Accreditation Report
for the New Undergraduate Study Programme in operation of:

Educational Studies

Institution: National and Kapodistrian University of Athens
Date: 1 April 2023

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Educational Studies** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Educational Studies** of the **National and Kapodistrian University of Athens (NKUA)** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. John Spiridakis (Chair)**

   St. John's University, New York, United States of America

2. **Prof. Emeritus Athanasios Gagatsis**

   University of Cyprus, Nicosia, Cyprus

3. **Assoc. Prof. Emeritus Gina Ioannitou-Valavanidou**

   Le Mans Université, Le Mans, France

4. **Prof. Leonidas Kyriakides**

   University of Cyprus, Nicosia, Cyprus

5. **Ms Panagiota Foteinopoulou**

   University of Patras, Patra, Greece

II.   Review Procedure and Documentation

In preparation for the visit of the Department of Educational Studies, the members of the External Evaluation and Accreditation Panel (EEAP) could examine a wide variety of documents provided in advance by HAHE, including the Department's Proposal for Accreditation of the Undergraduate Programme, the Guide of Studies of the Department, the description of courses, the HAHE Guidelines and other relevant information about the Department (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Website of the Department. During the first day of the EEAP visit, the Department also provided hard and electronic copy in English of the B1 document (the proposal for Academic Accreditation of a New Undergraduate studies program) which was much appreciated.

The visit was hybrid, two EEAP members were present and three online. The visit took place on Monday, 27 March and Tuesday, 28 March 2023. It was preceded by a private meeting of the EEAP on Monday, 27 March at 9.30 am (via Zoom), and was followed by further private meetings of the EEAP on the following days to finalize the report. During the visit the EEAP had the following meetings:

Monday 27 March 2023

a) 12.30-13.30: meeting with the Vice-Rector/President of MODIP, Prof. D. Karadimas, and with the Head of the Department Associate. Prof. D. Foteinos. Prof. Karadimas gave a short overview of the current situation of the University and provided the EEAP with information about its Quality Assurance Procedures. Associate. Prof. D. Foteinos offered an overview of the Undergraduate Programme;

b) 13.30– 15.30: meeting with OMEA and MODIP representatives, who discussed with EEAP members the degree of compliance of the Undergraduate Programme to the Quality Standards for Accreditation;

c) 16.15 – 17.15: meeting with teaching staff members, who discussed with EEAP members several related aspects such as professional development opportunities, international mobility (both for professors and students), link between teaching and research, student evaluation, etc.

Tuesday, 28 March 2023

a) 9.30 – 10.30: meeting with some current undergraduate students, who shared with EEAP members their opinion about the main features of the Programme as well as their satisfaction degree from their study experience.

b) 10.30 -11.30: three members of the EEAP watched the video prepared by the department while the other two made a site tour and discussion with teaching and administrative staff about the facilities of the Department, visiting classrooms, lecture halls, the Department's Secretariat and the following laboratories and museum:

- Laboratory of Experimental Pedagogy
- Intercultural Education Studies Lab (Program of Roma Education
- Laboratory of Special Education and Family Counselling
- Environmental Education Lab, Director
- Laboratory of Counselling Science and Vocational Career

- Educational Technology Lab, Director

- Museum of Education, Director

At the end of the tour the two members of the EEAP had a short meeting with the Dean of the Philosophical School of the University of Athens.

c) 11.30 – 12.30: meeting with external stakeholders (employers, social partners), who discussed with EEAP members various forms and opportunities of collaboration with the Department, such as practicum subjects, the Onassis foundation lab for autism, the experimental school's institution and more;

d) 14.30 – 15.15: meeting with OMEA and MODIP representatives. During this meeting a few final points which needed further clarification were discussed;

e) 15.15 – 15.30: Closure meeting with the Vice-Rector/President of MODIP, the Head of Department, and OMEA and MODIP representatives. In this final meeting the EEAP provided a general view of some of the conclusions reached.

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

III.   New Undergraduate Study Programme in operation Profile

The Department of Educational Studies comes from the segmentation of the Department of Philosophy, Pedagogy, Psychology (Law 4589/2019). Therefore, already from the beginning of its operation, the Department was able to fully serve the development of its Program of Studies at the Undergraduate, Postgraduate and Doctoral levels.

At the time of the external accreditation review, the Department of Educational Studies – whose locations are in Panepistimioupoli campus – numbers 17 permanent members of Teaching and Research Staff/Faculty Members (FM), 6 permanent Teaching and Research Assistants/Laboratory Teaching Staff (LTS), 3 permanent members of Special Technical Laboratory Staff (STLS), 7 permanent members of administrative staff and 1 member of Appointed Teaching Staff on assignment.

