



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the New Postgraduate Study Programme (PSP) of:

Identity, Education and Competences for Democratic Culture

Institution: National and Kapodistrian university of Athens

Date: 13 April 2024



**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 New Postgraduate Study Programme of **Identity, Education and Competences for Democratic Culture** 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 New E-learning master's postgraduate programme **Identity, Education, and Competences for Democratic Culture** of the **National and Kapodistrian university of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Em. Mary Ioannidou-Koutselini(Chair)**
University of Cyprus, Nicosia, Cyprus
- 2. Prof. Leonidas Kyriakides**
University of Cyprus, Nicosia, Cyprus
- 3. Prof. Em. Eleni Katsarou**
University of Illinois at Chicago, USA
- 4. Prof. Christina Shina**
University of Durham, UK
- 5. Mr. Theofilos Perperidis**
Student, Aristotle University of Thessaloniki, Thessaloniki, Greece

II. REVIEW PROCEDURE AND DOCUMENTATION

The accreditation of the e-learning postgraduate programme "Identity, Education and Competences for Democratic Culture" of the National Kapodistrian University of Athens (NKUA) was conducted fully in a remote mode, using the Zoom teleconferencing tool. The Hellenic Authority for Higher Education (HAHE) provided the External Evaluation & Accreditation Panel (EEAP) members with all the necessary materials for the review process and the evaluation of the program based on six quality assurance principles. The material and the information provided were well organized and easily accessible. All the members were familiar with the orientation power point and the information concerning the principles of the programme's evaluation.

Three Departments collaborated for the development and the delivery of the program, the Department of Theology (the coordinator), the Department of Greek Philology and the Department of Secondary Education Pedagogy. The virtual accreditation visit was carried out on April 9, 2024, and the EEAP met and discussed issues of quality assurance according to the European Standards and Guidelines with key persons of both, the institution and the programme.

The EEAP members had a Zoom meeting on April 8, in which responsibilities about preparing the final Report were assigned to each member and an initial exchange of views about the evaluation process was made. The EEAP members held four additional private meetings, they thoroughly discussed each part of the report and prepared the Final Report. In the final meeting they studied again the content of the 6 principles and decided about the recommendations.

The timetable of the evaluation/accreditation Review procedure lasted from 8 to 13 of April 2024 and included virtual meetings as following:

Meeting with the Vice-Rector/President of MODIP, the Head of the Department, the Director of the PSP

- Vice-Rector for Academic Affairs, International Relations, and Extroversion
Professor Sophia Papaioannou
- Head of the Department of Theology, Professor Dimitrios Moschos
- Marios Koukounaras Liagkis, Director of the PSP
- Ana Perona-Fjeldstad, Head of the European Wergeland Centre (Cancel of Europe)

All the participants in the first meeting stressed the importance of the new programme. The Vice-Rector for Academic Affairs, International Relations, and Extroversion, and the members of MODIP provided insights into the degree of compliance of the PSP with the Quality Standards for Accreditation. Professor Dimitrios Moschos, the president of the coordinator Department of Theology commenced the meeting by explaining the importance of the new programme and the value of the collaboration among the three departments. Then Professor Marios Koukounaras Liagkis, the Director of PSP, presented an overview of the programme explaining its relationship with the European research programme "Step-up", and presenting strategic and operational objectives, the organizational structure along with

the percentages of the synchronous (75%) and asynchronous (25%) e-learning meetings and research activities.

The Head of the European Wergeland Centre Mrs. Ana Perona -Fjeldstad, as an official partner of the programme, stressed the importance of such an interdisciplinary program and expressed her belief that the collaborating departments can support it very well, as shown by her previous collaboration with them.

Meeting with the teaching staff

The teaching staff presented themselves and their experience and shared with EAAP samples of the produced interactive material for the e-learning new programme and expressed their enthusiasm for the opportunity to collaborate for the fulfilment of its objectives.

The EAAP discussed with the teaching staff professional development opportunities, and competence to attain the objectives of the program. Issues of workload, achievement of learning outcomes were also discussed. The conversation also covered issues regarding the connection between teaching and research, as well as the involvement of teaching staff in basic and applied research projects.

Beyond the staff's excellent academic record, the EAAP noted their enthusiasm, collaboration, and a strong dedication to the success of the new programme that derived from their experience and the supporting interactive material they produced. The fact that their teaching is research - led assures the programme's regular review and updating, procedures that are fundamental for the successful operation of an e-learning programme.

Online 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.

Administrative staff

The meeting with the administrative staff Vasiliki Ladia and the assistant Evgenia Michael, of the Department of Theology shed light on the administrative proceedings and the resources and material produced for the achieving the programme's objectives.

Meeting with employers, social partners-EAAP, employers/social partners

Mrs. Gelly Aroni, General Secretariat for Vulnerable Persons & Institutional Protection, Ministry of Migration & Asylum

Mrs. Gallina Altouchova, Head of Department for the Coordination and Monitoring of Refugee Education, Ministry of Education

Mr. George Simopoulos, Director of Education, UNICEF

Mr. Linos-Alexandros Sicilianos, Vice-President Maragkopoulou Foundation

Mr. Panos Christodoulou, Network for children's rights, Coordinator of TEVA Program & of the Educators

Mr. Father Antonios Kalligeris, Coordinator, Protovoulia-Initiative for the prevention of domestic violence

Mrs. Tereza Delatola, Head of Leonteios School of Athens

Mrs. Villano Qiriazzi, Head of the Education Department, Council of Europe, sent a letter of support of the Programme.

The meeting with employers and social partners of the program was extremely interesting because of their supporting attitudes and the high expectations from the programme. The EEAP discussed the relationships of the PSP with external stakeholders from the private and public sectors.

Closure meeting

The following key persons were present: the Director of the PSP, the Head of the Department, MODIP, Steering Committee/ OMEA members, EEAP, Director of the PSP, Head of the Department, MODIP members, Steering Committee /OMEA members, MODIP staff.

The aim of the debriefing closure meetings was twofold, the presentation of the EEAA' s initial findings and the supply by the participants of additional information, documents, and clarifications.

