



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Sciences of Education

Department: Pedagogy and Primary Education

**Institution: National and Kapodistrian University of
Athens**

Date: 23 September 2023



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Sciences of Education** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Sciences of Education** 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. Leonidas Kyriakides (Chair)

University of Cyprus, Nicosia, Cyprus

2. Prof. Emer. Athanasios Gagatsis

University of Cyprus, Nicosia, Cyprus

3. Prof. Marios Vryonides

European University Cyprus, Nicosia, Cyprus

4. Vasileios Ntaflos

Postgraduate Student School of Humanities, Hellenic Open University, Patras, Greece

II. Review Procedure and Documentation

The accreditation of the new postgraduate study programme (PSP) of Sciences of Education of the National and Kapodistrian University of Athens (NKUA) was conducted fully in a remote mode during the period 18-23 of September 2023. The Hellenic Authority for Higher Education (HAHE) provided the External Evaluation & Accreditation Panel (EEAP) members with a package of materials ahead of the review process that included the Standards for Quality Accreditation, Mapping Grid and Assessment Guide, Assurance Policy Document, the European Qualifications Framework, as well as a wealth of other supportive material. In addition, the panel was also provided with HAHE's accreditation guidelines and was invited to attend an orientation session before the accreditation online visit. The NKUA provided the Department's Accreditation Proposal and a Table of Contents for easy access to the files of each principle/standard, as well as additional supportive material including documents and presentations for each principle. For the evaluation process, the EEAP also consulted the website of the Department.

The EEAP met as a group before the accreditation teleconferences to plan ahead, discuss the accreditation proposals, allocate tasks and coordinate the process to be followed during the evaluation online meetings, and list issues that emerged from the preliminary study of the material. The virtual accreditation visit extended over five days, starting on September 18th, 2023. During this day, the EEAP met with the Director of the postgraduate programme, the Head of the Department of Pedagogy and Primary Education of the NKUA, staff of the Quality Assurance Unit (MODIP), and members of the Steering Committees, as well as members of OMEA. Initially, Professor Konstantinos Skordoulis (Head of the Department of Pedagogy and Primary Education) and Professor Konstantinos Malafantis (Director of the programme) led an overview of the postgraduate programme including a brief history and academic profile, as well as its current strengths and possible areas of concern. The discussion was extended with OMEA and MODIP representatives to explain the degree of compliance of the programme to the Quality Standards for Accreditation. A detailed presentation of the information and supporting material under each one of the twelve principles of the *"Standards for Quality Accreditation of New Undergraduate Programmes in Operation"* was provided. In addition, the Institution held a brief demonstration of student assignments, thesis, and examination papers and material. The last part of the meeting consisted of an on-line tour of the facilities of the Department that are used for the purposes of the postgraduate programme. Specifically, classrooms, lecture halls, libraries laboratories, and other equipment were presented in a [video](#). The EEAP discussed with administrative & teaching staff members about the adequacy of these learning resources to successfully achieve the objectives of the programme. The meeting concluded with a debriefing session only with EEAP members to reflect on impressions of the first day and prepare for the second day of the online review.

The second meeting held on September 21st, 2023, and consisted of a series of discussions related to involved people experiences and impressions about the postgraduate programme. First, the EEAP held a meeting with members of the teaching staff to discuss professional development opportunities, mobility, and competence to attain the objectives of the programme. Issues of workload, attainment of learning outcomes, and evaluation of the programme by students were also addressed. The conversation also covered issues regarding the connection between teaching and research, teaching staff's involvement in applied research projects that directly related to the programme, as well as possible areas for improvement. The second session was conducted with students that are currently enrolled in the programme. The students described their satisfaction related to their study

experience and the facilities of the Department, which was an additional input for the quality assurance process. More general issues concerning student life and welfare were also mentioned. After a short break, the EEAP met with graduates of the programme to discuss their previous experience during their studies and their current career path and opportunities. A fourth meeting was then conducted with employers and social partners of the programme to discuss the relations of the Department with external stakeholders from the private and the public sector. A debriefing meeting with EEAP members was later followed to discuss the outcomes of the virtual visit and prepare the oral report. At the end, the EEAP met with the Director of the programme, the Head of the Department, MODIP members and Steering Committee/OMEA members to discuss on several points which may have needed further clarification, concluding with an informal presentation of the EEAP key preliminary findings.

The EEAP members conducted two additional private meetings on the 20th and 22nd of September to finalize the conclusions and draft the Accreditation Report for the postgraduate programme. During the final meeting on the 23rd of September, the EEAP gathered again to complete and submit the Report to the HAHE.

III. Postgraduate Study Programme Profile

The Department of Pedagogy and Primary Education belongs to the School of Education of the NKUA and operates since 1984 after the establishment of the relevant laws (Law 1268/82 and decree no. 320 Law 116/83). Over the past three decades of its operation, the Department has managed to offer courses covering several academic disciplines that bring together theory and practice and correspond to the contemporary social and educational needs. The Department's is divided into 5 main operating sections that correspond to specific science fields of focus: (a) Sciences of Education, (b) Special Education and Psychology, (c) Humanities, (d) Mathematics and Informatics, and Physical Sciences, Technology and (d) Environmental Studies. To this day, the Department has managed to develop a highly technical infrastructure with 13 laboratories in various cognitive areas. The Department broader contribution to education and to society is significant. Among the broad range of initiatives and projects for improving the teacher status and quality of education, the Department participates in the in-service training for primary and secondary school teachers.

The postgraduate programme of Sciences of Education is a Master of Science degree offered by the Department of Pedagogy and Primary Education since 2019 (Government Gazette 3923/25.10.2019) with the purpose to train specialized scientists, researchers, trainers, teachers, and executives of formal and non-formal education, so that they can contribute to:

- the improvement of the organization and quality of education,
- the development of scientific/educational research, and
- the promotion of scientific knowledge in the fields of the M.Sc.