The Department was established in 2019 with a 4-year study program. The Department's program is a new program developed as part of the reorganization of the academic environment in Greece. The students of the 4-year program are required to complete, in order to receive the degree, 18 Compulsory courses taught by the Faculty Members (of which 2 compulsory courses are related to Teaching Practice/Practicum); 20 Compulsory-elective courses from the Scientific Fields, taught by the Department's Faculty Members or Laboratory Teaching Staff; 2 Compulsory-elective seminars, taught by the Department's Faculty Members or Laboratory Teaching Staff, which can be attended by a limited number of participants (up to 30); 17 Compulsory courses, offered by Departments of the School of Philosophy (Philology, History-Archaeology, Psychology, Philosophy); 1 Free-elective course, taught by a Department Faculty Member or a member of the Laboratory Teaching Staff, during the 7th semester or the 8th semester. The Programme of Studies of the Department is divided into Scientific Fields.

Admission to the Programme takes place according to the general procedures and regulations of the Greek Ministry of Education. Since the academic year 2019-20, 452 students have been admitted to the Department through Panhellenic examinations.

According to its mission statement, the Undergraduate Programme of the Department provides students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities taught in secondary education (Ancient Greek, Modern Greek Language, Literature, Philosophy, History) and their teaching methodologies. It also familiarizes them with their future professional field through Teaching Practice/ Practicum.

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

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be place upon:

a. The academic profile and the mission of the academic unit
The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development
The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.

d. The documentation of the sustainability of the new department
Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:
- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies
The structure of the studies should be briefly presented, namely:
- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students
- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research
- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

    a. **Academic Profile and mission of the academic unit**

    I.   **Findings**

The profile and mission of the Department of Education Specialties (Department) and UGP is elaborated upon in comprehensive documents provided to the EEAP that illustrate how the Secondary Education pedagogy and practice focus of the newly formed department conforms with internationally established scientific field of Secondary Education Professional Development designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013) "Fields of Education and Training", category "Teacher training programs and qualifications with a subject matter specialization". The new Department is also structured in conformance with the educational framework of the NKUA.

The Department's mission is steeped in its rich roots: in 1911 a chair of philosophy and pedagogy was established for the first incarnation of the department; in 1922 the Laboratory of Experimental Pedagogy at the School of Philosophy of the University of Athens was founded; in 1929 the Experimental School of the University of Athens. From 1984 until the creation of the new department in 2019, evaluated herein, the Department formation included Pedagogy, Philosophy and Psychology.

    II.   **Analysis**

The mission of the Department before its regulatory mandated change in 2019 to "Educational Studies" that involved separation from Psychology and Philosophy, had, and continues to have as its core mission the effective professional development of secondary teachers, philologists and a host of other secondary education disciplines.

The Department in 2019 became an academic unit devoted to providing pedagogy and practice in a milieu of creative faculty-student engagement, innovative pedagogy and practice, cutting edge international research and a socially responsible educational agenda. This new structure of the department is like secondary education structures in the USA. The objectives of the Department are to advance knowledge in the sciences of education through teaching and research to prepare highly qualified professional secondary level educators with emphasis on teachers of Humanities and Philologists.

The Department's UGP is based on a global view of the secondary educator as being perforce connected to societal demands, having competence in the secondary subject matter specialization (e.g., humanities, philology, special education, science education, technology, math, etc.), the attendant optimal pedagogy to develop critical thinking and creativity in the UGP students as "life-long learners", and having successfully completed intensive practice teaching in real-life classroom settings.

III.   Conclusions

The newly formed Department presented the EEAP with documents that clearly and comprehensively elaborate its mission, vision and academic profile. The presentations made to the EEAP also verified the ostensibly sound form and function of the Department and UGP.

b. Strategy of the Institution for its academic development

I.   Findings

The current Department of Educational Studies was established in 2019. It now stands apart from and serves as the autonomous "secondary education" provider of professional development at the secondary level for 17 other departments including the previous department's formerly included programs of study in Philosophy and Psychology. It has continued, since its inception, as a new department with a storied tradition of valuing innovation and reform. The Department's UGP operates a global-holistic approach that seeks to prepare exemplary teachers as well as other discipline-related professionals. The Department's curriculum design provides the noted 3 critical elements for competent secondary education novice educators. The UGP represents an integrated transformative approach and responding to the contemporary changes in secondary school education and society. Department graduates are expected to contribute to society as globally aware educators as well as to the effective education of the students in their future classrooms or as supervisors or specialists working locally or internationally.

The Quality Assurance policy of the NKUA guides the new department formulation of clear QA objectives. For example, strategic objectives include the continuous monitoring and evaluation of the critical components of the UGP to ensure it remains on the forefront of social/cultural change and demands of society. The planned operational structure of the UGP includes learning outcomes that are research-based and data-driven and subsume the European and National Qualifications Framework for Higher Education. The strategic priorities include a focus on effective faculty development, research and teaching calculated to result in well-prepared graduates ready to assume a variety of professional roles not limited to teaching.

