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 of the Programme.

Even though emphasis is placed on research and development, more can be done in terms of formulating a detailed research strategy for the PSP. Moreover, more can be done to promote links between teaching and research, especially at the student level based on findings from our interviews. Finally, there are some 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. Students are very satisfied by the Programme and their collaboration with the staff members. Based on our findings, areas for improvement include the staff mobility to different Universities and research

centres, an increase in research performance, especially in internationally recognised journals and more professional development opportunities.

Panel Judgement

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

Panel Recommendations

R5.1-The EEAP recommends greater links between teaching and research, and more professional development opportunities.

R5.2-The EEAP believes that there is a need to increase the performance of the teaching staff in scientific research, especially in internationally recognised journals. 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 LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, 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 program's research and educational activities respond functionally to the needs of postgraduate students. More specifically the program has a total of five laboratories, seminar halls and large auditoriums, which are fully equipped. Additionally, the program grants free access to the Libraries of the collaborating Universities

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.

Range of Support Services

The PSP 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 Program or by the collaborating institutions. Each service addresses specific aspects of student requirements, including student accommodation, boarding, healthcare and psychological support, career and academic guidance with the aid of an Academic advisor and collaboration with relevant departments. Both students and alumni reported that they were thoroughly informed about these services, when they have joined in their programs.

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.

Administrative Staff for Support Services

Administrative staff is the main pillar of the administrative support for the students, dealing with bureaucratic, operational or organizational issues of the Program. Furthermore, it's worth noting that the Program's administrative branches provide easy accessibility to a variety of services in order 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 Program fully utilizes the Asynchronous Platform for Distance Learning in order 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. Moreover, in this platform students have the ability to interact and communicate with each other. Additionally, students and alumni have described as effortless the experience of using these services.

II. Analysis

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

III. Conclusions

In closing, the Program displays a solid and robust determination and commitment to providing its students with a wide range of services, managed by committed and well-organized administrative departments and staff. Moreover, Program has made creditable steps and efforts in order to support its students and 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

R6.1-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

The collection, management and analysis of data is fundamental for the smooth operation and quality improvement in the life of any organization. In the PSP, data collection, management and analysis are supported by a uniform information system (UniTron) that seems to cover adequately the information needs of the Programme in terms of its daily operation, including course management, administrative support and the like.

The data collected concerns various aspects of the Programme, such as course marking, choice of courses, broadcasting of general information to students and/or staff, secure personalized information concerning exams and marking and the like. Various analyses are performed of the collected data and the results are used for improving quality.

No specific KPIs are given for the various analyses of collected data although such KPIs are tacitly used in document A3 (Quality goals setting).

II. Analysis

Information management seems to be done in a systematic and thorough manner. However, presenting the results of data analyses one has to use well defined KPIs.

III. Conclusions

Data analysis needs well defined KPIs and such KPIs should be defined carefully and formally in order to convey meaningful results.

Panel Judgement

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

Panel Recommendations

R7.1 - Establish a list of meaningful KPIs and use them in presenting and discussing quality goal setting.

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 PSP has a number of outreach activities, including workshops welcome day for new students, workshops involving students, alumni and stakeholders, invited lectures, collaborations with external researchers and teachers and so on. In addition, the PSP has put in place a well designed and well structured website in which one can readily find information about the PSP, its human resources, general announcements, information on upcoming meetings, invitations, documents concerning course outlines or administrative procedures, communication means and so on. This information is given in Greek and in English, it is clear and concise. The PSP's website can be readily accessed through its web address: <http://www.ict.ecd.uoa.gr/index.php/en/> However, if one wants to access the website using the keyword "Information and Communication Technologies for Education", the link seems to be inoperable. On the other hand, if one tries to access the PSP's website through the host institution (National and Kapodistrian University of Athens) the access path is quite complex.

II. Analysis

The website of a programme such as the one under evaluation is of paramount importance for communicating all important information about the programme and its outreach activities (it's the "shop window" of the program). Therefore, it should be well designed and structured and also contain complete and up to date information about the programme. Clearly, such information is of no use if one can't readily reach it!

III. Conclusions

Immediate steps should be taken to provide direct and reliable access to the PSP's website not only directly through its website's address but also (and most importantly) through the websites of all institutions that cooperate in the Programme.

Panel Judgement

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

Panel Recommendations

R8.1 – Take immediate steps to provide direct and reliable access to the PSP’s website not only directly through its website address but also (and most importantly) through the websites of all institutions that cooperate in the Programme.

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) Information and Communication Technologies in Education, quality assurance and evaluation procedures have been adopted, which are carried out through "Internal Evaluation"(Appendix A8, 28/12/2022). This is based on the Internal Quality Assurance System (IQAS) of the NKUA, which 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 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 regularly reviewed and revised with the participation of students, graduates, and faculty members. The Director of the PSP, Maria Sforoera Associate Professor in the Postgraduate Study Programme of Information and Communication Technologies in Education has presented to the members of the EAAP the procedures and the results of the last annual evaluation of the PSP. The Internal Evaluation of the PSP was completed on 28/12/2022. The results of the internal evaluation are reflected in a special report prepared by MODIP, which details the findings of the evaluation, the proposed improvement actions, the timetable for their implementation, the stakeholders involved in them and the required resources. An important part of the internal evaluation is the overall degree of satisfaction of students' expectations (Appendix A9). Students mainly answer questionnaires that mainly concern the quality and the means of research and teaching, the structure and content of studies, the workload of the students, the internal evaluation procedures applied.