The programme has two specializations: (a) Teaching and learning, (b) Reading in education, reading promotion, and educational material development. The first direction focuses on issues of school education related to the classroom and school environment, and the communication between teacher and student. It has strong research orientation and aims to improve the teaching conditions by using research-driven evidence. Graduates are expected to:

- acquire systematic knowledge and experience in teaching methodology (principles, models, strategies, techniques), through theoretical study, microteaching, and practical training,
- delve into the aims and objectives of the curriculum and school textbooks, with an emphasis on their design and on effectiveness research,
- know and effectively manage the factors of the educational process that promote students' development, learning and adaptation, with an emphasis on school climate as well as on teacher-student relations and among students,
- be familiar with philosophical, social, and historical issues of the sciences of Education,
- acquire skills for exercising the educational role in the current technological (ICT), intercultural, and multicultural context,
- delve into issues of innovation, planning, policy, administration, and evaluation in education,
- promote creativity in science and art education,
- conduct basic and applied educational research,
- understand the importance of teacher's personal improvement and reflection.

The second Specialization of *Reading Education, Reading Promotion and Educational Material Development* combines the investigation of the psycho-pedagogical process of reading with the use of literature and teaching. It aims to promote the development of reading literacy of children and adults, as well as the design and production of appropriate educational material for this purpose. Graduates are expected to:

- methodically combine the act of reading with aesthetic pleasure, promote the love of reading and, generally, students' education,
- be familiar with various types of reading material, especially literature (folk and eponymous),
- delve into students' relationship with reading, with approaches from the fields of Pedagogy and Psychology,
- understand and promote students' reading attitudes, interests, preferences, and habits,
- develop reading/educational material for students, following modern psycho-pedagogical standards, to promote meaningful learning and love of reading,
- constructively integrate the reading of literary books into the school curriculum,
- cultivate and promote, through reading, social attitudes, such as understanding the "other", coexistence and communication between young people, equality and cooperation, elimination of social exclusion and inequalities,
- know and make didactic use of literary and cultural heritage in general, through teaching methods and effective programs for the promotion of love of reading,
- conduct basic and applied educational research in the fields of reading, love of reading, and production of educational material,
- have processed their identity as readers, cultivated their love of reading, and strengthened their reading habits in the context of lifelong learning.

For both specializations, the minimum duration is 4 semesters, and the acquisition of the degree requires the completion of 120 ECTS. In the first three semesters, students typically attend to 12 courses that correspond to 90 ECTS, while the last semester is devoted to the conduction of a thesis dissertation (30 ECTS). Each dissertation is overseen by a three-member committee by decision of the Departmental Assembly.

During their studies, postgraduate students are required to attend and successfully complete the required courses, academic assignments, and complete a thesis dissertation. The courses are taught face-to-face in the Greek language, while lectures or seminars may be given in English. The writing of the postgraduate thesis is carried out in Greek.

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 EXTERNALSTAKEHOLDERS) 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 Department of Pedagogy and Primary Education is dedicated to implementing a Quality Assurance (QA) Policy for the postgraduate programme of Sciences of Education. This is promoted by aligning this policy with the broader Quality Policy of the NKUA. Generally, the Department appears to be committed to providing high-quality tertiary education programs at all levels (undergraduate, postgraduate, and doctoral studies) in the field of primary education and pedagogy. Additionally, the Department aims to foster scientific expression among staff and students and develop a research-oriented learning environment. As described in the

supporting documents, the programme's Quality Assurance Policy aims to enhance this academic identity and sets the practical framework to achieve its objectives by clarifying annual goals, means and methods to achieve them, as well as role and involvement of stakeholders (including the Quality Assurance Unit, Internal Evaluation Team, programme's coordination committee, and administrative and teaching staff).

As outlined in the programme's QA policy, the main processes for monitoring, evaluation, and continuous improvement of the postgraduate programme quality, include the following:

1. Implementation of Quality Assurance Policy to set the framework within the programme operates effectively.
2. Resource allocation and management to support the achievement of the predefined goals related to supporting the teaching and administrative staff and continuously advancing the infrastructure and equipment.
3. Setting annual measurable quality goals that are agreed based on consultations with the Department management, programme Steering Committee and faculty staff.
4. Continuous internal evaluation and monitoring of all processes to identify areas for improvement and conduct corrective actions with the purpose to enhance the overall programme quality.
5. Collection of data about students' progress, teaching staff effectiveness, course structure, teaching methods, and welfare services that could be also fed with information from other institutional and national information systems (e.g., HAHE and NISQA).
6. Dissemination of information related to the programme that are easily accessible, up-to-date, and presented objectively and clearly on the Department's website and is available in Greek and English.
7. External evaluation and certification processes as applied by the HQA and assigned independent experts to certify the programme's quality.

Thought the implementation of the QA policy, the programme expects to attain specific results towards enhancing its quality and effectiveness. As explained during the accreditation review meetings, these QA procedures ensure that the programme structure is suitable and relevant, and the learning outcomes are aligned with the required qualifications (as set at level 7 by the EQF and NQF). These learning outcomes are also monitored to reflect the labour market needs, which was highlighted by the social partners and employers. On the other hand, the implementation of this policy aims to provide insights about the quality of teaching and the qualifications of teaching staff and external collaborators. Other related aspects that are overseen through the QA policy deal with the efficient utilization of the financial resources that derived from tuition fees and provision of sufficient support and welfare services to postgraduate students.