III. POSTGRADUATE STUDY PROGRAMME PROFILE

The e-learning postgraduate programme "Identity, Education and Competences for Democratic Culture" of the National Kapodistrian University of Athens (NKUA) is a new programme designed and developed with the collaboration of three departments, the Department of Theology (coordinator), the Department of Pedagogy of Secondary Education, and the Department of Greek Philology, and one partner, the European Wergeland Centre.

The total number of credits (ECTS) required is 75 ECTS with Greek being the language of instruction. The program is structured on a semester basis with a minimum duration of study the one (1) year.

The PSP is structured in two semesters lasting 13 weeks each one and contains both synchronous (75%) and asynchronous (25%) e-learning meetings. The Master thesis is mandatory, and guidelines and support is regularly provided to students.

In addition, the e-learning MA programme offers its students access to the following electronic services: email, wireless networking, alumni networking, posting personal webpages through virtual private networks (VPNs), open academic courses, academic video lectures, watching live lecture broadcasts, and filling out online surveys. The Academic Internet (GUnet) facilitates asynchronous distance education services.

Based on the characteristics of the PSP, the EEAP recognizes several strengths: 1) the previous experience gained during the 'step-up' research programme, 2) the experience and qualifications of the director, professor Koukounaras Liagkis, 3) the innovative title and content of the programme, 4) the collaborative programme's design and development, 5) the advantages of a totally e-learning mode of delivery, that facilitates the enrolment of students from a variety of areas and countries, 6) the mandatory thesis – project, 7) the supportive services and the dynamic Open e-Class Platform- integrated Electronic Course Management System, 8) the qualified and dedicated academic staff, 9) the research- led teaching of the staff, 10) the interactive material already produced, 11) the internships available to students, 12) the strong documentation provided to the EEAP, and 13) the professional development and mobility opportunities of the staff.

Further development of the programme and its requirements for fulfilling the aims of the programme are recommended: 1) Development of the interactive material for all the units of each course; 2) detailed description of students' assessment by using rubrics that show the achievement of the aims and objectives of each course; 3) minor programme revisions to reflect a comprehensive and critical discussion of contemporary issues; 4) enrichment of the references and bibliography to include diverse views; and 5) justification of students' workload according to the ECTS allocated to each course.

Finally, the EEAP advice the collaborated Departments to enhance the programme's curriculum by adding the course 'Contemporary Trends and Issues' for giving the opportunity to students to critically discuss diverse issues and values. The "identity" development is better achieved when students have broad knowledge of the key issues in their society and choose the values and beliefs that construct their own identity.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE NEW POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD HAVE INCLUDED IN THEIR STRATEGY THE DEVELOPMENT, ORGANIZATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD IMPLEMENT A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC PLANNING.

THE QUALITY POLICY SHOULD BE DEVELOPED AND SPECIALIZED (WITH THE PARTICIPATION OF EXTERNAL BODIES) IN THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND ENFORCED BY ALL INTERESTED PARTIES.

By decision/s of the Senate, the Institutions should include in their strategy the issues of development of new postgraduate study programmes, which support the character, vision, mission, and strategic objectives of the Institution. The Institutional strategy should identify the potential benefits and possible difficulties or risks for the establishment of new graduate study programmes and plan all the necessary actions to achieve the goals as set. The Institution's strategic choices should be documented by specific feasibility and sustainability studies, especially for new postgraduate programmes.

In the case of offering PSP by distance methods, the Institution prepares and implements an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals adapting to rapid technological changes and changes in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been chosen as an appropriate learning strategy for the particular programmes of study in which it is applied.

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

The academic unit's quality policy for new postgraduate programmes is harmonized with the Institution's strategy and is formulated in the form of a statement, which is made public and implemented with the participation of all interested parties. It bears the pursuit of specific goals, related to the assurance and improvement of the quality of the postgraduate study programmes offered by the academic unit. Indicatively, the academic unit's quality policy statement includes its commitment to the implementation of a quality policy, which will promote the academic character and orientation of the new postgraduate study program, its purpose and objectives, implement the goals and determine the means and the ways of achieving them, and will apply the indicated quality procedures, with the final aim of its continuous improvement.

For the implementation of this policy, the academic unit undertakes to implement quality procedures that will demonstrate:

- a) *the appropriateness of the structure and organization of new postgraduate study programmes*
- b) *the pursuit of learning outcomes and qualifications in line with the European and National Higher Education Qualifications Framework level 7.*
- c) *the promotion of the quality and effectiveness of the teaching work at the PSP.*
- d) *the suitability of the qualifications and the availability of the teaching staff for the PSP.*
- e) *the drafting, implementation, and review of specific annual quality objectives for the improvement of PSP.*
- f) *the level of demand for the acquired qualifications of the graduates in the labour market.*
- g) *the quality of support services, such as administrative services, libraries, and student welfare services for the PSP.*
- h) *the efficient utilization of the financial resources of the PSP that may come from tuition.*
- i) *carrying out the annual internal evaluation and review of the quality assurance system for PSP with the cooperation of OMEA and MODIP of the Foundation.*

Relevant documentation

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

Study Programme Compliance

- Findings

The EEAP was provided with 19 documents, containing detailed information concerning the development and the operation of the PSP, such as the NKUA Senate's decision concerning the strategy of the Institution for the development of new programmes (appendix A4), the strategy for postgraduate studies (appendix A1), the feasibility and sustainability studies for the new programme of study (appendix A5), the quality policy of the university for the development and improvement of PSP (appendix A6), the programme's Study guide (appendix A8), sample of diploma and Diploma Supplement (appendix A16), and the regulation of the implementation of distance learning (appendix A8). The documents are well written and documented.

- Analysis of judgement

The Proposal of the new interdepartmental postgraduate programme entitled "Identity, Education and Competences for Democratic Culture" (Appendix 1) applies a quality assurance policy in line with the Strategic Objectives of the University. The Programme has been developed with the collaboration of three Departments, the Department of Theology (the coordinator), the Department of Pedagogy of Secondary Education, and the Department of Greek Philology, with the involvement and support of the European Wergeland Centre, as a

partner. The experience of the partners guarantees the operation of the programme within a qualitative and supportive framework that facilitates the achievement of the aims and objectives of the PSP.

