



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης  
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## Accreditation Report for the Postgraduate Study Programme of:

Didactics of Biology

Department: Biology

Institution: National and Kapodistrian University of Athens

Date: 24 November 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 **Didactics of Biology** 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 **Didactics of Biology** 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. PAVLOSTATHIS SPYROS (Chair)**

School of Civil and Environmental Engineering, Georgia Institute of Technology

**2. SOULTANAS PANAGIOTIS**

University of Nottingham

**3. XANTHEAS SOTIRIS**

Pacific Northwest National Laboratory U.S. Department of Energy

**4. TEKOS FOTIOS**

University of Thessaly

## **II. Review Procedure and Documentation**

In preparation for the review and assessment of the PSP, the External Evaluation & Accreditation Panel (EEA Panel) reviewed multitude of material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices. The programme review was conducted via teleconference, organized, and coordinated by HAHE and the National and Kapodistrian University of Athens (NKUA). The schedule and agenda of the review were as stated below.

### **Monday, 09/10/2023:**

- a. Preliminary private meeting of the EEA Panel. Discussion of the programme under review; assignment of writing parts of the accreditation report draft to the members of the EEA Panel.
- b. Welcome meeting and short overview of the two postgraduate study programmes (PSP) with the Head of the Department of Biology Prof. A. Parmakelis, the Head of the Department of Chemistry Prof. E. Lianidou, the Director of the PSP Didactics of Biology (PSP1) Prof. I. Trougakos, the Director of the PSP Chemistry Education, Information and Communication Technology and Education for Sustainable Development (PSP2) Prof. K. Methenitis, the Secretary of the Quality Assurance Unit (MODIP) of the NKUA Mr. K. Bourletidis, MODIP member Mr. Th. Chajitheodorou, member of the PSP1 Steering Committee Prof. S. Genitsaris, members of the PSP2 Steering Committee Profs. Th. Mavromoustakos and M. Sigalas, and PSP2 OMEA member Prof. P. Paraskevopoulou: presentations and discussion of PSP1 and PSP2 history, academic profile, current status and future developments, strengths and areas of concern, degree compliance to the quality standards for accreditation, internal procedures, course examinations, review of students' progress, course/instructor evaluations, etc.
- c. Meeting with PSP1 faculty Profs. I. Trougakos and S. Genitsaris and PSP2 faculty Profs. E. Pavlatou, K. Methenitis, Dr. K. Salta, teaching laboratory staff, and Ms. G. Satratzemi, Secretary of the Department of Chemistry: Discussion of facilities and learning resources.
- d. Private debriefing meeting (EEA Panel members only).

### **Tuesday, 10/10/2023:**

- a. Meeting and discussion with PSP1
- b. Didactics of Biology faculty Profs. I. Trougakos, E. Mavrikaki, P. Pafilis, E. Valakos, K. Skordoulis, P. Kollia, K. Tsoi, Ch. Alexopoulos, A. Tsimpoukli, and E. Lazarakou.
- c. Meeting and discussion with seven (7) current PSP1 students.
- d. Meeting and discussion with eight (8) PSP1 recent graduates.
- e. Meeting and discussion with employers and PSP1 social partners: P. K. Stasinakis, director of 4th High School Zografou, Athens; G. Katopodis, secondary education teacher, member of the Panhellenic Union of Biologists Board; D. Karavasilis, director of the Greek-French private School Saint Josef; A. Drolapas, director of the 6th High School Zografou, Athens.
- f. Private debriefing meeting (EEA Panel members only): discussion of the outcomes and findings of the virtual visit; preparation of oral report.

- g. Closure meeting with the Head of the Department of Biology, PSP1 Director and faculty, MODIP and OMEA staff and members: informal, oral presentation of the EEAP key findings, and clarifications.

**Wednesday,**

**11/10/2023:**

Draft report writing.

**Thursday 12/10/2023 to Saturday 21/10/2023:**

Draft report writing. EEA Panel virtual meetings. Review and finalization of draft report.

Throughout the review and evaluation process, the EEA Panel was in close communication with the PSP1 administration and University MODIP, which were very accommodating in providing additional information requested by the EEA Panel. The EEA Panel found that the PSP1 administration and MODIP representatives, as well as the faculty, staff, current students, recent graduates interviewed were eager and helpful in our discussions, providing valuable additional information.