The development and implementation of specific annual quality goals to improve the programme, specifically expands into five strategic goals: (a) Continuous improvement of academic activities, (b) Enhancement and promotion of research, innovation, excellence, (c) Improvement liaison with the society and labour market, (d) Enhancement of programme internationalization and extroversion, and (e) Upgrading infrastructure and human resource development. As shown in the appendix A3 (Quality goalsetting) these strategic goals break down to 19 specific quality objectives and are accompanied by precise indicators, actions, responsibilities, and timeframe to undertake. These include (1) enhancing postgraduate student graduation rates, (2) cultivating a culture of quality within the master's program, (3) student-centred learning, (4) provision of academic advising and consultation, (5) active involvement of current and alumni students in internal evaluation processes, (6) quality of

research produced by the faculty based on publications and academic impact, (7) involvement of students in research initiatives, (8) connecting the program with doctoral studies, (9) improving facilities and student support services, (10) connecting the program with the job market and the local community, (11) utilizing, collaborating, and networking with graduates of the department, (12) attracting international students, (13) recruiting faculty members from foreign institutions, (14) participation in activities with European universities within in CIVIS network, (15) involvement of students in Erasmus exchange programs, (16) development of information systems for administration and digital governance services, (17) enhancement of facilities and student support services, (18) improving accessibility for people with disabilities, (19) promoting gender equality and equal representation.

Through the documentation, it is evident that quality is continuously monitored and evaluated. For example, the progress report of the internal assessment (i.e., A18) shows that previous recommendations included *Upgrading of the Quality Manual and procedures* and *Activation of Internal Quality Assurance Units of Faculties*. The programme already proceeded with corrective actions to address these issues such as introducing new quality procedures, enrich the respective manual, and more actively communicate and document the quality policy and goalsetting. Another evidence that confirms the close monitoring and evaluation is document A3, which presents the progress and targets of specific indicators. For example, the current spending percentage of the annual budget to support and address the needs of students with disabilities is currently at 5%. Based on specific outlined measures, including initiatives to increase the accessibility of facilities and development of educational material (e.g., website, textbooks) for students with individual needs (e.g., reduced vision), this percentage is aimed to increase at 10% next year.

A distinct advantage of the programme deals with students' option to select a direction between, (a) Teaching and learning, and (b) Reading in education, reading promotion, and educational material development. This possibility provides students the option to form a personalised academic path and set of skills and knowledge. The second specialization appears to be particularly unique in the field of education studies in Greece. As mentioned during the accreditation meetings, there is only one similar postgraduate programme offered at the University of Aegean (i.e., M. Ed in Children's books and educational material), which is partly offered in Rhodos island. This enhances the competitive advantage of the Department and the NKUA, while it maintains the possibility to attract local students interested in this area of study.

The QA Policy is communicated electronically at the beginning of each academic year to the teaching, administrative, and technical staff working in the program, as well as to new incoming students at the start of each program cycle. Additionally, information about the policy is shared with social partners and organizations that collaborate with the programme. The policy is also constantly available on the [programme website](#) for all interested stakeholders to review.

Through a comprehensive overview of the available evidence (i.e., provision of documents, accreditation meetings, students and social partners perspectives, Department's and programmes websites), it seems that the postgraduate program of Sciences of Education is dedicated to continuously updating the curriculum based on scientific standards, improving the teaching quality, and promoting high-quality research. It is also among the main goals of the programme to support graduates in their integration to the labour market with the purpose to develop knowledgeable professionals.

II. Analysis

The QA Policy of the programme of Sciences of Education sets the framework of an effective monitoring, evaluation, and improvement of the programme quality. Based on the analysis of available evidence, the EEAP recognises strong commitment and dedication from the involved

stakeholders to adhere rigorous quality standards. There are several mechanisms in place to assure that the program is in line with the Department's strategic goals and subjected to regular evaluations and assessments. Ongoing monitoring fosters excellence in teaching, responsiveness to labour market needs, and assists students in acquiring advanced education with a focus on specialization, research abilities, and critical thinking. Moreover, the program demonstrates prudent financial resource management. The QA Policy is well communicated and constantly available online to review.

The EEAP noticed that the programme shares similarities with the postgraduate programme of Special Education offered by the Department of Early Childhood Education at the same University. Specifically, the two Departments has set similar strategic objectives and the two programs similar quality goals. This allows room for developing synergies to jointly address their challenges and further develop their strengths. It is expected that a more systematic collaboration between the Departments and the programmes in particular may produce opportunities for future collaboration. As shown in the goal-setting document (A3), all goals are monitored and evaluated based on specific targets. In addition, further actions are outlined with the people that are responsible to undertake them within a specific timeframe. This ensures transparency and promotes responsibility among the involved parties of the programme.

As expressed by the currently enrolled students during the accreditation review meetings, the programme could also further enhance the practical orientation of the degree by incorporating specialized seminars and increasing the percentage of courses with accompanied 'workshop' sessions. This seems to be already considered by the programme Steering Committee since a specific indicator is in place in the quality goalsetting (see *D5.11 Percentage of courses with workshop sessions*). The percentage of this indicator is currently at 12%, and it is expected to increase at 35% by the end of the year. It is recommended by the EEAP to closely monitor the effectiveness of the undertaken actions to assess if the expected target is reached or not and proceed with corrective actions accordingly. Progress on these indicators is considered particularly important since they directly address students' expressed needs.

As evaluated by the EEAP, the quality assurance system prominently adheres to data-driven outcomes and promotes continuous improvement of the programme in all aspects. A minor recommendation to further strengthen the feasibility and sustainability of the programme deals with systematically collecting data from graduates, social partners, and employers. This information would provide help to better understand the extent to which the programme responds to the labour market needs and develop closer collaborations with public and private educational institutions (e.g., organisation of events and information fairs). In conclusion, this Quality Assurance Policy underscores the department's dedication to providing high quality tertiary education to students that would be employed in the education sector.