II.   Analysis of Judgment

The strategic plan presented to the EEAP includes a SWOT analysis looking at internal aspects of the new department (strengths and weaknesses) and external forces affecting its operation (opportunities and challenges). The UGP also graduates Humanities majors including Philologists for secondary education. The strategies employed to operate the UGP reflect best practices in secondary education and concomitant research agendas that are connected to cutting edge scientific inquiry in the secondary education higher education sphere in Europe and in the USA.

III.   Conclusions

The EEAP observed that (1) the strategic plan is clearly outlined and includes critical objectives and desired outcomes that assure optimal Departmental activities for a smoothly functioning UGP and (2) that NKUA's support of the new Department assures: the efficacy of the structure and organization of the UGP; the continual review of learning outcomes vis a vis desired competencies that conform with the European and National Qualifications Framework for Higher Education; the continual review and improvement of the quality and effectiveness of course delivery and instruction; and appropriate faculty qualifications. Within the framework of its broader strategy, the NKUA has developed and implements a specific official QA policy in accordance with international and national practices (EHEA & Law 4009/2011), which is implemented through OMEA with appropriate structures and procedures and in which all the interested internal stakeholders of the university community participate. The institution's QA policy discussed in the next section of this external evaluation supports the achievement of specific annual QA objectives for the new Department through processes that demonstrate the adequacy and quality of human and material resources, quality of services and Departmental outcomes.

c.   Feasibility of the operation of the Department and UGP
I.   Findings

The documentation including the feasibility study provided to the EEAP, and as borne out of the meetings with the Rector, Vice Rector, Dean, Department Chair, and OMEA and MODIP members, makes evident the feasibility of the new Department's ability to provide a well-organized, innovative, and culturally responsive UGP for students admitted the year before the newly formed department as well as after the new formation. The Department provides clearly defined coursework, pedagogy, practice, and services to implement the effective professional development of all students, including those associated with the programs in the Departments of the Philosophy, Sciences and Economics in accordance with the provisions of Article 111 of Law No. 4547/2018. The Department continues its tradition of maintaining and expanding the mutually rewarding symbiotic relationship between the Department faculty, the UGP and the society at large, including the international dimension.

The Department has cultivated critical external partners who the EEAP met with to derive a fuller picture of what and how up to date economic, political, psychological and cultural information gathered by the Department that underpins the curriculum, pedagogy and practice of the UGP. The students the EEAP met with confirmed that the curriculum of the newly formed Department embraced the variety of occupations and roles needed now and in the foreseeable future. The Department chair, faculty and OMEA echoed the critical need for a research-based secondary education curriculum and coursework that subsumed and was responsive to the needs of the local Greek and world economy and society.

II. Analysis

The Department OMEA, chair and faculty have documented and demonstrated and during the EEAP meetings a strong commitment to the documented objectives of making reforms to the secondary education UGP as necessary based on the latest research on effective secondary education, related state of the art changes, that also served the mission of connecting the curriculum to the world.

The OMEA, chair and faculty expressed a keen awareness of the need for creative and talented faculty to deliver engaging instruction, clinically rich teaching practice and community involvement in accordance with other quality institutions of higher secondary education in Greece and elsewhere. European institutions include two basic initial secondary education curriculum models of initial teacher training for secondary school teachers, the 'consecutive' model, in which pedagogical and practical coursework occurs after subject matter specialization for secondary education is completed and the 'concurrent' model in which pedagogical and teaching practice coursework is taken in tandem with subject matter courses.

The new Department uses the concurrent model to prepare of students across the 17 departments involves offering a rich curriculum in which students could become involved in faculty research and practice laboratories, EU and local projects, conferences, ERASMUS experiences and more. This model is compared to other quality universities in the UK, Canada and the USA. The EEAP witnessed the faculty's rich clinical experience for students that included exemplary service to the community's needs. The Department faculty's bent for creativity and innovation was on full display in terms of the creation of a centre for autistic and learning-disabled students, the development of "pop-science" materials and outreach to provide scientific/academic reports (e.g., concerning environmental matters) in formats comprehensible to the public, the bilingual programs for Roma families, museum education, history of education museum, research projects in technology and community literacy. examples of the Department's integrity in connecting to and engaging faculty and students with the community.

The Department's annual budget included funding source and an estimate for its four years plan. An increase in the number of faculty members by 3 and a steady increase in other income is projected based on the data to date that indicates shows steady growth of the Department. The total Funding for the operation of the UGP of the Department by Source (i.e., grants, public funding, etc.) for the years 2022-2025 is delineated. The Plan includes financial data for payroll of faculty. Laboratory teaching staff, administrative and technical staff, temporary staff, rent, supplies, and external costs. The Department indicated its projected source of revenue for the years 2022-2025 that support its claim of sustainability.

III. Conclusions

The Department documented and the EEAP visit confirmed an effective infrastructure in terms of existing resources to support the operation of the UGP. Areas on the 5th and 6th floors of the School of Philosophy are dedicated for the department's exclusive use. The faculty and students utilize ample classrooms, laboratories, auditoriums, a library that includes the School of Philosophy and reading rooms. The secretariat and faculty offices are also well positioned.