The realistic estimation of four e-learning groups of students with 30 participants in each group does not pose any risk to the feasibility and sustainability of the programme. The interactive material and the ability of teachers to promote student - centred teaching and learning along with the innovative title and content will attract the estimated number of students.

Moreover, the EEAP’s meeting with employers and social partners indicated that the programme’s graduates will increase their employability in official structures of asylum seekers and vulnerable persons, in networks for children rights as well at schools and European organizations.

- Conclusions

The quality assurance policy and quality goal and procedures implemented by the Department for the postgraduate Program “Identity, Education and Competences for Democratic Culture” is feasible, sustainable and well - designed and developed.

The qualified and motivated staff ensure effective teaching and the material produced facilitates interaction and research-oriented results. The interdisciplinary approach to knowledge and the e-learning character of the programme could become a magnet for quality students.

The academic, administrative, and supportive staff promote the quality and effectiveness of teaching and fulfilment of its aims and objectives.

Panel Judgement

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

Panel Recommendations

- Development of the interactive material for all the units of each course.
- Detailed description of students’ assessment by using rubrics that show the achievement of the aims and objectives of each course.
- Minor programme revisions to reflect a comprehensive and critical discussion of contemporary issues.
- Enrichment of the references and bibliography to include diverse views.

- Justification of students' workload according to the ECTS allocated to each course.

PRINCIPLE 2: DESIGN AND APPROVAL OF NEW POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, 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. courses 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).

Relevant 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.

- Findings

The PSP is thoughtfully and well designed and it is established by decision of the Senate of the NKUA and assumes the administrative support of this programme, after a proposal made by the Assemblies of the Departments in this collaboration namely, Theology (primary role), Educational Studies, and Philology as well as that the cooperating entity, the European Wergeland Centre. The MA IECD Program has already been made available for public review; prospective student applications are currently under review; it is scheduled to commence in October 2024.

As specified in the documentation reviewed by the EEAP, the design of the programme is based on the premise that it is to offer scientific expertise and to mark the starting point of research initiatives in the new field that is currently being developed on the basis of the well-established RFCDC (Reference Framework of Competences for Democratic Culture) and its implementation in education (formal, non-formal and informal), human rights, democratic culture, communication/interactions, culture, identity, and their sustainable development.

The PSP programme is a one (1) academic-year bilingual (Greek and English) programme, which has as its primary instructional approach, a remote synchronous learning mode. The cost for the year is 3250 Euros. Students will be provided with three options for their specialization which are as follows: a) Religion, Education and Competences for Democratic Culture; b) Language, History, and Literature in Education and Competences for Democratic Culture; c) Education for Democratic Citizenship (EDC)- Human Rights Education (HRE) and Competences for Democratic Culture.

In response to the ever-changing world with diverse and multiple educational, social, multicultural needs, this programme seeks to make available to its constituents scientific, research-oriented, and practical applications in education, community understanding, cultural identity, and manifest development and presence in critical national and international institutions. According to the background data gathered and presented to the EEAP, labour market demands for graduates of the programme, would have them employed in a variety of posts that would include, educational consultants in governmental and non-governmental educational organizations; directors of programmes of study in agencies/organizations where they might design curricula that promote democratic values; members of national/international organizations that would be at the forefront of protecting human rights and social justice endeavours; educators in primary/secondary school settings that would enact that values/ideals of a democratic society and hence, developing a new generation of informed and civically engaged citizenry; research associates and academics that further pursue their studies in education, democracy, and human rights; specialists in the development of youth, and who might be employed in governmental/non-governmental agencies so that they may develop programmes that promote the strengthening of democratic values and knowledge about human rights.

As documented in the Student Guide, the learning outcomes of the programme were designed so that these fully adhere to the National Competencies and Standards and as such, regard the following three domains: cognitive, psycho-kinetic, and emotional, and involve the students' knowledge, skills, and abilities/competencies. The evaluation of the learning outcomes is considered at the individual course level, via written semester examinations that include short answer and multiple-choice answer types, as well as applications of knowledge that is gleaned from the course content via case studies,

exercises, and activities. Students are to receive grades on a scale of 1-10, with attached short reflective comments and by submitting presentations/activities during the remote

synchronous learning sessions. A final thesis is required, and a suggested research subject list of fifteen topics is offered. At the end of the second semester, students/graduates are given the opportunity to engage in practical engagement at cooperating sites, even though this opportunity does not carry any ECTS nor is it mandatory. Based on the ECTS system, the workload has been figured by assigning a set number of study hours to each unit of ECTS, and the formulation of the two-semester programme appears to adhere to the ECTS model. In numerous of the reviewed documents, again, including in the Student Guide, the workload depends both on the ECTS number of units attached to each course as well as how the individual faculty opt to teach, to mean, either via a synchronous learning lecture, an interactive approach, a non- synchronous learning environment, written assignments, and bibliography studies.

The three areas of specialization, as designed and published in the Student Guide, have mandatory and elective courses for each, with multiple sections for each course. The course descriptions list learning objectives and overall areas of focus, approximate percentages of expected time in the types of teaching modes offered by individual faculty, suggest general assessment/evaluation modes, and provide bibliographies. All the above are provided in both Greek and English.

The decision making of the IECD, including teaching appointments, rests with three major structural components, namely, two committees, a Programme Study Committee (EPS) and a Coordinating Committee (SE) as well as the Director of IECD. The first committee is comprised of nine (9) DEP members, from the following departments: four(4) from Theology, two (2) from Pedagogy of Secondary Education, two (2) from Greek Philology, and one (1) from the Wergeland Centre, and its main tasks include all warranted programmatic changes, re-articulations, the appointment of the Director and members of the second committee and convenes subcommittees on all academic and evaluation matters. The second committee is comprised of four (4) members, one of whom must be the Director, and its main tasks include all matters of operation and coordination of the programme, and significantly, the overseeing of all budgetary and fiduciary concerns, including the approval of scholarships, the faculty teaching loads, and the overall evaluation of the program. The Director must have a full or associate professor rank, has a two-year appointment that can be renewed, and must be initiated by the DEP members of the Theology Department. Teaching in the programme is decided by the EPS Committee, and includes the following ranks: DEP, EEP, EDIP, ETEM of the three departments, as well as from other NKUA departments, other IHEs, AElS and ASElS. Teaching can also be conducted by emeritus/a professors, visiting professors and researchers, distinguished professors, and Ph.D. candidates of the coordinating departments.