III. Conclusions

The programme's QA Policy and its systems function efficiently, systematically gathering and analysing data to inform decisions for ongoing improvements. This quality goals and plan are characterized by transparency and clear definitions. The Steering Committee of the program, the Quality Assurance Unit (MODIP), the Internal Evaluation Group, and the faculty work together to address the issues that arise from internal and external evaluations. Annual evaluations result in actions, performance indicators, and decisions that aim to improve the program's effective functioning.

The EEAP acknowledges that the outlined QA policy and procedures maintain transparency, relevance, measurability, and alignment with the strategic plan. The systematic approach presented by the program and Department guarantees that quality assurance processes remain effective and adaptable, underscoring the faculty's dedication to providing a high-quality

educational experience. This dedication encompasses various aspects, including structural alignment, rigorous qualification standards, effective teaching practices, qualified instructors, ongoing improvement efforts, responsiveness to labour market demands, robust support services, efficient resource allocation, and continuous evaluation. Some correcting actions to address current challenges can be easily applied also considering the involved stakeholders' intention during the accreditation review. For these reasons, the quality assurance policy and quality objectives are considered fully compliant with achieving excellence in the postgraduate program.

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	
Partially compliant	
Non-compliant	

Panel Recommendations

- Develop synergies with the Department of Early Childhood Education that operates under the same Faculty, and its postgraduate programmes in particular.
- Systematically collect and utilise data from graduates, social partners, and employers.
- Increase the number of practice-oriented seminars, specialized courses, and courses with workshop sessions.

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 Senate decision for the establishment of the postgraduate program of Sciences of Education was taken on the 17/7/2019 and the program has two specializations; namely (1) Teaching and Learning and (2) Reading Education, Reading Promotion and Educational Material Development. In order to obtain the postgraduate degree, students need to complete 4 full academic semesters (120 ECTS) corresponding to two academic years, including the writing up of a postgraduate thesis.

During the studies, for both specializations, students are required to successfully attain in twelve (12) courses (ten compulsory and two elective) and conduct a thesis dissertation in the final semester.

Students are highly involved in the design and provision of feedback to the program management.

The labour market sectors may benefit from the postgraduate program, especially in the specialization of “Reading Education, Reading Promotion and Educational Material Development” which appears to be unique and diverse in Greece.

The student guide is an 8-page long document that provides information about the program including the learning outcomes, the program study, the course and thesis outlines. More detailed information may be found in the Internal Regulation of the program.

A comprehensive list of the teaching staff along with their areas of expertise, their relation to the courses they teach, employment, and teaching assignment in hours and other teaching commitments are fully provided in the study guide and the documentation submitted to the Panel for review.

II. Analysis

The postgraduate program followed established procedures and is compliant with the general expectations of a 2-year structure that is spread in 4 full academic semesters (120 ECTS). The courses are well designed and cover the whole spectrum of contemporary issues of education in both specializations. Students and stakeholders are highly involved in the development of the program with opportunities to provide feedback in an ad-hoc manner. The program is clearly linked to relevant sectors that may employ graduates especially of the specialization “Reading Education, Reading Promotion and Educational Material Development”. All information is provided in a consistent way.

III. Conclusions

The EEAP concludes that the PSP of Sciences of Education is fully compliant with the second principle of the accreditation.

Panel Judgement

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

Panel Recommendations

The EEAP recommends that the programme makes the support it provides for thesis writing more visible to existing and prospective students.

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

Based on the series of documents provided by the Department presenting the postgraduate programme and the meetings conducted during the Accreditation review with the teaching staff and students, there is clear evidence that student-centred learning, teaching, and assessment is one of the priorities of the programme. The aim of the Department, as described in the accreditation proposal, is to shift from a traditional teacher-centered approach to a student-centered approach. This transition focuses on enhancing students' critical thinking, autonomy, motivation, and active participation in the learning process by adopting contemporary educational science principles. The Department tests and implements these pedagogical changes in practice,

involving postgraduate students throughout the process. For example, the courses are designed to provide meaningful learning experiences and flexible learning directions, as evidenced by the two main specializations, to accommodate diverse learning preferences. In terms of teaching, different delivery methods are used based on the individual needs of the students, incorporating a variety of pedagogical approaches. The program also systematically evaluates the application of these methods and makes adjustments to enhance their effectiveness. Though these evaluations, students' voice is fostered for an active participation in shaping the curriculum, assessment processes, and overall quality of teaching. Overall, the program aims to strengthen students' sense of autonomy while ensuring adequate guidance and support from instructors, maintaining mutual respect in the student-teacher relationship.

In several aspects of the accreditation review, it has been noticed that the programme offers targeted academic support and continuous guidance, especially throughout the preparation of personal/group assignments and the dissertation thesis. Additionally, it has been highlighted that students are provided with opportunities to jointly prepare and submit scientific articles in peer-reviewed journals. In this way, feedback between students and instructors is strengthened, and the knowledge and skills of both students and instructors are enhanced. This leads to personal and professional development, particularly for postgraduate students. Quality objectives A3. *Flexibility of Studies – Student-Centered Learning* and A5. *Active Participation of Students and Alumni in Internal Assessment Processes* are particularly relevant and support the above.

The programme incorporates laboratory exercises and alternative educational approaches such as collaboration with local institutions, mandatory seminars, use of multimedia, and conducting assignments at associated laboratories to expose students to interdisciplinary learning and foster students' motivation. Research and critical skills are cultivated during the thesis dissertation, which is emphasized as a crucial component of the program. The program also leverages an e-learning platform provided by the University for continuous communication and promotes ICT literacy in more ways including teaching in a multimedia-equipped room and using of specialized software.