The EEAP reviewed the feasibility study of the new Department and its UGP with an eye on the new Department's four-year business plan. That plan covers the period of 2019-2023 and provides clear details explaining the ways the Department will operate a healthy UGP with an efficacious infrastructure, faculty staffing, secretarial support, student services, research support, internationalization initiatives and related management systems.

The Department has, since 2019, set in motion a UGP that offers professional development tied to cutting edge research in areas of literacy, technology, history, STEM and other secondary education areas of study. The Department's UGP operation enjoys a wide range of academic support in terms of appropriate classrooms, laboratories, educational resources, and technology. Notably, students echoed the faculty's commitment to preparing students to assume a variety of occupational roles related to their secondary education. The Department's OMEA, Curriculum Committee and Faculty Assembly regularly review, report, plan and implement curriculum modifications based on societal changes and data-based pedagogy research related to the disciplines served. The Department's integrity in operating a sustainable budget and management approach is dynamically connecting to and engaging faculty and students with the community and world.

d. sustainability of the new Department
I. Findings

The Department has documented a plan that elaborates the UGP's operational efficacy and sustainability. Since its reformation in 2019 the Department has in motion key elements for sustainability. All issues related to the Department's sustainability are delineated in Document B4.b (Sustainability of the Department The department notes its continued main reliance on state funding as a vital resource for all operations but has itemized other sources mainly using its own resources to improve its infrastructure and services. The proffered feasibility study of the Department describes the plan for how the newly autonomous Educational Sciences faculty impact the other disciplines served. The Department has effective infrastructure, resources, human resources and academic structures in place that include utilization space and other resources of its former department constituent, the department of Philosophy and NKUA resources, in general.

II.   Analysis of Judgment

The prior to 2019 composition of the Department included 50 full-time faculty members, now 17. The new Department's faculty composition is detailed in part III of this report. The Department plans to improve the faculty-student ration by replacing two retired faculty members in the next four years who also have the competencies for innovative pedagogy and research. The Sustainability Plan includes financial data for payroll of faculty, laboratory teaching staff, administrative and technical staff, temporary staff, rent, supplies, and external costs. The documented projected source of revenue also supports the sustainability of the panoply of continuing and future operational Departmental and its UGP.

III.   Conclusions

The Department's budget plan and operational services assessment provides concrete evidence of how the UGP will continue to operate in a sustainable manner over the next few years. Essential accoutrements to the UGP, including but not limited to student life, career guidance, health care, counselling, and laboratories, are expected to thrive unabated.

e. Structure of the studies

Organization of studies
I.   Findings

The Department has structured a four-year degree UGP with 240 that correspond to the European Credit Transfer System (ECTS). The UGP includes compulsory and elective courses, seminars and mentored practica. The UGP follows the concurrent model for secondary education. The structure of the UGP is discussed more fully in Section III and Principle 3 of this report. The UGP of the Department is divided into 6 Scientific Fields with six distinct attendant curricula tailored to provide completers with research expertise to continue to post graduate study and eligibility for obtaining certification or applicable licensure to work in the field The six key programs are: planning, teaching and assessment of humanities instructional subjects; educational innovations, new literacies and research; Lifelong learning and education; special education and intercultural education; policy, administration and assessment of education; Education and society. There are opportunities for student participation in socially conscious research projects, ERASMUS and CIVIS.

II.   Analysis

The UGP requires the passing of 58 of the courses distributed over four years or eight semesters of study. The specializations include special practica for eligible students in the seventh and eighth semesters of study certain students offered through the NSRF project. UGP completers obtain the degree after completing 18 compulsory courses, 20 compulsory elective courses related to each field, 2 compulsory elective seminars, 17 compulsory courses and one free elective course. Each course is administered through the process of selection, registration and examination.

III. Conclusion

The new Department has a clearly defined, purposeful organization of coursework that leads to obtaining competencies associated with each specialization and the bachelor's degree and any certificates as well. The UGP specialization programs' structure has integrated the courses of the new Department with those of the secondary education content areas.

Learning process

I. Findings

The learning process of new Department's UGP begins with an orientation to acquaint beginning students with the operation of the UGP and ways to make the educational experience over the next four years a productive and satisfying. The orientation introduces the faculty and staff, including each student's adviser, explains the UGP curricula and the website navigation. The learning process is enhanced by the faculty's technology and research acumen and emphasis on exemplary course delivery and student engagement based on creative pedagogy, practice and research that reflects internationally recognized standards for secondary higher education. The Department faculty with the assistance of OMEA, MODIP, Curriculum committee and the Faculty Assembly employed significant QA practices such as the regular review and revision of the curricula and coursework.