### III. Postgraduate Study Programme Profile

The postgraduate study programme (PSP) Didactics of Biology is interdepartmental organized and offered by the Departments of Biology and Pedagogy and Secondary Education of the National and Kapodistrian University of Athens. The programme was established in 2003 (Government Gazette 173/17/6/2003), was reformed in 2018 and operates with new approval (Government Gazette 3040/ 27-07-2018 and 5158/22-8-23). The scientific methodology followed, the social orientation, the provision of Pedagogical and Teaching Proficiency, along with tuition-free study make the program unique in Greece.

The objectives of the PSP are the systematic teaching of modern topics of biological sciences, communication to various audiences, new methods of educational technology and digital transformation, principles of ecology and environmental education, as well as educational research on topics such as philosophy and history of science, and the contribution of natural history museums to education.

Teaching in the PSP is realized by faculty from the two departments, as well as external collaborators from various research Institutions, Universities, laboratories, and education advisors. In addition, special technical staff and administrative staff assist the PSP.

The programme has set at 50 the maximum number of admitted students per academic year. In the academic year 2022-2023, the number of admitted students was 18, while the number of graduates was 15. The total number of PSP graduates since its initial establishment in 2003 is 230. Most of the postgraduate students the EEA Panel interviewed stated that the PSP Didactics of Biology of the National and Kapodistrian University of Athens was among their first choice based on the curriculum, methodologies used, tuition-free study, and reputation. The PSP is a minimum of four (4) academic semesters study resulting in a Diploma of Postgraduate Studies. The maximum time allowed to complete the studies is set at eight (8) academic semesters. To graduate, the student must have successfully completed a total of 120 European Credit Transfer System (ECTS) credits (90 ECTS for coursework and 30 ECTS for the preparation and successful completion of a postgraduate thesis), as well as completed practical training (Teaching Practice), which involves attending lectures in primary or secondary education schools, as well as planning and implementation of lessons, followed by analysis, discussion, and evaluation. The EEA Panel found that the number of courses offered cover advanced as well as new topics and technologies in Didactics of Biology.

The PSP prepares graduates for careers in both the private and public sector of the economy, mostly in secondary education as the graduates also obtain a certificate of Pedagogical and Teaching Proficiency. In addition, a number of graduates continue with doctoral studies or staff research and science education organizations. There are strong links to the society, which is key priority of the PSP Didactics of Biology, the Departments of Biology and Elementary Education, and the Institution.

The Department of Biology participates in other interdepartmental and interinstitutional postgraduate programmes and supports doctoral studies.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

#### **Documentation**

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

#### **Study Programme Compliance**

##### **I. Findings**

The Institution has developed and implemented its Quality Assurance Policy as part of its broader strategy ([https://en.uoa.gr/about\\_us/mission\\_policies\\_and\\_publications/quality\\_assurance\\_policy/](https://en.uoa.gr/about_us/mission_policies_and_publications/quality_assurance_policy/)). The Department of Biology, in collaboration with the Quality Assurance Unit



(MODIP) of the University and Department Internal Evaluation Group (OMEA), has harmonized the quality policy of the PSP Didactics of Biology with that of the University, accompanied by annual quality assurance targets for the continuous development and improvement of the PSP, as well as that of the academic unit and other educational programmes.

The Quality Assurance Policy of the PSP, which is publicly accessible from the PSP website (<https://didactics-of-biology.gr/a2.pdf>), includes adequate reference to the delivery of the new PSP, including commitments to satisfy requirements and strive for continuous improvement. In addition to OMEA, a departmental Coordinating/Steering Committee further aids in the overall quality assurance of the PSP and the Department.

The processes and procedures used for the monitoring and continuous improvement of the quality of the PSP are as follows: a) The strict implementation of the PSP Policy for Quality Assurance; b) The optimal disposition and management of the PSP resources; c) The establishment of Quality Assurance objectives of the PSP on an annual basis; d) The periodic internal evaluation and monitoring of the PSP on an annual basis; e) The collection of Quality Data, quantitation, analysis and improvement of the PSP; f) The disclosure and publication of all information related to the PSP made publicly accessible; g) The periodic external evaluation and certification following established procedures by HAHE.