- **Analysis of judgement**

In all the documents reviewed for this principle, the overall provision of information is well articulated, thoughtfully presented and according to all the requirements of the proposal/accreditation templates. Preparing educators and other involved people that aim to be employed in critical governmental and nongovernmental organizations and agencies (that are to support and engage meaningfully and deeply children and youth from all walks and persuasions of life), a post graduate programme must necessarily examine critically all controversial matters, from both the well-trodden sociolinguistic/sociocultural vantage point as well as from a sociopolitical lens. In our reading therefore, it appears that the sociopolitical lens should be stressed, while the

sociocultural/sociolinguistic lens is well presented. Moreover, given the coordinating NKUA department, it has become evident that the theological discussions and readings

take precedence in most academically designed activities within courses, including within the bibliographies as well as in the scope for all three specializations.

- Conclusions

Upon examination of the coursework and the scope and sequence for all three areas of specialization, this committee, while it appreciates and understands the coordinating department’s unique identity and democratic ideals set forth, it may be advisable to examine whether a post graduate programme with a worldview that appears to be more narrow than its name purports, can remain viable and sustainable within an academic post graduate environment that requires increasingly unconventional readings as well as courageous, and even radical conversations/courses/programmes that challenge the status quo and give rise to hope for a better future for children and youth.

Panel Judgement

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

Panel Recommendations

- The programme may benefit from a more collaborative and balanced approach among the three coordinating departments, so that general and elective courses align more closely with the three areas of specialization.
- Seeking the advice and recommendations from local organizations such as public schools, other similar post graduate programmes, and organizations/agencies that host conventional and unconventional children and youth, as well youth and community members and parents, may be a way to enrich the content and the focus of the programme.
- Coursework, as it now stands, has a difficult to discern set of assessments and evaluations of students, especially regarding practical applications and teaching practices. It may be advisable to re-examine how to embed teaching/participation practice opportunities during the academic year.

PRINCIPLE 3: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND DEGREE AWARD

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

The Institution should have drawn up and published the internal regulations prescribed by law which, among other things, should regulate all matters of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- Students' selection procedures and required supporting documents.

- The rights, obligations, and monitoring of student progress.
- Internship matters (if applicable) and scholarship matters.
- The procedures and conditions for preparing theses and dissertations.
- The process of awarding and recognizing degrees, the duration of studies, the conditions for promotion and ensuring the progress of students in their studies.
- The terms and conditions for enhancing their mobility.

In the case of offering the PSP with distance learning methods, the Institution should have a regulation for e-learning, which includes in particular the following topics:

- Services of the Institution to support e-learning.
- Course development and implementation methodology.
- Ways of providing the teaching work and variety of forms of teaching and assessment of the students
- General standard of course structure.
- Student support system.
- Supporting faculty/teachers with mandatory e-learning training for new staff members.
- Offered technological infrastructures of the Foundation.
- Student identity confirmation system (student identity check, assignment and exam writing process, security, and degree award issues).
- The institution should establish rules to provide appropriate access and ensure the participation of students affected by disability, illness, and other special circumstances.
- With the regulation on e-learning, ethical issues are regulated, such as those of protecting data privacy or intellectual property rights and rules to deal with fraud.

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

Relevant documentation

- Internal regulation for the operation of the Postgraduate Study Programme.
- Special regulation for the implementation of e-learning if the PSP is offered by distance methods.
- Research Ethics Regulation.
- Regulation of studies, internship, mobility, and student assignments.
- Degree award template.

- Findings

Incorporating student-centred teaching and learning, the NKUA Department of Theology offers multiple learning pathways while honouring and attending to the needs of the diverse student body it is intended for. Flexibly utilizing a range of educational techniques, it takes into account and employs various forms of delivery when appropriate. Furthermore, it is supposed to frequently assess the quality of instruction by student surveys, and it plans to modify the ways in which pedagogical methods are used and delivered in an effort to improve. It also maintains student autonomy while ensuring adequate guidance and support from the faculty, cultivates respect between the instructor and the student, and puts in place appropriate procedures for addressing student complaints.

The academic staff is assisted in advancing their own expertise in this area and is acquainted with the current examination system and procedures. In most circumstances, the evaluation standards and procedures are properly disclosed in advance to the students. Through the assessment, students have the opportunity to demonstrate how well the intended learning outcomes have been met. Feedback is offered to students, and if needed, it is connected to suggestions for the learning process. Every student receives equitable treatment, uniform assessment practices, and procedurally-sound methods of conducting evaluations.

The Department of Theology at NKUA has developed and published the internal regulations prescribed by law which, among other things, regulate all issues of postgraduate studies from the beginning to the end of the studies. The student admissions procedures are supplied, together with any supporting papers that may be required. Both the procedure of monitoring students' progress and their rights and obligations are clearly laid out. Scholarship applications and internship concerns are also on exhibit. The terms and techniques for writing the thesis and assignments are also provided. Moreover, the process for awarding and recognizing degrees, the length of study, the requirements for advancement, and the means of ensuring that students are making progress toward their academic goals are all appropriately presented. The prerequisites for enhancing student mobility are also spelled out in detail.

Regarding pertinent documentation, there are several regulations available: one for internal postgraduate study program operations; another for special e-learning implementation; a regulation regarding research ethics; regulations pertaining to studies, internships, mobility, and student assignments; and templates for degree certificates and diploma supplements and certificates of completion.