Regarding students' evaluation, the programme sets transparent processes that are well communicated with students from the beginning of each course and available on the programme's website. The evaluation is aligned with the legal provisions and internal regulations of the NKUA and include various methods to ensure consistency in assessment criteria such as grading scales, written and/or oral examinations, participation in lessons, presentations of personal work, and individual or group assignments. On the other hand, students are actively involved in the ongoing evaluation of the courses and the teaching staff. This formative evaluation process is conducted through online forms, as well as through daily interactions of student with their teaching staff. As evidenced by the supportive documents A8 and A9, the outcomes lead to specific corrective actions by the teaching staff upon thoughtful reflection and analysis, with the involvement of the Internal Evaluation Team where needed.

To further guide and support students in their study programs, the programme complies with the relevant regulation (Article 35, Law 4009_2011, Government Gazette A 195) to assign an academic advisor to each student. Student benefit in several ways through this direct relationship with their academic advisor such as guidance in forming their course path, reduction of dropout rates, and problem-solving and support in different matters. Last, the programme has set and communicate with students a specific process to receive and manage complaints. The programme Steering Committee acknowledge the importance of resolving student complaints and concerns as a means to improve the quality of services provided. They explained that student complaints are viewed as opportunities for improvement, therefore, the submission is encouraged. In summary, the program places a strong emphasis on tailoring the learning experience to individual student needs, involving students in program development and evaluation, and balancing autonomy with instructor support to enhance the quality of education.

II. Analysis

The analysis has shown that the postgraduate programme of Sciences of Education supports the principles of student-centred learning, teaching and assessment in several ways. The course objectives are directly (e.g., A3, A5) and indirectly (e.g., B3, C1, D5, E4) contribute to providing students various ways and opportunities to develop their academic, professional and research skills, while considering their individual needs and characteristics. For example, students are initially given the option to select a specialization as well as two other courses during their studies. Additionally, they form their own specialised knowledge throughout the conduction of a personal thesis dissertation, during which they are guided by their academic advisor and three-member committee. In addition, the adaptation of the teaching methods, modes, and educational material promote autonomous learning and foster motivation for academic growth. A possible challenge that has been also identified in the internal evaluation deals with the graduate rate of the programme's enrolled postgraduate students. As mentioned in the progress report and discussed during the meetings with the programme director, coordinating committee, teaching staff and internal evaluation unit, several measures are already in place to address this. For example, the programme aims to balance students' workload, enhance the interactions between students from different years, provide supporting lessons where needed, offer educational material in the platforms e-class and open delos, and regulate the number of students that a faculty member is responsible for. A second minor setback that has been identified during the analysis deals with the adequacy of the specific furniture and equipment to conduct collaborative or group activities in the classroom since the limited group desks and classroom's fixed design might impede it at some extent.

The employment of responsive instructional methods allows to address students' learning needs and ensure engagement and successful involvement of all students. Related to continuously improving of teaching, the programme actively engages students to internal evaluations and incorporates formative and diagnostic assessment procedures which are aligned with the student-centre principles. Specifically, the programme has set a target to increase the percentage of students participating to the internal evaluation processes to 90%, which indicates the intention of the Department to consider students' voices in decision-making to improve the education process. During the meetings, the programme management staff informed that students' participation in evaluation is encouraged by targeted informative action on the existence of these procedures, promotion of online forms through e-class, and showcasing corrective actions that were undertaken based on previous students' feedback.

III. Conclusions

The EEAP found that the PSP of Sciences of Education in the NKUA is substantially student-centred and promotes students' voice to be part of the decisions that are made to increase the quality of the programme. There are intentions and mechanisms in place to foster mutual respect between the students and the faculty and staff. Some small adjustments which are needed for continuous improvement can be easily applied. The Department respects the various individual learning needs and personal characteristics and considers several ways to support student in the course. The particular arrangements that are made to better accommodate students and enhance their experience, such as the actions to increase graduation rate and students' participation in internal evaluations are aligned with the philosophy of student-centred approach. Consequently, the programme of Sciences of Education is fully compliant with this principle.

Panel Judgement

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

Panel Recommendations

- Facilities can be adapted for group activities, including providing ample round tables for teamwork and flexible classroom designs to accommodate changing teaching methods.
- Monitor and evaluate the implementation of the existing measures that are taken to improve the graduate rate of enrolled postgraduate students.

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 enter the program through an assessment of various supporting documents that are submitted for evaluation. These are described in the admission guidelines and the Internal Regulation of the PSP.

Student rights and obligations are also clearly described in the study guide. Because of the small number of students that enter the program each year their progression is closely monitored by the faculty of the program.

There is provision for the award of a Diploma Supplement to all graduates of the PSP in Greek and English. No documentation was provided about this. Document A15 was incomplete.

In the fourth semester of their study, students should conduct a compulsory thesis dissertation. The NKUA has an approved guide for research ethics which is comprehensive and covers all aspects of ethical contact of research with human participation.

II. Analysis

Students' admission procedures are clear and transparent. According to them during the interviews of the accreditation review, the progression of students from one stage to the next is described in detail and followed with precision. The research ethics guide of the NKUA is exemplary.

The panel would like to recommend that a comprehensive and customized guide for thesis writing is included in the study programme guide.

The certification at the end of the program follows standard practices and clearly demonstrates the path that students have followed to reach to a successful completion of their studies.

III. Conclusions

The EEAP concludes that the program is fully compliant with this principle.

Panel judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	✓
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 Department of Pedagogy and Primary Education Professor Konstantinos Skordoylis and the Director of the Postgraduate Programme of Sciences of Education Professor Konstantinos Malafatis and the teaching staff presented and explained their vision about the programme. They were willing to share with the EEAP all the documents and information that could make their work visible.