## **II. Analysis**

The Quality Assurance Policy is sufficiently communicated to all parties involved. The PSP has set specific, measurable, achievable, relevant and timely goals regarding the new postgraduate programme. According to Quality Targets, the PSP is at a satisfactory point in terms of achieving set targets. Based on the data provided to the EEA Panel, the targets are also paired with suitable key performance indicators (KPIs). Goals are monitored, updated, and communicated, according to the Quality Assurance Policy implemented by the Institution and the PSP. The quality assurance system is reviewed on an annual basis by the OMEA and results communicated to the University MODIP, which issues an annual report.

The structure and organization of the PSP is well thought out and in line with the overall goal of the programme. The advanced material covered along with the study of new technologies in the area of Didactics of Biology result in learning outcomes and qualifications of the postgraduate students consistent with Level 7 of the European and National Qualifications Framework for Higher Education. It is noteworthy that a number of postgraduate students of the programme have continued doctoral studies.

## **III. Conclusions**

The Department has established a Quality Assurance Policy that is appropriate for the PSP. It includes a commitment for its implementation and continuous improvement. The metrics that have been established by the PSP and the institution are adequate in tracking and documenting the quality of the programme. The findings are supported by the documents provided to the EEA Panel by the PSP and Institution, the interviews with the teaching, support staff and alumni of the programme. Overall it is a well-organized PSP focusing on the quality

of the offered knowledge and skills.

### Panel Judgement

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

### Panel Recommendations

To enhance adherence to Principle 1, the EEA Panel recommends the following:

- Major improvements made as a result of course/instructor evaluations should be documented, communicated to all involved, and published on the PSP website.
- Interactions with alumni upon their graduation should be exploited as a potential means of informing the decision-making process regarding future directions of the programme.
- Establishment of a formal External Advisory Board should be considered, which will guide the continuous review, revision, and further development of the curriculum.

## **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 EEA Panel members find that the study programme comprising of the courses offered in the PSP is detailed, informative and appropriate. The courses offered in the program are well described, the expectations of the students are clearly delineated whereas the student effort needed to complete the various courses is realistic and adequate to acquire knowledge in the specific domain. The attendance of the students is recorded for each class. The PSP aims to instil additional knowledge about didactics to students with Biology backgrounds but also introduce biological principles to students with pedagogical backgrounds. There is a 5-member program committee comprising of 3 members with Biology and 2 with didactic backgrounds. There is a requirement to complete 2 hours of teaching at a secondary education school. There seems to be a continuous communication between the teaching staff whereas there is a coordinator for the teaching activities of the students at the secondary schools. The external stakeholders offer valuable experience in the labour market. It was not immediately clear whether there was a process in place for the periodic revision of the curriculum and how often the material provided (e.g., course notes) are upgraded; however, the committee feels that these are currently adequate.

### **II. Analysis**

The above findings were supported by the documentation provided by the institution and the interviews with the teaching staff, current and alumni students as well as the external stakeholders. Their enthusiasm about the PSP attested to its effectiveness and compliance with accepted standards. Students have a clear understanding of the material covered, their responsibilities and level of effort required, a reasonable interaction with the labour market and a clear picture of the goals and skills offered in the PSP.

### **III. Conclusions**

The program complies with accepted standards and practices at other Institutions in this specific area of study. The expectations of the students are clearly articulated making the Student Guide appropriate. The areas offered by the programme are adequate to prepare the students for the real world via their interaction and practice in some of the top secondary education schools in the region. It was noted, however, that the PSP maybe harder to attend for students with no formal training in Biology.

## Panel Judgement

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

## Panel Recommendations

To enhance adherence to Principle 2, the EEA Panel recommends the following:

- Consider a nominal fee structure for the first year with the top performers receiving a waiver of the fees for the second year.
- Consider increasing the number of practice teaching hours from 2 to 6. Allow the students for additional time to attend and observe lectures at the secondary schools to have a clearer picture of what is expected of them when they teach a class.
- Establish a procedure to provide feedback from the high school students to the teaching evaluation of the PSP students.
- Consider inviting high school students to the University's Biology laboratories through summer internships.

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

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

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

*The student-centred learning and teaching process*

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

*In addition*

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

#### **Documentation**

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

#### **Study Programme Compliance**

##### **I. Findings**

The Interdepartmental PSP on Didactics of Biology provides to the students modern and thorough pedagogical and technological training on subjects and activities that develop rapidly in the field of Education. The successful completion of the PSP equips the graduates with the essential knowledge, skills, and competencies in order to be professionally employed in the field of Education, and more specifically, in activities

associated with the teaching and social diffusion of knowledge and related technologies in Biology.