- Analysis of judgement

Implementation of Courses:

The entire PSP "Identity, Education and Competences for Democratic Culture" is offered remotely in compliance with current legislation and as defined by the MA's internal regulation. This is because the PSP aims to facilitate the educational process for people with disabilities and responds to the demands of the modern world. Additionally, because the MA's subject matter is theoretical, it can be structured using both synchronous (75%) and asynchronous (25%) remote learning techniques. The courses offer synchronous distance learning courses and meetings that can be facilitated using NKUA's digital platforms, in addition to the posting of digital content (texts, videos, exercises) for asynchronous education. Thus, synchronous and asynchronous distant learning techniques are applied in compliance with current laws and the NKUA's distance learning policy.

The Digital Governance Unit at NKUA is in charge of overseeing concerns pertaining to

personal data privacy and supporting remote learning procedures.

Students' progress

Students' progress is tracked through the use of formative and summative assessment methods. Exams at the end of the semester and written assignments throughout are examples of assessment systems. Every academic year, the coursework is split into two semesters: the autumn and spring semesters. There are three (3) weeks of tests and at least thirteen (13) weeks of instruction in each semester. For the fall and spring semester courses, there is a retake exam during the three weeks of assessments. If a course cannot be conducted due to an impediment, it will be scheduled for a later time. The event's time and date will be listed in a notice on the PSP's website and e-class. Attendance at workshops, classes, and other events is mandatory. With regards to the master's thesis, it can be implemented with a well-defined set of quality requirements. It must be unique, sincere, and supported by research. It also needs to follow the PSP website's guidelines for dissertation writing in terms of redaction.

Postgraduate students are evaluated at the conclusion of each semester by written or oral tests, or by writing essays throughout the semester, based on their performance in the courses they are required to take as part of the PSP. As an alternative, written essays, progress examinations taken during the semester, or a mix of techniques may be used for assessment. The instructor for each course determines the assessment methodology. If a student does not receive a passing grade in a course, they must repeat it. If their attendance is judged successful, they will receive a separate graded workshop or exercise, nevertheless, which is assured and will not be repeated. Finally, the ECTS are rationally applied throughout the whole PSP.

Students' support

Hosted and maintained by NKUA's Library Computing Centre, the website of the Library and Information Centre includes e-secretariat services as well as all electronic resources and related electronic services. Additionally, the service "Multimedia Content Hosting and Search" is directed at both the individuals who create the content—that is, the institution's teaching and research staff—by offering the ability to post and manage content and to any user of the Internet as the beneficiary, offering the ability to search.

In addition, the PSP offers its students access to the following electronic services: email, wireless networking, alumni networking, posting personal webpages through virtual private networks (VPNs), open academic courses, academic video lectures, watching live lecture broadcasts, and filling out online surveys.

Through specialized units and institutional structures, students in the PSP "Identity, Education and Competences for Democratic Culture" will have access to counselling services for issues pertaining to professional orientation and managing psychosocial concerns.

For students, there is an established appeals procedure in place. In order to support the learning process and offer guidance to students regarding academic concerns and potential obstacles, the role of an academic advisor is thoroughly explained and is expected to be put into practice. Additionally, a complaint committee that follows the student-centred education model has been formed. Both the Academic Advisor and the Complaints Management Committee are bound by legal obligations to protect the privacy of student

information.

Furthermore, specific assistance that facilitate the attendance of students with impairments and/or specific educational needs are provided. When it comes to the schedule, the location and timing of their classes, and any modifications concerning their enrolment status, they receive timely updates from an authorized Departments Secretariat employee. A professor who can arbitrate disputes between students and university authorities should be someone that students go to during the academic year to discuss their issues.

E-learning services and material infrastructure

The PSP at NKUA can make use of a number of online services that are available to instructors and students, as the university has the appropriate and sufficient digital infrastructure to run the programme online. The PSP's integrated Electronic Course Management System is located on the e-CLASS platform. It adheres to the open-source software concept and provides commitment-free, limitless support for the Asynchronous Distance Learning service. Without the need for specific technological skills, anyone with a basic web browser can use the service.

Additionally, the Academic Internet (GUnet) offers the Open eClass Platform, an integrated Electronic Course Management System, to facilitate asynchronous distance education services. It is freely available, actively sponsored by GUnet, and founded on the idea of open-source software. In addition to supporting the electronic organization, storage, and presentation of educational material, it provides a means of interaction and ongoing communication between instructors and students. This helps to create a dynamic learning environment by removing the constraints of time and space that come with in-person instruction. Without restrictions or obligations, the platform provides asynchronous distance learning services. Technical expertise is not required to access them; all you need is a basic web browser.

Job Opportunities:

Graduates of the PSP will be able to work in a variety of fields, including academia and research, where they can pursue careers in human rights, democracy, and education, or as youth development specialists for government or nonprofit groups that engage with the youth. Additionally, they might be employed by governmental, nonprofit, or educational institutions as consultants on education policy; managers of curricula in educational institutions; education consultants offering guidance on strategies and best practices to advance human rights and democratic education in schools or educational institutions; executives in human rights organizations defending social justice and human rights locally, nationally, and internationally; or primary or secondary educators whose lessons will instil human rights and democratic culture in order to shape the next generation of conscious and involved citizens. The social partners of the PSP and potential employers largely confirmed the above possibilities.

Mobility:

The one-year PSP "Identity, Education, and Competences for Democratic Culture" is offered remotely by the Department of Theology, which serves as the coordinating department. Nonetheless, as per the existing regulation, it is anticipated that students will be able to take part in foreign student exchange programmes like CIVIS or ERASMUS+. In this instance, thirty (30) ECTS is the maximum number they are allowed to recognize. This option is available to them following their first semester of study. In addition to adhering to the PSP's guidelines, students should apply to the Coordinating Committee.

If interested, students can apply for an Erasmus+ internship, which is offered following

graduation. To be considered for an internship, recent graduates must be chosen during their last year of study (while still enrolled as students) and must start and finish their internship within a year of graduation (the date on which the Department declares your master's degree holder).