The teaching and research staff participating in the programme are seventeen (17) members consisting of: ten (10) faculty members of the Department of Pedagogy and Primary Education of the NKUA, two (2) members of the Laboratory Teaching Staff (EDIP) of the Department of Pedagogy and Primary Education of the NKUA, two (2) faculty members (Teaching and Research Staff) of the Pedagogical Department of Primary Education of the University of the Aegean and the Department of Educational Policy of the University of Peloponnese (Visiting Professors) and three (3) External Collaborators (PhD/Teachers) who have undertaken teaching work in the programme. In addition to the teaching work, administrative support is covered by one (1) member of E.T.E.P. (Special Technical Laboratory Staff) and three (3) administrative employees of the Department. The Director and the Steering Committee of the postgraduate programme cooperate for the compilation of the list of teachers with clear, transparent and meritocratic procedures. The assignments are validated by the General Assembly of the Department. The aim is to maintain high standards in teaching and research.

According to the material that has been presented during the accreditation review, the EEAP considers the workload of teachers manageable. It is evident that the faculty members maintain excellent relationships and have established strong collaborations amongst them. They have a multidimensional teaching and research activity. They organized and participated in national and international conferences bringing more visibility to the Department and their research work. The faculty of the programme places particular emphasis on linking teaching and research. Most of the subjects offered in the program aim at this interconnection. Moreover, the master's thesis dissertation is a prerequisite for obtaining the postgraduate degree and usually an original research work.

Based on the students' and graduates' feedback during the accreditation review, it was recognised that they value and rate very highly the academic staff of the postgraduate programme of Sciences of Education. They also feel that the courses attained during the programme prepare them well for the job demands and provide a good connection between practice and research. Last, they expressed satisfaction with the variety of the topics offered.

II. Analysis

The faculty continue to develop academically, and several faculty members publish their research work principally in Greek refereed journals. A significant number of monographs and edited volumes, principally in Greek, have been published during the last years.

Moreover, professors in other Greek Universities with relevant specialized knowledge and experience to the programme, are invited as visitors. The invitation of visitors is made only if they are assigned in teaching, in accordance with the procedures and the programme Regulation, in accordance with the applicable teaching assignment to the faculty members of the Institution.

Concerning the procedures and criteria for teaching staff recruitment, the programme and the Department follows the current legislation on the recruitment and promotion processes of faculty members. Specifically, all procedures of announcement, selection, promotion, and recruitment are posted on the information system APELLA. The details of these processes are accessible to the candidates and the members of the evaluation committee, ensuring transparency and securing meritocratic results.

III. Conclusions

The interdisciplinarity that characterizes the field of Sciences of Education (School Pedagogy, Evaluation of Learning Process, Philosophy of Pedagogy, Developmental Psychology, Teaching Practice etc.) enables the staff of the programme to collaborate with teachers from related fields of psychology, pedagogy, sociology, methodology, statistics, new technologies and arts. It is obvious that good actions have been taken in the programme to ensure quality in teaching and research. They have an important presence in peer-reviewed journals, present in national and international conferences, and produce monographs and edited volumes.

Panel Judgement

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

Panel Recommendations

- The Programme and the Department does not currently have a formal mentoring process for new incoming faculty. It would be beneficial to institutionalise the support that is currently offered unofficially to the junior faculty.
- The EEAP believes that the Programme and the Department should consider alternative ways to increase faculty's international scientific collaborations and mobility.
- The EEAP believes that the performance of the teaching staff in scientific research, could be based to a greater degree on internationally recognized systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.).

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The postgraduate program of Sciences of Education provides sufficient resources and means to support learning and academic activity to postgraduate students. The teaching staff consist of 13 members, eight of which are full-time faculty members.

The program is housed in the building of the School of Education Sciences of the NKUA. The Department has auditoriums/classrooms at its disposal for the delivery of courses and computer laboratories, as well as a library.

Among the many services provided to the students, which are customary and fully expected to be in place, there is provision of an Electronic Classroom which is an e-course management system that supports the asynchronous e-learning activities. The program makes a lot of efforts through the Department and School to support the students.

Partial support for the program is provided by the tuition fees. There is a detailed provision of how these financial resources are utilized.

II. Analysis

Based on the evidence in the documentation and students' and graduates' interviews, the EEAP is convinced that despite the ongoing challenges of the last years, the programme is sufficiently supported by the existing infrastructure.

The programme's biggest asset, however, appears to be the people who support the program. The staff seem to be extremely dedicated and often willing to go beyond the expected workload to support the students and the activities of the program. This was evident to the EEAP by the students' and graduates' interviews, who spoke with excitement and praised the staff's effort and commitment.

III. Conclusions

The panel concludes that despite some objective challenges the program is fully compliant with this principle.

Panel Judgement

Principle 6: Learning resources and student Support	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommends that the University gives the Postgraduate program more flexibility to use part of the program's budget to further strengthen the supporting resources made available to students.

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 PSP of Sciences of Education has established procedures for the collection of data regarding student body, teaching methods and student progression.

The Department maintains the overall accountability for overseeing the continuous improvement of its academic provision, research outputs, and the performance standards of its students. It has developed an internal quality assurance system under the supervision of QA System. The Internal QA System of the services and activities of the Department is conducted on an annual basis. The members of the Department participate in the Internal Quality Assurance System which is divided into three main pillars: (1) Qualitative and quantitative evaluation process of the Department's data (questionnaires, statistical data, interviews), (2) Report and Planning Reports, (3) Annual Evaluation Report.

The information collected by the Internal QA System is analysed by the Committee on Internal Evaluation (OMEA) which makes specific recommendations for the improvement of the quality of the studies provided, the services, the functions of the Department and the infrastructure. All these are discussed in the Department Assembly, with the aim of taking the necessary decisions.