II. Analysis

The Department documents a learning process that is student-centered in every important way. Classes subsume motivating instruction; student progress is monitored and feedback of students regarding coursework and instruction is considered. The Department faculty offer a variety of innovative and engaging courses in-person, synchronous and asynchronous, all using the e-Class platform. During EEAP meetings with the faculty, students, external partners and visits with the laboratory faculty, the documented learning process was evident in the rich practical training and mentoring opportunities, collaborative research, and mobility opportunities through ERASMUS and CIVIS alliance.

III. Conclusions

The documentation of the multi-faceted learning process was verified by the EEAP. The faculty echoed the importance of carefully crafted coursework that include effective pedagogical approaches to prepare students to be creative, resilient critical thinkers who valued equity and were socially conscious. The overall satisfaction of students is assured through the implementation of curricula, courses, seminars, research collaboration and opportunities for excellent field experiences such ERASMUS and CIVIS, scholarships, Diploma Supplements and a range of certificates along with the degree conferred.

Learning outcomes

I. Findings:

The Department identifies learning outcomes that are expected to result from the learning process. The Department notes that students are expected to become critical and creative thinkers who employ the pedagogy and practice to apply as secondary level educators or researchers/leaders in disciplines such as Ancient Greek, Modern Greek, Literature, Philosophy, history, museum education, economics, as well as special education, counselling and other education specializations or certificate areas.

II. Analysis

The documented learning outcomes are interdisciplinary and focus on preparing graduates who are well-versed in cutting-edge research, digital literacy, and can structure, implement and monitor their own creative secondary education classrooms (reflective teaching) as well as assume leadership or administrative roles related to their specialization. The outcomes sought also include the ability to "learn how to learn" and to become an agent for social change, culturally responsive to those with special needs or economic challenges.

III. Conclusion

The Learning Outcomes documented by the Department are clear and comprehensive. They touch upon every important academic, social, and emotional characteristic of an effective secondary education educator, post-graduate student, researcher or administrator. Notably, the Department's emphasis on global learning also assures positive career mobility outcomes and effective preparation for successful post-graduate study in Greece or abroad.

f. The number of admissions
I. Findings

The Department reports for the academic year 2019-2020, as proposed by the Ministry of Education and by decision of the Department Faculty Assembly, 452 students were admitted to the UGP. In approving the proposal, the Assembly decided that the newly configured Department would operate simultaneously with the previous operation of the Department that housed Philosophy and Psychology.

II. Analysis

The Department notes that enrolment is expected to remain stable in the future. The enrolment increased due to several factors such as transfers from other departments within NKUA and applicants with a successful entrance examination result. Currently enrolment includes 18 students from the 5% health reason quota, 20 students from the entrance examination and 26 transfer students. From the inception of the new Department in 2019 up to September of 2021, a total of 14 students in the UGP were dropped from the register. The

Department further notes that there is no procedure in place to accept transfer students from other universities' departments.

III.   Conclusions

Faculty-student ratios become challenging with the high enrolment figure. The Department faculty members noted they are handling this issue by devoting more weekly hours voluntarily to assure student learning, research, field experiences, and optimal student satisfaction.

g.   Postgraduate Studies and Research
I.   Findings

The Department offers five postgraduate study programs (M.A. or Med). interdepartmental and inter-institutional programs (i.e., the University of West Attica and University of Cyprus). For the award of the Diploma of Postgraduate Studies in all Programs, a total of 120 credits (ECTS) are required. The Department is laser-focused on offering interdisciplinary and ethical research based on socially and culturally responsive pedagogy and practice. Laboratories provide innovative resources and areas including vocational training and counselling.

II.   Analysis of Judgment

The Department chair and faculty noted their expectation that the emphasis on the latest scientific research would attract high quality PhD candidates, post-doctoral researchers. Doctoral studies involve basic and applied research, and the doctoral dissertation is supervised by a faculty.

III.   Conclusions

The effective operation of the Department's UGP in tandem with its admixture of highly research-based, innovative, collaborative (intra- and inter university) and culturally responsive postgraduate and doctoral programs, contributes to the academic profile and attractiveness of the Department as a centre for scholarly activity and as a beacon of hope for addressing a host of societal ills and challenges including but not limited to climate change and poverty.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I.   Findings

The department since the change that occurred in 2019 has structured and implemented an exemplary Internal Quality Assurance (QA) Process that focuses on monitoring and improving the various critical component of the undergraduate program (UGP) and, specifically, the operation of the department. The underpinning of the Department's QA policy is the legal and regulatory policy of the NKUA. The protocol for changes to QA policy and system operation involves discrete stages for review and revision as needed to assure its alignment with current needs of the Department and operation of the UGP.

The QA system involves collecting and processing relevant data at the university level (MODIP) and the department level through OMEA, Curriculum committee and faculty assembly. The effectiveness of the policy can be attributed to the dedication of the faculty involved as well as the excellent communication between MODIP and OMEA. The overarching goal of QA is elaborated upon in QA policy initiative: to continuously refine and innovate the new department's curriculum.