An optional, unpaid internship is available to students. With approval from the Curriculum Committee, students are permitted to complete an internship in educational facilities and places that are pertinent to the PSP's subject. The seventy-five (75) ECTS of the standard programme do not include the ECTS from the internship. The diploma's annex contains verification of the internship. Moreover, an MA summer school in Greece is scheduled to be organized during the summer semester to assist and conduct research for the final diploma thesis, as per the PSP's five-year plan.

Financial assistance:

The current legislation exempts postgraduate students of the PSP from tuition fees if they meet certain financial or social requirements as well as the requirements of excellence in their first cycle studies. Regardless, the proportion of exempt students to the total number of students admitted to the PSP each academic year does not exceed thirty percent (30%). Moreover, in appreciation of their academic achievements, students can apply for scholarships and other awards with clearly defined requirements.

- Conclusions

The programme complies with Principle 3 to a sufficient extent, since it places a strong emphasis on students' preparation for the labour market, offers tailored instruction, fosters both academic and personal growth, and uses a variety of teaching styles. This also holds true for the techniques employed to assess the performance of the faculty and students. However, to completely adhere to the requirements of Principle 3, there are a few modifications that should be implemented.

Panel Judgement

Principle 3: Student Admission, Progression, Recognition of Postgraduate Studies, and Degree Award	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Every course should include a comprehensive framework for student evaluation; for instance, "course attendance and active participation" does not meet the requirements for a precise and comprehensive student assessment technique.
- Enrichment of the bibliography and references with controversial issues and positions

towards identity and democracy will add value to the programme.

PRINCIPLE 4: TEACHING STAFF OF NEW POSTGRADUATE STUDY PROGRAMMES

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

The Institution should attend to the adequacy 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, and 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.

Relevant documentation

- Procedures and criteria for teaching staff recruitment and retention, and obligations of the teaching staff.
- List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin.

Study Programme Compliance

Findings

The Head of the Department of Theology at NKUA, Professor Dimitrios Moschos, the Director of the PSP, Marios Koukounaras Liagkis, the Head of the European Wergeland Centre, Ana Perona-Fjeldstad, and the teaching staff presented and explained their vision about the Joint MA Programme “Identity, Education, and Competences for Democratic Culture”, its academic profile, status, strengths, and potential areas of concern. The teaching staff also discussed issues regarding professional development opportunities, mobility, competence, and adequacy to ensure learning outcomes, workload, evaluation by students, the link between teaching and research, teaching staff involvement in applied research projects, and research activities directly related to the program, as well as possible areas of weaknesses.

The teaching staff recruitment procedures are aligned with the current national law and regulations of NKUA. The selection of staff is conducted by considering the subject areas of

expertise, previous academic work, teaching experience, publications, and participation in conferences and research projects. Professional development opportunities are also mentioned by the PSP, such as seminars for teaching in distance education programs. The

coordinating committee of the PSP may suggest teaching staff for recruitment from the three Departments of NKUA, or other national and international institutions.

The documentation includes a list of the teaching staff (Annex 10) outlining their names, subject areas, courses to teach, employment relationship, and teaching hours, a report of the performance of the teaching staff in scientific research and teaching work (Annex 17), and the regulation concerning the operation of the institution of the Academic Counsellor (Annex 14). The teaching and research staff who participate in the PSP are thirty (30), which comprises twenty-four (24) faculty members, three (3) EDIP, and four (4) external collaborators. The EEAP found that the average weekly teaching load allocated for each teaching member of the PSP is adequate (2-3 hours per week per course with a maximum of 10 hours).

Based on the material presented to EAAP, it is evident that the faculty members of the PSP have established strong collaborations amongst themselves, and they already have multidimensional teaching and research activities (see Annexes 10 & 14). Based on the number of their recent publications (2018-2023), h-index, and citations (in SCOPUS, Web of Science, and Google Scholar), they all have an active and notable performance and contribution to their research fields. This could also be translated into a strength linking teaching and research, as also evidenced by the compulsory research courses (e.g., Research: methodology and applications). Other subjects offered in the program aim at this interconnection as well.

The PSP plans to conduct student evaluations for each course at the end of each semester for each of the teaching staff. The surveys will be administered to students online. The results will be shared with the teaching staff to adjust and modify their teaching work (e.g., material, teaching methods) accordingly to improve their effectiveness status. The staff is also encouraged to take mobility opportunities as determined by the institution upon application. To ensure a high level of academic and research work, the PSP supports professional development in various ways, such as applying for financial reimbursement for participating and presenting in international conferences, open-access publications, organizing conferences, training in distance education and the use of e-class, and seminars on topics such as assessment, developing educational materials, educational software, digital communication, and online workshops.

- Analysis of judgement

The analysis reveals a comprehensive overview of the Joint MA Programme "Identity, Education, and Competences for Democratic Culture". The recruitment process for teaching staff adheres to national laws and regulations and transparent procedures and criteria for the recruitment of properly qualified staff. Professional development opportunities are promoted, and initiatives are supported to encourage scholarly activity to strengthen the link between education and research.

Detailed documentation includes a list of teaching staff, including DEP, EDIP, and external collaborators. The average weekly teaching load per staff member is deemed adequate by the EEAP. Faculty members exhibit strong research activities, as evidenced by their recent publications and their citation records. This activity underscores the integration of teaching and research and the selection of highly qualified academic staff within the program. The PSP plans to conduct student evaluations for each course at the end of each semester. Results will be shared with teaching staff to improve teaching methods and materials. Staff are encouraged to pursue mobility opportunities and are supported in their academic and

research endeavours through various professional development avenues, including financial support for conference participation, open-access publications, or conferences organization.

The research performance of the teaching staff is considered adequate. Since this is a new PSP, the staff could also start exploring ways to further increase the faculty's international scientific collaborations and presence in the research fields such as through participation in research projects and inviting experts in this field from abroad. It is also suggested that a list of the teaching staff and a demonstration of their academic work and research interests to be posted on the PSP website in both languages (English and Greek), so it can be a factor of attracting prospective students.