The results are usually discussed in a special meeting with the Director of the PSP, the teachers, and the members of the administrative and technical support of the PSP, in view of the process of setting annual targets. Some corrective actions which have been decided by the PSP are:

- The improvement of the building and logistical infrastructure of the PSP.
 - Strengthening the research potential of the Postgraduate Studies Programme with emphasis on international research collaborations, enhancing the mobility of postgraduate students and their participation in international scientific conferences.
 - Reinforcement of tutorial courses related to the elaboration of diploma theses.
- (MODIP, 16/1/2023).

The internal evaluation concludes with the writing of the internal evaluation report of the academic unit.

II. Analysis

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. MODIP approved the Internal Evaluation Procedure of the PSP. The audit of all the above presented findings by the members of MODIP/NKUA showed that the completion of the internal evaluation process of the Postgraduate Programme in Information and Communication Technologies in Education, was lawful, followed the principles of the Internal Quality Assurance System of the University and was in accordance with the Standard of the National Authority for Higher Education (HAHE). This became obvious also during the meetings with the Director of the PSP. It was found out that the PSP and the Department take the results of their internal evaluation report seriously into account. This is also evident from procedures for readjustment and modernisation of the material of the study programme that have been 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. The Programme is regularly reviewed and revised with the participation of students, graduates, and faculty members. In particular, the students' evaluations are a major part of the quality monitoring procedure. The findings of the internal evaluation are used for improvement purposes. In fact, relevant interventions/adjustments are carried out, to achieve the identified goals of the study programme. For all the above reasons, 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) Information and Communication Technologies in Education that is conducted in the context of HAHE. As such there are no prior recommendations of external evaluations of HAHE to be followed. Moreover, no other activities of external evaluation exist concerning the PSP in its previous form.

At the “National & 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 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.

The EEAP conducted extensive online interviews with the teaching staff, the Director of the PSP, Associate Professor Maria Sforoera and the teaching staff and reviewed the digital material and all available documents. The Quality Policy Statement of the PSP is also studied by the members of EEAP (http://www.icte.ecd.uoa.gr/images/politiki_poiotitas_teapi.PDF).

The members of the EAAP verified that the PSP and the Department have a process for reviewing the findings and recommendations of such external evaluations. This includes three phases procedure. In the first phase, a preliminary review is done by the Director of the PSP and the Chair of the Department and notification of the evaluation results to the Rector office, to MODIP, to the Department's Evaluation Working Group (OMEA) and to all faculty and staff of the PSP. In the second phase, a faculty meeting is scheduled to discuss the findings and recommendations and identify next steps of action. Finally, in the third phase, these recommendations and the incorporation in the PSP and the University processes include the compliance with the MODIP requirements, the development of strategic goals and the policy for quality control.

II. Analysis

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 fulfill the possible suggestions for the improvement of the PSP. The OMEA of the Department, in collaboration with MODIP will ensure that the recommendations of the EEAP and the actions for their adoption are the main axes of the implementation of quality assurance procedures. Within two months of the completion of the external evaluation process, a comprehensive action plan will be in place to incorporate the EEAP's accepted observations including:

- An extensive analysis of the results of the evaluation and the possible recommendations of the EAAP.
- Measurable and Observable Goals for each Recommendation (What we expect to achieve).
- Actions (What we need to do to achieve the goals).
- Responsibilities (Who undertakes each action).
- Timetable (when the objectives will be achieved).

- Necessary Resources (Material and Human)
- The disclosure of the content of the Committee's recommendations and suggestions, as well as the full text of the Report of the EAAP (Rector's authorities, faculty members, EDIP, the Head of the Department, the Director of the PSP).
- A creation of a comprehensive action plan to incorporate the EAAP's accepted recommendations and a continuous monitoring by the Director of the PSP and the OMEA.

III. Conclusions

This is the first external evaluation of the Postgraduate Study Programme (PSP) Information and Communication Technologies in Education that is conducted in the context of HAHE. The EAAP believes that the Internal Quality Assurance System (IQAS) of the NKUA, the procedures adopted by the Director of the PSP, the Department and MODIP constitute a strong guarantee for the implementation of its possible suggestions.

Finally, 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 showed an attitude of addressing such suggestions.

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

- a. Regular communication, forums, direct cooperation, and guidance to the students from the professors.
- b. Excellent relationships with graduates and external stakeholders.
- c. Very well organized programme.

II. Areas of Weakness

- a. All courses are offered face-to-face.

III. Recommendations for Follow-up Actions

- a. Some courses/weekly lecturers could be offered on-line.
- b. Stronger links between teaching and research, and more professional development opportunities should be developed
- c. Increase the performance of the teaching staff in scientific research, especially in internationally recognised journals.

IV. Summary & Overall Assessment

- a. The Principles where full compliance has been achieved are: 2, 3, 4, 5, 6, 7, 9, 10
- b. The Principles where substantial compliance has been achieved are: 1, 8
- c. The Principles where partial compliance has been achieved are: 0
- d. The Principles where failure of compliance was identified are: 0

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. Emer. Nicolas Spyrtos**

2. **Prof. Emer. Athanasios Gagatsis**

3. **Prof. Panayiotis Angelides**

4. **Mr Georgios Moustakas**