II. Analysis of judgement

For the collection of information, the Department of Pedagogy and Primary Education relies on the «Unitron» information system for the management of Higher Education Secretariats of the NKUA. «Unitron» offers personalized electronic services and has the ability to provide information in tabular or microdata format. Basic information in this system concerns: (a) enrolments in academic semesters, (b) course registrations according to the curriculum followed by each student, (c) textbook declarations and (d) grades in courses of the PSP. These data are requested by the managers of the relevant database of the University and are presented in summary tables.

In addition, at the end of each academic year, the teaching staff of the Department fill in the inventory forms of the QA Unit, which include data such as the participation of academic staff in inter-university or interdepartmental postgraduate programs or data on the mobility of academic staff for the performance of academic work outside the NKUA.

Student evaluations are obtained with the completion of questionnaires (with quantitative and quality questions) at the end of the semester and for each course they attended, but this is not mandatory. The students' participation rate currently reached 23% which is low and the majority of them didn't leave any comment or recommendation, but the Department aims to achieve higher numbers in the future.

The Committee on Internal Evaluation collects, analyses and utilizes the above information in the preparation of the periodic Internal Evaluation Reports under the guidance of the QA Unit and propose recommendations to the General Assembly and the management bodies.

The QA Unit of the NKUA is responsible for the supervision of the constant improvement of its academic provision and research outputs, as well as the efficient operation of its academic services, in accordance with international practices and the guidelines required by HAHE. The EEAP has been given access to sets of statistical data. This wealth of information is also accessible to the academic community and the public through the Departmental website.

III. Conclusions

The Programme and the Department is fully compliant with Principle 7. The system of collecting, analysing, and using information relating to an efficient management of the Postgraduate Program is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions. As such, the Department is in agreement with the institutional principles which govern the collection of data regarding students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates.

Panel Judgement

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

Panel Recommendations

Take actions to improve the response rate of student evaluation questionnaires.

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 Department has put in place a comprehensive public information system. The determination above is based on reviews of printed and electronic sources, as well as interviews with the Head of the Department, members of the MODIP, OMEA, faculty staff and students. The EEAP examined materials that exhibited evidence of critical information sharing with students, faculty members, external partners, and the community at large. The Department's website in Greek language (see [here](#)) contains information about its facilities, faculty members and staff, studies and guides, announcements, events, policy of quality assurance, and internal assessment reports. But the information given is not complete or organized in an adequate form. In addition, the English language version of the website is underdeveloped as it stands. Some information is not translated in English. The website should be improved to increase the international visibility of the Department and enhance the potential of promoting the programme beyond the national borders.

The EEAP social media pages in Facebook and LinkedIn, also uses the email database for sending newsletter. The programme is presented in thematic websites for education for greater visibility (for example see [here](#)).

The Department ensures that there is printed information material for the PSP, for the events it organizes and the initiatives and actions in which it participates.

An important tool for the timely and comprehensive information of the Postgraduate students of the Department is the e-classroom, for which they are encouraged to have an account from the first day of their studies. The e-class platform is an integrated learning management system and the enhancement of asynchronous distance learning. On the platform there are pages of all the postgraduate courses offered, designed by the instructors and enriched with educational content.

II. Analysis of judgement

The EEAP found out that the website and social networking committee of the Department plays a key role in monitoring, controlling and ensuring the quality, validity and timeliness of public information concerning the programme. The EEAP discussed with staff, students, and stakeholders

about the functionality of the Department’s website. The analysis revealed that the Department has made a significant effort to promote the programmes to prospective students and the public, but some extra steps must be done for this effort to be more targeted and complete.

III. Conclusions

Overall, the EEAP believes that the Department is substantially compliant to the ways it shares information to the public. Some recommendations to follow are noted below.

Panel Judgement

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

Panel Recommendations

- The EEAP encourages the Department to enrich the English version of their website.
- The EEAP encourages the Department to emphasize on the structure of their website in order to achieve greater content accessibility.
- The EEAP encourages the Department to enrich the content of the website with more information.

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

The establishment of the PSP of Sciences of Education from the Department of Pedagogy and Primary Education of the NKUA, was made in 2019 (Government Gazette 3923/25.10.2019 vol. B, Dec. 21/2.10.2019). The purpose of the programme is to train specialized scientists, researchers, trainers, teachers and executives of formal and non-formal education, so that they could contribute to the optimization of the organisation and the quality of education, the development of scientific pedagogical research and the promotion of scientific knowledge in the fields of the programme.

Since the establishment of the programme, quality assurance and evaluation procedures have been adopted, which are carried out through Internal Evaluation. This is based on the Internal QA System of the NKUA, that covers the entire range of the various functions and activities of the Institution. The annual Internal Evaluation process highlights the strengths and weaknesses of the operation of the programme and aims to establish new objectives and match them with the desired quality levels. The evaluation of the programme 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. Internal evaluation mechanisms serve the formative purpose of evaluation. As a consequence, the Department has developed a comprehensive strategy for continuous quality

improvement that is based on evidence. The EAAP has found that programme is regularly reviewed and revised with the participation of students, graduates and faculty members. The Director of the programme, Professor Konstantinos Malafantis presented to the members of the EAAP an indicative timetable of the annual periodic evaluation procedures. Specifically, the following dimensions are evaluated:

- the content of the Curriculum according to the most recent research in the specific subjects of the programme, so as to ensure the modern character of the programme.
- several indicators including student success rates (mainly in courses and thesis dissertation).
- the overall degree of satisfaction of students' expectations. Students mainly answer to 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 students' welfare and the infrastructure of the Program and of the Department of Pedagogy and Primary Education or the NKUA.
- the adaptation of the programme to the changing needs of society.

The internal evaluation concludes with the writing of the internal evaluation report of the academic unit. On the other hand, the teachers' number of publications in peer-reviewed journals, the number of references to the staff publications, and the research quality of the staff are also taken into account. Finally, the relations with external stakeholders like employers or other social partners from the private and the public sector is also considered.