- Conclusions

The EEAP considers that the appropriate actions have been taken to ensure quality in teaching and research of the PSP. The interdisciplinarity of the PSP enables the staff of the programme to collaborate with teachers from related fields in Education, Theology, and Philology. The programme adheres to transparent recruitment procedures and criteria to employ high qualified teaching staff. The programme actively promotes professional development opportunities, programme's international scientific collaborations, and supports scholarly activities to strengthen the bonds between education and research. With detailed documentation outlining staff composition and workload, coupled with robust research activities exhibited by faculty members, the programme underscores its commitment to improvement and contributing to the research fields.

Moving forward, the PSP research profile and international collaborations could be enhanced by alternative ways such as encouraging participation in research projects or hosting visiting scholars. Additionally, it is suggested to improve visibility by showcasing teaching staff and their academic work on the website in both English and Greek to attract prospective students.

Panel Judgement

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

Panel Recommendations

- The EEAP suggests the PSP and the Departments to consider alternative ways to further increase the faculty's international scientific collaborations and mobility such as participation in relevant research projects.
- The PSP may also consider posting profiles of teaching staff, including their academic work

and research interests, on the programme website to attract prospective students.

PRINCIPLE 5: 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, 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-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organized 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.

Relevant 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

- Findings

1. Infrastructure and Learning Resources:

- **Physical Resources:** The program provides access to lecture halls, laboratories, and

libraries sufficient for its educational offerings. The facilities are tailored to accommodate both traditional and innovative teaching methods.

- **Technical Resources:** Students and faculty have access to good quality technological resources, including IT services, communication tools, and online databases essential for modern postgraduate studies. These facilities support a range of teaching methodologies, from traditional lectures to interactive and remote learning.

2. Student Support Services:

- **Administrative Services:** The program offers robust administrative support through dedicated staff who assist with academic and non-academic issues. This includes enrolment services, scheduling, and other logistical support.
- **Career Services:** Career counselling and job placement assistance are available, helping students align their educational pursuits with professional aspirations. Services are designed to cater to the specific needs of postgraduate students.
- **Accessibility Services:** Special provisions are made for students with disabilities, ensuring barrier-free access to all educational offerings. The program adheres to inclusivity principles by offering necessary accommodations and support.

3. Financial Resources:

- **Tuition and Fees:** Tuition is set at €3,400 per student, with a clear policy on fee adjustments and waivers to support equity and access. The program also has provisions for financial aid, which include scholarships and grants to assist economically disadvantaged students.
- **Budget Management:** The programme's financial resources are managed through a detailed budget plan that allocates funds to critical areas such as faculty salaries, equipment purchases, and maintenance of facilities. A portion of tuition fees directly supports infrastructure and student services, ensuring the program's operational effectiveness.

- Analysis of judgement

The structured approach to resource allocation enhances the educational environment, directly contributing to learning outcomes and student satisfaction. Financial transparency and accountability are ensured through detailed documentation and regular audits. These measures not only comply with regulatory standards but also foster trust and confidence among stakeholders.

The integration of comprehensive student support services with robust academic programs creates an enriching environment conducive to advanced learning and professional

development. The resources are aligned with the program's strategic goals, ensuring that students receive high-quality education and support, preparing them for successful careers.

- Conclusions

The program fully complies with Principle 5 by demonstrating:

- **Adequate Infrastructure:** Infrastructure and resources are well-suited to meet the demands of a high-calibre postgraduate program. This includes both physical and virtual learning environments that accommodate current educational bestpractices.
- **Effective Support Services:** The programme offers a range of support services that are essential for postgraduate students, from administrative to career counselling and special needs accommodation. These services are integral to ensuring student success and well-being.
- **Financial Sustainability:** Financial resources are carefully managed with a clear and transparent plan that details the allocation and usage of funds. This ensures the program’s ability to maintain high standards and adapt to changing educational needs over time.

Panel Judgement

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

Panel Recommendations

- **Practical Training/Summer School with Tuition and ECTS Credits:** Providing tangible learning resources and opportunities and offering structured practical training or summer school programs with clear accreditation in terms of ECTS credits enhances the learning resources available to students and supports their academic progress and skill development.
- **Possibly Consider Differentiated Tuition Fees for Local and International Students:** This suggestion pertains to the financial resource’s aspect of Principle 5. By adjusting tuition fees based on the student’s origin, the program can better manage its financial resources to support learning and student services. This strategic financial planning ensures the program remains accessible and can continue to offer high-quality resources and support to all students.
- **Minimum Enrolment for Elective Courses and Co-teaching:** This recommendation impacts learning resources by ensuring courses are sustainable and only run if they meet minimum enrolment criteria, which can optimise resource allocation. Offering co-taught courses across specialisations can enhance interdisciplinary learning and make better use of teaching resources, aligning well with Principle 5 by improving educational delivery and

resource utilisation.

PRINCIPLE 6: INITIAL INTERNAL AND EXTERNAL EVALUATION AND MONITORING OF NEW POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE AN INTERNAL QUALITY ASSURANCE SYSTEM, IN WHICH THEY WILL INSTIGATE THE INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, SO AS TO ENSURE COMPLIANCE WITH THE QUALITY REQUIREMENTS OF THE PRESENT STANDARD. IN THE CONTEXT OF THE ABOVE ACTIONS IT IS NECESSARY TO INFORM ALL INTERESTED PARTIES.

The internal evaluation of the new PSP includes the evaluation of the certification proposal as well as the documentation material in accordance with the requirements of this Standard and the quality procedures of the Institution's Internal Quality Assurance System.

The internal evaluation of new postgraduate degree programmes also aims to ensure the quality level of educational services and to create a supportive and effective learning environment for students.

The Institution, through its Quality Assurance Unit, and the corresponding academic units organizes and supports the external evaluation procedures of the new PSP according to the specific instructions and directions of the HAHE.

The above includes:

- The objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the subject, to ensure the modern nature of the PSP, in accordance with the relevant documentation listed in the decisions of the competent bodies.
- The evaluation of the workload for the development and completion of postgraduate studies.
- The satisfaction of student expectations and needs from their study programme.
- The learning environment, support services, and their appropriateness for the mentioned PSP.

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations and with the participation of students and other interested parties.