The PSP is designed and adapted based on the conditions faced by the working students. The courses are taught live or remote, according to the current legislation. However, students and academic staff express a strong preference for live teaching with physical presence. The study programme is flexible, courses offered outside the typical working hours, in order to facilitate the working students' attendance. Furthermore, the PSP utilizes distance learning and collaboration tools.

The taught courses incorporate both traditional teaching formats, such as lectures and laboratory exercises, as well as interactive learning and teaching procedures, such as trainee multimedia presentations. Their content is suitable and compatible with the professional orientation of the PSP and the social requirements of the collaborating Departments.

The academic staff members are aware of the students' diverse academic backgrounds and take this into consideration in the development of the curriculum, the lectures, and the study requirements, as well as the final exams.

The assessment methods meet the criteria of transparency, as all students are aware of these procedures from the outset of each course. Furthermore, this information is described in the Study Guide and posted on the PSP website.

Finally, the PSP applies two procedures for managing students' complaints and objections, an internal (non-official) and an official which includes the submission of a complaint letter or objection. In both cases, the personal data of the involved parties are strongly protected, as determined by the current legislation.

## **II. Analysis**

The needs and demands of the students are adequately satisfied by the existing educational approaches and teaching methods. The PSP has a student-centred approach, secured by the experience and expertise of the academic staff and the successful execution of the existing processes, as mentioned above.

## **III. Conclusions**

The rules and regulations developed for the specific programme, including the student-centred learning, teaching, and assessment are considered adequate. Nevertheless, the methods, processes, and tools utilized for student-centred approach still leave room for improvement.

### Panel Judgement

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

### Panel Recommendations

To enhance adherence to Principle 3, the Panel recommends the following:

- Improve early communication in cases that courses must be held remotely.
- Enhance the educational material for distance learning in e-class.



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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP Didactics of Biology accepts holders of undergraduate degrees from Greek and International University Departments related to its subject, with a maximum annual admission number of fifty (50) students. The selection of students is made in accordance with the current legislation, the Regulation of Postgraduate and Doctoral Studies of the National and Kapodistrian University of Athens (NKUA), and the Regulation of the PSP Didactics of Biology. Recipients of the Greek State Scholarship Foundation (IKY), for the same or related academic subject as that of the PSP, are admitted without exams.

The academic progress of the students is rigorously monitored, including their regular participation in declared courses, their performance in the exams, and the completion of their studies within a reasonable time frame. Furthermore, personalized assistance is provided to students experiencing academic difficulties. Possible solutions to unusual challenges that are impeding their studies are recommended.

The postgraduate students are informed and encouraged by the academic staff members and the Secretariat to participate and attend seminars of research groups, bibliographic information discussions, laboratory visits, conferences and workshops, lectures or other scientific events of the PSP. Moreover, they are encouraged to participate in activities within the CIVIS network, in which NKUA actively participates. The general terms and conditions of mobility of NKUA students apply, while a separate ERASMUS/CIVIS committee operates in the Department of Biology.

## II. Analysis

The procedures for student enrolment, progress evaluation, and completion of academic requirements are all extensively detailed in the pertinent documentation. Collectively, the PSP is well-organized and competent and its operating regulations foster a rigorous and collaborative academic environment, wherein different student perspectives are encouraged.

## III. Conclusions

The rules and regulations developed for this programme student admission, progression, recognition of postgraduate studies, and certification are considered adequate.

### Panel Judgement

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

### Panel Recommendations

To enhance adherence to Principle 4, the Panel recommends the following:

Because there is a large disparity in teaching experience among students, consider increasing practice teaching hours on voluntary basis.

## **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 PSP teaching staff is pooled from the Institution's Departments of Biology and Pedagogy & Secondary Education. The applicable provisions of the laws are applied for both the selection and the professional development of the faculty members. In addition to their teaching duties in the PSP, the teaching staff also participate in other activities of the two Departments and the PSP.

There is a continuous communication between the teaching staff for the evaluation of the PSP to determine the level of quality of the educational processes, the organization of thematic units, the educational material as well as the administrative infrastructure. The students participate in the course/instructor evaluation process by filling out questionnaires. It was noted that there could be a better interaction between the PSP teaching staff of the Departments of Biology and Pedagogy & Secondary Education.