II. Analysis

The constant development and implementation of the Internal Evaluation falls under the responsibility of the relevant Quality Assurance Unit (MODIP). MODIP handles all the different procedures and processes required by the Institution for the external evaluation and improvement of all educational and research work carried out at NKUA. This became obvious during the meetings with the Head of the Department and the Director of the Program. It was found that the Program and the Department takes the results of their internal evaluation report seriously into account. As a consequence, findings of internal evaluation are used for improvement purposes. Procedures for readjustment and modernization of the material of the study program are also established based on the results of the internal evaluation and specific recommendations for improving the quality of the teaching, research work of the Program emerged.

III. Conclusions

Based on the findings and analysis of the material of the Program, the EAAP believe that a comprehensive monitoring system of the Program is in place. The internal evaluation is regularly conducted by MODIP. The Program is regularly reviewed and revised with the participation of students, graduates and faculty members. Based on the report of MODIP, relevant interventions/adjustments are carried out, to achieve the identified goals of the study program. The information collected is analysed and the program is modified according to the internal evaluation data. The student evaluations are a major part of the quality monitoring procedure.

Panel Judgement

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

Panel Recommendations

The program should find ways to be collecting data on student employability and the career paths of graduates

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 PSP of Sciences of Education that is conducted in the context of ETHAE. As such there are no prior recommendations of external evaluations of ETHAE to be followed. Moreover, no other activities of external evaluation exist concerning the Program in its previous form.

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

The EEAP reviewed all available documents and the website of the PSP and of the Department and conducted extensive online interviews with the Director and the teaching staff of the PSP and the Head of the Department. The EEAP found that the Program and the Department has undertaken a multidimensional activity in creating more digital skills courses and they have balanced the distribution of all courses in the Scientific Fields of the courses. The Director of the Program and the Head of the Department has also provided information about the activities of different committees of the Program, the intended learning outcomes of the courses, the teaching, learning and assessment procedures used, the learning opportunities available to their students and the degree awarded.

The members of the EAAP verified that the Program and the Department have a process for reviewing the findings and recommendations of such external evaluations. This includes a preliminary review by the Director of the Program and the Chair of the Department and notification of the evaluation results to all faculty and staff of the Program. A faculty meeting is scheduled to discuss the findings and recommendations and identify next steps of action.

These recommendations and the incorporation in their processes include the compliance with the MODIP requirements, the development of strategic goals and the policy for quality control.

II. Analysis

Based on the above-mentioned findings, the EAAP verified the procedures adopted by the Director of the Program and the Department concerning the different dimensions of the Program and the planning of their actions in order to fulfil the possible suggestions for the improvement of the Program. Some of these procedures and actions are:

- 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 Program).
- An extensive analysis of the results of the evaluation and the recommendations of the EAAP in the context of the functioning of the OMEA, the Department and the implementation team of the Program of Sciences of Education.
- A creation of a comprehensive action plan to incorporate the accepted observations of the EAAP within two (2) months of the completion of the external evaluation process.
- A continuous monitoring by the OMEA of the Department of the implementation of the EAAP's recommendations in the timetable set.

The Department and the Program have a good communication and collaboration with alumni through a social media page and the posting of information highlighting the academic and professional development of their members. Moreover, they have strengthened the relations with social partners and has developed cooperation with Institutions that are related to the Program of Sciences of Education activities.

III. Conclusions

This is the first external evaluation of the Program in the context of HAHE, so there is no track record of prior recommendations. The discussions with the faculty indicated that they understand and value the importance of such external reviews, are receptive to recommendations to improve their program and showed an attitude of addressing such suggestions.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

- The programme has put in place robust internal monitoring systems to consistently assess and enhance the program's quality. This includes the implementation of precise key performance indicators, attainment targets, defined timeframes, and assigned responsibilities.
- The annual student enrolment is deliberately kept relatively low, enabling the programme and the Department to offer personalized support and address each students' unique needs effectively. This student-centred approach also promotes collaboration and interactions among students.
- The programme has two specializations, which provides students the option to select, and form a personalised academic path and expertise.
- The specialization in "Reading in education, reading promotion, and educational material development" appears to be particularly unique in the field of education studies in Greece, which increase the competitive advantage of the Department and maintains the possibility to attract local students, as well as stakeholders, interested in this area of study.

II. Areas of Weakness

- The programme needs to improve and enrich the English version of the website, in order to promote its work to the international community and increase its visibility and internationalization.
- The programme staff should aim for publishing their research work in international peer-reviewed journals to posit the work of the programme to the wider research community beyond Greece.

III. Recommendations for Follow-up Actions

- The programme could more systematically collect and utilise data from graduates, social partners, and employers to gain more insights on graduates' employability and career paths, which will eventually inform for further improvements of the programme design.
- The programme could increase the number of practice-oriented seminars, specialized courses, and courses with workshop sessions to increase the attractiveness of the coursework and academic paths.
- The programme could review and make the guidelines for conducting the thesis dissertation more visible to existing and prospective students. In addition, further work in mitigating the obstacles for students to complete their thesis on time and enhance their research contribution might be needed.
- The Programme and the Department could institutionalize the mentoring process and support offered to the new incoming faculty.
- The programme and the Department could consider alternative ways to increase their international scientific collaborations, internationalization (e.g., enriching the English version of the website), information sharing and visibility (e.g., through newsletters and social media), and students' mobility.
- The University could give the program more flexibility to use part of their budget and strengthen the supporting resources made available to students, such as flexible classroom designs and infrastructure for collaboration.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **8.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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University of Cyprus, Nicosia, Cyprus

2. Prof. Emer. Athanasios Gagatsis

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