The Department QA Policy includes key objectives seeking positive outcomes connected to its strategic plan. QA policy subsumes the principles and procedures established by the NKUA regarding the Internal Quality Assurance System. The Department's mission mirrors that of the NKUA and is elaborated on in the strategic plan document. Quality Objectives and the monitoring of their implementation is fully elaborated in documented (B.9).

The integrity of the Department's commitment to continuous improvement in providing the best learning environment and outcomes is evident in several areas. There are clear and distinct internal evaluation "checkpoints" wherein the findings of the Curriculum Committee and the OMEA are discussed. There are also scheduled stages for implementation of recommended changes in the curriculum or other aspects of the UGP. These internal agencies or committees associated with the department and university hold regular meetings that help to assure that the department has in place specific, measurable, achievable, relevant, and timely goals – goals that are also subject to change as they did after the reconfiguration of the department that resulted in a new academic unit focused on pedagogy and practice.

As noted through the EEAP's review of the documents and meetings, relevant results of the monitoring and evaluations of the UGP set up and collected by OMEA and reports are prepared for dissemination and discussion with the entire faculty with an eye on changes needed. The reports are presented at certain intervals; at the end of the academic year (July) and at the beginning of the academic year (September/October). These valuable internal assessments of the various branches of the UGP provide feedback used in revising plans and scheduling as needed for the upcoming academic year.

The Department faculty is composed of excellent, highly qualified, and competent educational researchers and educators. Recent additions to the faculty evince experience and competence in their education, preparation, and experience. The same holds true for additional staff members since the new department was formed in 2019. Notably, faculty members who the department's unique vision as expressed by the chair, OMEA, faculty, students and external partners both in the reports and during the meetings with the EEAP is keenly focused on innovative pedagogy as well as strong and collaborative community engagement.

The OMEA uses various assessment tools to derive data compiled by the MODIP team. Program exit satisfaction surveys are utilized that cover a wide spectrum of UGP aspects. For formative assessment, course evaluations are also collected to gather valuable information about the efficacy of the individual curriculum course content, delivery, and instructional components. The ideas of the external stakeholders are also part of the system for assuring the delivery of the highest standards of pedagogy and effective practices.

There are significant stakeholder agencies in the Athens community such as the Onassis Foundation et al that offer regular feedback to the department faculty vis a vis informing the content of instruction, e.g., providing recent demographic, cultural and scientific knowledge;

and providing information on new sites or mentoring opportunities for field experiences. Another important source of data that is collected informally but is nonetheless valuable is the student advisement process. Department faculty, during advisement periods, listen to student concerns and recommendations; faculty-student engagement activities also generate information shared with the department chair, faculty assembly and OMEA. Data and information have been considered and used to make changes to the UGP.

One of the highlights that demonstrates the new department's achievement of its goal to implement a high-quality, innovative UGP is its successful collaboration with the community and with its citizens. The Department has initiated and implemented programs such as "pop science" – a highly creative "family literacy" endeavour that seeks to make intellectual, academic, scientific content accessible to the general population. Another example of the Department's community and family engagement is its responsiveness to the special needs of children and youth. The Department has structured services to help children who are dyslexic, autistic and have learning challenges.

In terms of the aesthetics of the physical environment, a truly quality action was taken by the Dean of the college during the Pandemic when the building was off limits. He enlisted the help of a local artist who volunteered his services to paint a mural of Homer's epic Iliad and the Odyssey along the upper four wall section inside the building. The mural remains a pristine and attractive addition to an otherwise drab concrete wall and is a fine adjunct to the museum on the main floor of the building that houses the department.

The EEAP observed the Department chair and faculty foster national and international research and cooperation with a wide range of Greek and foreign universities.

II.   Analysis

The EEAP observed the QA system's success in ensuring productive career paths for graduates is a result of the faculty's attention to this critical objective. The Department chair and faculty collaboratively scrutinize the data presented in internal evaluations and other reports. The commitment and integrity of the process helps ensure that students receive a course of study that prepares graduates to be ready to assume a variety of positions including but not limited to secondary level teachers in their chosen discipline. Careers opportunities also include curriculum specialists, education supervisors, counsellors, special educators, museum curators, etc. The department's close affinity with agencies such as the National Organization for Certification of Qualifications and Vocational Guidance and Therapy Centre for Dependent Individuals provided students with guidance and creative insights into the needs of the job market, e.g., organizing and sustaining special needs services.

The new department's renewed focus on innovative pedagogy and practice has been echoed by faculty and students during EEAP's meetings. Creative research and working environment for its staff. The commitment of all faculty members, Laboratory Teaching Staff, Special Technical Laboratory Staff, and administrative staff of the Department to the continuous improvement of teaching, research work and services provided is a strategic management and responsibility choice.

The QA system of the department clearly follows the "data-driven outcomes" model for all branches of the UGP operation. QA Process is applied to articulation of learning outcomes for students, continuing academic development and research for faculty, of the Programs of Studies, the administrative procedures, the conditions of study and work, as well as research, through the internal quality assurance system of the Department.