#### **II. Analysis**

The findings were supported by the online meetings with the teaching staff, the

current students, and alumni as well as the external stakeholders (teachers and administrators at the secondary education schools where the students are required to complete their teaching practice). There exists very good communication between the teaching staff and the students.

**III. Conclusions**

The PSP has excellent teaching staff, a good networking with secondary education schools and very successful graduates. All interviewed stakeholders (teaching staff, students, alumni, secondary education teachers and administrators) provided overwhelming support for the PSP.

**Panel Judgement**

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

**Panel Recommendations**

To enhance adherence to Principle 5, the EEA Panel recommends the following:

- Establish an internal procedure for better coordination between the PSP teaching staff of the Departments of Biology and Pedagogy & Secondary Education.
- Consider the implementation of voluntary personal development plan of teaching staff.

## **PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The collaborating Departments of the PSP, i.e., the Department of Biology and the Department of Pedagogy and Primary Education of NKUA, have at their disposal auditoriums and classrooms for the delivery of the theoretical courses, computer laboratories for the teaching of laboratory courses, as well as a library. Regarding the infrastructure for the implementation of the educational activities of the PSP, the Department of Biology has four (4) auditoriums/classrooms and a computer laboratory, all of them fully equipped with modern audio-visual and computing equipment, as well as high-speed internet connection. Furthermore, in the context of the implementation of the PSP, the services and infrastructure of two (2) research laboratories of the Department of Biology are utilized. Finally, the students are able to use the library, housed in the building of the Faculty of Sciences, and the sports facilities of NKUA, located in the Campus.

The PSP provides to the students several services, of which detailed information can be found on the websites of the PSP, the Department, and the Institution. The following services are available:

- e-class, an integrated e-course management system
- Electronic Secretariat service
- Library and information centre
- “Multimedia Content Search and Hosting” service
- Digital services
- Liaison and Career Support Office for professional matters guidance, career counselling, and connection to the labour market
- Mental Health Centre, the Psychosocial Intervention Unit, and the Counselling Centre to deal with psychosocial problems
- Student Advocate
- School of foreign languages, which provides higher level teaching to 25 foreign languages for which NKUA students have reduced tuition fees
- Support for students with disabilities

All of the services listed above are staffed by professional support and administrative personnel. The post-graduate program operates without tuition fees.

## II. Analysis

On the basis of all the above, the PSP Didactics of Biology provides all the essential learning resources and support services for the programme’s successful implementation.

## III. Conclusions

The PSP Didactics of Biology collaborates fruitfully with NKUA and offers a successful postgraduate studies programme.

### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

To enhance adherence to Principle 6, the Panel recommends the following:

Further development of laboratory infrastructure, including additional modern laboratory equipment, is needed.

## **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 has a procedure for the collection of data concerning the programme's activities. The PSP monitors the status of the students, their progress through the program and the prospective employment opportunities while at the same time records the effectiveness of the teaching methods. The data collection is performed using several information systems, which report the collection and subsequent analysis of the data. The course/instructor evaluation is embraced by both the faculty and the students.

Although there was a clear intention to establish an alumni network, this has not been officially established. This is important to further strengthen the ties among students, faculty, and graduates, and to receive feedback for the programme.

#### **II. Analysis**

The current students and recent graduates of the programme have a high respect and enthusiasm about the education and skills they are receiving / have received. The alumni stressed the positive interaction with the teaching staff, the

comprehensive program of study and the assistance of the programme coordinator. Overall, they felt that the programme assisted them with their professional careers. The PSP does not currently have an external advisory board. The importance of the establishment of such a board cannot be overemphasized.

### III. Conclusions

The continuous improvement of the PSP depends strongly on its ability to adopt new subjects and methods that are relevant to its theme. A closer interaction with the alumni and an external advisory board would create a link to the real world, can bring additional visibility, and attract new resources for its support.

### Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

To enhance adherence to Principle 7, the EEA Panel recommends the following:

- Continue the effort to optimize the data capture methods, and the use of the information to continuously improve the educational process.
- The course/instructor evaluation process could be further improved by conducting a mid-term evaluation and making summary results available to the students.
- Establish a formal alumni network that can provide feedback resulting to the further development and connection of the PSP with the realworld.
- Establish a formal External Advisory Board that can provide guidance on curriculum revision as well as attracting resources for the program.