Relevant documentation

- The Quality Assurance Unit (QAU) procedure for checking the requirements of the Standard for the quality of new PSP as well as a procedure for organizing and supporting their external evaluation procedures.
- Assessment and feedback mechanisms of the PSP quality strategy and targeting and relevant decision-making processes (students, external bodies).

Study Programme Compliance

Findings

From the analysis of the attached documents and the provided information:

- **Internal Quality Assurance System (IQAS):** The program has an established IQAS, which is documented to include procedures for the audit and evaluation of new

postgraduate study programs. These procedures focus on periodic reviews and compliance checks, ensuring adherence to academic standards and quality measures set by the institution and external bodies.

- **Quality Assurance Unit (QAU) Involvement:** The QAU is involved in the evaluation processes, working primarily with academic departments for curriculum reviews and student services for evaluating support services. This helps ensure that the program remains aligned with the required practices and standards for postgraduate education.
- **Curriculum Evaluation:** Documents indicate that curriculum evaluations focus on reviewing the content and structure to ensure it meets educational objectives and keeps pace with advancements in the discipline.
- **Student Involvement and Feedback:** The documented feedback mechanisms include regular surveys and focus groups. These tools are used to collect feedback from students about their workload, satisfaction, and overall educational experience, contributing to continuous program improvements and enhanced student support services.

Analysis of judgement

The program demonstrates a commitment to quality assurance, both internally and externally:

- **Compliance with Standards:** The internal evaluations and the supporting role of the QAU ensure that the program meets the educational standards required by the institution and external accrediting bodies. These documented processes maintain compliance with the necessary quality assurance measures.
- **Relevance and Up-to-dateness:** The curriculum assessments documented in the files help ensure that the educational offerings are up-to-date and relevant. This proactive approach supports the program's competitiveness and educational efficacy.
- **Student-Centred Evaluation:** The use of surveys and focus groups for collecting student feedback emphasizes a student-centred approach, which is crucial for the program's success and sustainability.

Conclusions

Based on the detailed review of the documents provided and the analysis conducted, it is evident that the postgraduate program "Identity, Education and Competences for Democratic Culture" has effectively implemented a robust Internal Quality Assurance System (IQAS). The Quality Assurance Unit (QAU) is actively engaged in ensuring that the program adheres to both internal and external academic standards and regulations. The established procedures for curriculum evaluation and the mechanisms for student involvement and feedback demonstrate a strong commitment to maintaining a high-quality educational environment

that is responsive to student needs and industry developments.

The program's adherence to the required practices and continuous efforts to update and

assess its curriculum ensures that it remains relevant and effective. The student-centred approach, characterized by regular surveys and focus groups, allows for timely and meaningful adjustments to the educational offerings and support services, enhancing the overall student experience and satisfaction.

In conclusion, the postgraduate program showcases a comprehensive approach to quality assurance that includes diligent internal evaluations, active engagement of the QAU, and a commitment to continuous improvement based on feedback from its primary stakeholders—the students. This compliance not only supports the program's current accreditation status but also positions it well for future evaluations and ongoing success. The proactive and detailed attention to quality assurance and student feedback mechanisms is commendable and should be continued to ensure the program remains at the forefront of postgraduate education in its field.

Panel Judgement

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

Panel Recommendations

While the programme is fully compliant, continuous improvement is crucial. You may want to consider the following:

- **Real Time Feedback Mechanisms:** Implement more real-time feedback tools, such as digital platforms that allow for immediate evaluations and suggestions during courses. This could provide more dynamic input into the teaching and learning processes.
- **Broaden External Evaluations:** Engage a wider array of external experts from internationally recognized institutions in the evaluation process to further ensure that the program meets global standards and incorporates international best practices.
- **Alumni Involvement:** Plan on ways to involve alumni in the continuous evaluation of the program to leverage their real-world experience in refining the curriculum and support

services.

PART C: CONCLUSIONS

I. FEATURES OF GOOD PRACTICE

- The experienced and research-oriented Director and the staff involved.
- The innovative content of the programme
- The collaborative programme's design and development
- The advantages of a totally e- learning mode of delivery, which facilitates the enrolment of students from a variety of areas and countries
- The mandatory thesis – project
- The supportive services and the dynamic Open e-Class Platform- integrated Electronic Course Management System
- The research- led and student centered teaching and learning.
- The interactive material already produced.
- The internships available to students
- The students' support services
- The strong documentation provided to the EEAP.
- The professional development and mobility opportunities of the staff.

II. AREAS OF WEAKNESS

- The programme's content does not promote critical discourse on important issues of democracy and identity.
- References and bibliography do not include diverse views.
- Students' workload in each course and unit needs justification.

III. RECOMMENDATIONS FOR FOLLOW-UP ACTIONS

- Development of the interactive material for all the units of each course.
- Detailed description of students' assessment by using rubrics that show the achievement of the aims and objectives of each course.
- Minor programme revisions to reflect a comprehensive and critical discussion of contemporary issues.
- Enrichment of the references and bibliography to include diverse views.
- Justification of students' workload according to the ECTS allocated to each course.
- The programme may benefit from a more collaborative and balanced approach among the three coordinating departments, so that general and elective courses align more closely with the three areas of specialization.
- Seeking the advice and recommendations from local organizations such as public schools, other similar post graduate programmes, and organizations/agencies that host conventional

and unconventional children and youth, as well youth and community members and parents, may be a way to enrich the programme's current approach.

- Coursework, as it now stands, has a difficult to discern set of assessments and evaluations of students, especially regarding practical applications and teaching practices. It may be advisable to re-examine how to embed teaching/participation practice opportunities during the academic year.
- The PSP may also consider posting profiles of teaching staff, including their academic work and research interests, on the programme website to attract prospective students.

IV. SUMMARY & OVERALL ASSESSMENT

The principles where full compliance has been achieved are: **1, 3, 4, 5 and 6.**

The principles where substantial compliance has been achieved are: **2.**

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

1. **Prof. Em. Mary Ioannidou-Koutselini (Chair)** University of Cyprus, Nicosia, Cyprus
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