III.   Conclusions

The Department's QA System is a smooth functioning one in which data is gathered systematically, analysed and acted upon. Evaluation reports generated by OMEA/MODIP and Curriculum committee include the synthesized data and recommendations. Reports are shared with the entire faculty and translated into "action plans" for the Department to improve.

The QA policy and strategy plan are clear and transparent documents. The EEAP observed that the QA System is effectively carried out with the diligent and excellent work and collaboration of the OMEA, MODIP, curriculum committee and faculty assembly, The leadership of the Department chair, the chair of OMEA, with support of the Dean, Vice-Rector and Rector, help maintain the integrity of the process of QA for this new Department ensuring that the objectives are clear, relevant, and measurable, and are aligned with the strategic plan of operation.

The Department faculty's fidelity to the robust QA process, i.e., basing UGP improvement on accountability and promoting sustainable development and social cohesion, was evident.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

> *The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).*

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The Department follows a well-defined procedure for applying the University's mission. The features that are in the curriculum study guide (2020-2021) include the information of the institution, the strategy of the Department, the administrative procedures, the organization of the undergraduate program - with the educational, scientific, and professional focus of it. The new Program was developed according to the historical evolution (the Department is a continuation of the Department of Philosophy, Pedagogy and Psychology) and founded on the current concepts and findings of the scientific fields and, more specifically, as they are designated by the international categorization in education, by UNESCO (ISCED Fields of Education and Training). A clear path for student progression is also presented in the above document that include the delivery methods of the curriculum, with assessment methods and alignment with the European Course Credits System (E.C.T.S.). To obtain the degree, 240 credit units (ECTS) are required, divided into 8 semesters. There is a clear progress, in the courses from the first through the last semester, from basic and mandatory courses to a higher degree of individualisation and specialisation. Of the fifty-eight (58) courses, eighteen (18) are compulsory courses offered by the Department (of which 2 compulsory courses are related to Teaching Practice/Practicum), seventeen (17) are compulsory courses offered by the Philology, Philosophy, Psychology and History departments. The remaining courses are (20) compulsory elective courses, two (2) compulsory elective seminars and one (1) free elective course.

The Department also provides a Certificate of Digital Skills and a Certificate of Specialization in scientific fields that contribute to the academic and professional empowerment of its graduates. The courses are organized into six scientific fields: Design, teaching, and evaluation of humanities courses; Educational innovations, new literacies, and research; Lifelong learning and education; Diversity: special education and intercultural education; Policy, administration, and evaluation of education; Education and society. The teaching staff's research expertise are in relation to the courses taught and the fields presented above.

The program was developed by faculty members and approved by the appropriate University committees. There is a procedure in place for periodic revisions of the curriculum which involves consultation with students, and less with stakeholders. However, the Department considers every year the suggestions of the stakeholders presented to it during informal discussions. Students are given the opportunity to evaluate the courses they attend, and their input is considered in adjusting course content.

II. Analysis of judgement

The Department considers both the needs of the students and the realities of the labour market and more specifically in secondary education (public and private schools, tutorial schools, special educational structures) including intercultural education (immigrants, Roma), special education, adult education, and lifelong learning. The practicum is very well attended and organized for all students. The faculty members systematically seek to apply innovative pedagogical approaches to teaching and to integrate scientific developments of educational research into the content.

III.   Conclusions

The Department has designed a unique course of study that is outstanding and meets universally accepted standards for teachers of secondary education. The objectives, the expected learning results, and the intended professional qualifications have been included in the program design and published in the Student Guide, as required. The EEAP was impressed by the quality of the academic program, the enthusiasm with which the faculty regard their work and mission, and their overall dedication. The EEAP find that this is an overall sound program fulfilling the credit (ECTS) requirements for the Diploma of ECEC Undergraduate Programme and embodying the findings of the scientific field of Education and Pedagogy. Therefore, the Department is in full compliance with this Principle.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling 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 application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces 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 students' complaints*

Relevant documentation

- ▪ *Questionnaires for assessment by the students*
- ▪ *Regulation for dealing with students' complaints and appeals*
- ▪ *Regulation for the function of the academic advisor*
- ▪ *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I.   Findings

By considering the documents submitted by the Department and through the interviews that the EEAP had with the teaching staff and students, it was made clear that student-centred learning, teaching, and assessment is one of the priorities of the Department. Students are encouraged to be active partners in their learning through choices of courses that reflect their interests. Regarding the support of students with learning difficulties and special needs, the relevant provisions are applied, as provided by the current legislation, the internal regulations, and the procedures for ensuring and improving the quality of the educational work and successful attendance, as defined in the internal regulations of the University.