**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**

Dedicated website available at <https://didactics-of-biology.gr/>. The site is still under construction in some respects but most of the key information for this PSP is already available.

Information about the teaching staff is available on the website and brief CVs can be seen by clicking on the names of a specific teaching staff. The CVs are available only in Greek. CVs should be updated regularly and follow a uniform format. There is a note on the website that additional CVs of more teaching staff will be uploaded in the future.

All course outlines of the PSP are complete and available online on the PSP website.

A declaration of policy for Quality Assurance is available on the PSP website.

The information provided on the website appears to be up to date (recent news and links dated from the end of July 2023 are available), clear and easily accessible, although there was no declaration and/or confirmation of successful Website Accessibility check.

The English version of the website is still under construction. Only the Greek version is currently available.

**II. Analysis**

Overall, there is substantial compliance relative to Principle 8. Some minor improvements can be introduced, like the inclusion of a statement on website accessibility check, after of course the web site has undergone the relevant accessibility check. It is important to make sure that websites are properly designed and coded for people with disabilities to be able to use them and navigate easily through them.

Having made the above point, the EEA Panel should congratulate the Department for constructing an easy to navigate website which includes detailed and comprehensive information of all aspects of this PSP. The challenge would be to

maintain it and update it regularly in the future.

### III. Conclusions

The public information on this PSP is detailed and comprehensive, all included in a dedicated website. There is some room for further improvement by acting on a couple of minor issues.

#### Panel Judgement

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

#### Panel Recommendations

To enhance adherence to Principle 8, the EEA Panel recommends the following:

- Subject the website to a full accessibility check.
- Update and include CVs for all teaching staff in a uniform format.
- Finish the development of the English version of the website.

## **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**

Annual internal assessment by MODIP appears to take place promptly (the MODIP assessment report for the academic year 2021-22 was available). The report was made publicly available on the website <https://didactics-of-biology.gr>. The MODIP report has identified both strong and weak points of the PSP, and recommendations for action plans have been made. A clear list within the MODIP report of action plans (under the categories of “corrective actions” and “proleptic actions”) have been presented with identified staff/committees responsible for the implementation of these recommendations. It appears that a generic specific date of 31/12/2023 (the end of the following year) was set as a deadline for the implementation of all these recommendations.

Data from students' evaluations of the teaching and learning are available alongside relevant statistical analyses.

The EEA Panel had the opportunity to discuss freely various aspects of this PSP relative to

monitoring and internal evaluation with current and past students as well as stakeholders.

## **II. Analysis**

The EEA Panel would suggest that recommendations from the MODIP report are implemented at set time points (for example quarterly) throughout the following year rather than the generic date at the end of the following year. This approach will allow the continuous monitoring of improvement, accountability, and allow for further corrective intermediate actions should they be needed to achieve full compliance with the MODIP recommendations by the end of the following year.

Documentary evidence of implementation of action plans from past years 2018- 2022 should be made available on the website for transparency.

A frank and detailed analysis of the student evaluation of teaching and learning data were presented. Useful conclusions were drawn from the statistical analyses and three major actions were identified to address inadequate laboratory infrastructure, reinforcing teaching where appropriate to address the excessively long time for submission of post-graduate theses and the updating with more resources and content of the e-class and Open Delos platforms.

The EEA Panel discussions with current and past students as well as stakeholders revealed great enthusiasm for this PSP and overwhelmingly positive comments. Current students raised some minor issues regarding better administration coordination between the two Schools regarding whether or not lectures will go ahead in emergency circumstances. Past students raised the point of having difficulties understanding specialised biological concepts especially when students are not from a direct biology background, but this issue appears to have been resolved with recent updates of the PSP curriculum.

## **III. Conclusions**

Overall, there is substantial compliance for Principle 9. Some minor improvements can be introduced, as suggested below.

## Panel Judgement

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

### Panel Recommendations

To enhance adherence to Principle 9, the EEA Panel recommends the following:

- On-going monitoring and continuous improvement should be voluntary within the remit of PSP quality. The EEA Panel appreciates that the evaluation and assessment framework is relatively new, and the points suggested below are for future practice.
- Stepwise implementation and monitoring of MODIP's recommendations throughout the year (quarterly) may be a better monitoring process to assure continuous improvement.
- Documentary evidence of implementation of action plans from previous years should be made publicly available via the website.
- Academic feedback to student evaluation of teaching and learning should be provided for every module and major actions should be documented and made available on the PSP website.

## **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**

There are no external evaluations of this PSP since its commencement in the current format in 2018.

#### **II. Analysis**

The EEA Panel appreciates that the framework of compulsory external evaluations is relatively new. As such, there have not been previous external evaluations in the past 20 years for this PSP. However, it is good academic practice within the remit of quality and continuous improvement to engage in external evaluations, even if these are not legally required, to identify weak points that might need actions. To that end, this PSP will benefit from the engagement of an independent formal external advisory board, which may include stakeholders, past graduates, and outside experts to advice on continuous improvement. It can convene once or twice a year to review administration of the PSP curriculum, teaching, and assessment issues. This would be good academic practice.

It appears that the teaching staff of the PSP are aware of the importance of the external evaluation and contribution to improvement.

Given the compulsory nature of the HAHE external evaluations in the future this important point will be addressed more systematically than it has been in the past.

#### **III. Conclusions**

There has not been regular external evaluation of this PSP as it was not a requirement prior to the recent HAHE framework. The conclusions of this HAHE- directed external assessment, and potentially from other independent external assessments in the future, must be considered by the participating academic units and teaching staff and actions must be implemented where appropriate. Actions related to major recommendations should be made available publicly on the PSP website and communicated to all involved.

## Panel Judgement

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

## Panel Recommendations

To enhance adherence to Principle 10, the EEA Panel recommends the following:

- The PSP will benefit from a formal External Advisory Board.
- External evaluations should be made available on the relevant website. Beyond the

legal framework, the PSP should be externally evaluated at regular time periods.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The Institution has implemented compliant, efficient mechanisms for monitoring and ensuring high quality education and services relative to the PSP. Quality assurance policies are already implemented regarding teaching/course delivery, assessment, and student progression. The existing quality assurance and continuous improvement policy and practices followed by the PSP align with the strategic objectives of the Departments involved and the Institution.
- The faculty and staff are enthusiastic and dedicated to their mission. The students' overall experience is very positive. The enthusiasm of current students, employers, and other stakeholders was evident.
- In-person instruction and hands-on laboratory training of students.
- Employment of the postgraduate studies programme graduates in public and/or private jobs is very high. Many students are already in education and are looking to improve their educational skills. A number of graduates continue with doctoral studies.
- Employers and social partners praised the postgraduate studies programme and believe there is a clear need for such graduates.
- The participation of women in teaching, research, and administration is valued and recognized.

### **II. Areas of Weakness**

- The existing programme website needs improvement. A complete website version in English mirroring the Greek version does not exist.
- Based on the interviews of the EEA Panel with current and past students, it appears that laboratory tools and resources dedicated to Didactics of Biology need updating.
- There are limited interactions with alumni after graduation.
- Student teaching practice of 2 hours is very limited.
- Lack of a formal External Advisory Board.

### **III. Recommendations for Follow-up Actions**

- Establish a formal process for the active participation of students in the curriculum development and study programme revisions.
- Enhance and update regularly the website of the programme, including the complete development of a version in English. Subject the website to a full accessibility check.



- Feedback to student evaluation of teaching and learning should be provided and major actions should be documented and made available on the PSP website.
- Further development of laboratory infrastructure, including additional modern laboratory equipment, is needed.
- Enrich and update learning materials frequently.
- Increase collaborations with research institutions/centres for the preparation of diploma theses.
- Consider increasing practice teaching hours on voluntary basis for those students who want to gain more teaching experience.
- Establish a formal External Advisory Board which will guide the continuous review, revision, and further development of the PSP curriculum, enhance the entire programme, as well as attract resources.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 2, 3, 4, 5 and 6.**

The Principles where substantial compliance has been achieved are:

**7, 8, 9 and 10.**

The Principles where partial compliance has been achieved are:

**None.**

The Principles where failure of compliance was identified are:

**None.**

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. PAVLOSTATHIS SPYROS (Chair)**

School of Civil and Environmental Engineering, Georgia Institute of Technology

**2. SOULTANAS PANAGIOTIS**

University of Nottingham

**3. XANTHEAS SOTIRIS**

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**4. TEKOS FOTIOS**

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