The EEAP found out that the teaching faculty and staff use a variety of student-centre teaching approaches. During the lectures, instructors foster interactive discussion with students, encourage questioning and exchange of views. In the seminar courses, students are expected to present papers. Student collaboration is also encouraged. The assessment methods and evaluations vary including formal ways (e.g., final and midterm exams, individual and group projects), but also tools of authentic assessment. Therefore, a special effort is made to ensure that the final performance of students is not only determined by the score of the final examination, but also by intermediate forms of assessment during the academic year. During the interviews with students, it was stressed that they receive continuous monitoring and

feedback which helps them to improve their performance. Grade components and assessment methods are published in advance and are available in the course syllabi.

There is a formal procedure in place to address situations where students want to contest a grade or file a complaint. The resolution of the issue can be achieved with the contribution of a member of the Department, the Academic Advisor, the President or even the assembly of the Department. Moreover, in Teaching Practicum, students have the chance to discuss potential problems and difficulties that have arisen during its implementation with their academic supervisor.

The faculty of the Department, along with a consulting committee, assist students with special learning difficulties, or other health issues and/or disabilities, by providing them, among other things, with alternative methods of evaluation. The teaching areas of the Department are accessible to people with disabilities, as mentioned during the interview with the teaching staff.

II.   Analysis of judgement

The undergraduate program of the Department follows the principles of student-centred learning, teaching, and assessment. The course objectives and activities are also consistent with a student-centred approach. Students are given opportunities and support to develop personal as well as academic and research skills. It should be noted that students are encouraged by their instructors to submit papers for publication in the journal published by the Department ("Comparative and International Educational Review") or even in other Greek and international scientific journals and to present their work in national conferences.

In addition, the educational process is evaluated through questionnaires completed each academic semester. By comparing progress over time, these questionnaires provide significant data that contribute to the improvement of the offered courses. Moreover, there are clear rules and regulations that outline the role and responsibilities of the academic tutor who supports students. Thus, students are encouraged and supported to take an active role in the teaching and assessment process. It is finally important to note that all areas of the Department meet the needs of students with special needs.

III.   Conclusions

The EEAP found that the **undergraduate program in the NKUA** is student-centred and cultivates and promotes mutual respect between the students and the faculty and staff. Some adjustments should be made especially in terms of the teaching areas to facilitate group work.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Upgrading of those teaching areas which do not meet the needs of group work.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*

- ✓ *student rights and obligations, and monitoring of student progression*

- ✓ *internship issues, granting of scholarships.*

- ✓ *the procedures and terms for writing the thesis (diploma or degree)*

- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- ▪ *Internal regulation for the operation of the new study programme*
- ▪ *Regulation of studies, internship, mobility and student assignments*
- ▪ *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

The program study guide includes detailed information about the goals and structure of the program. The Department offers an orientation day for all new students each year to support of the newly admitted students. The monitoring of student progress take place through the data provided by the Department's Secretariat and through the institution of the Academic Advisor. The Academic Advisors are all the faculty members of the Department to whom students can turn if they need advice or help. In addition, faculty members are very willing to help students, as students themselves confirmed in the interviews held.

The Department provides to the students, mobility opportunities in the framework of Erasmus and the CIVIS Alliance, ("European University Cooperation for Citizens of Europe" of the Erasmus+ program). It has bilateral relations with 4 European Universities and has also developed bilateral cooperation relationships with 9 universities inside the CIVIS alliance. Student mobility is encouraged, although the number of participating students to date is small; 2-4 outgoing students and 2 incoming students for the current year. Based on our discussion these figures are result to the Covid situation.

The Thesis is optional, but the students' participation in committees and research laboratories, give them the opportunity to develop their research interests. The EEAP found inspiring the attendance of the Seminars and the Laboratories, whose aim is to familiarize students with the scientific field of each seminar course/research field, as well as the acquisition of basic skills needed for a research paper in Educational Studies.

The EEAP is impressed by the opportunities the Department offers to their students to participate in social activities and events. The EEAP found particularly interesting the Special Education and Family Counselling Laboratory which has secured funding from the Onassis Foundation for the evaluation and support of children with autism spectrum disorder and their families.

II. Analysis of judgement

The Program has a well-established process for students to register and matriculate through the study program. The process of supervising, and evaluating the Practicum is time consuming and the workload for the faculty member is heavy. More faculty or assistant staff positions are needed to cover these needs.

Even though, as mentioned above, the Department shows a special effort towards internationalization and has many agreements with foreign universities, the number of incoming/outgoing students is not very high. It may be due to financial difficulties and, as far as the figures of this year are concerned, to the obvious difficulties due to the Covid situation of the last two years.

Graduating students will be issued both Diplomas and Certificates automatically and free of charge immediately after the completion of their studies.

III. Conclusions

The EEAP finds that the Program has developed, published, and is fully committed to managing, administering, and applying all regulations that pertain to all aspects of students'

admission, progression, recognition, and degree/certification award. The chair, teaching staff, and administrative staff have worked tirelessly and effectively during a difficult transition period (creation of the Department in 2019 and immediately after two years of Covid) and are to be admired for bringing this new program forward in an exceptional manner. The EEAP finds the Department in full compliance with this Principle.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department should continue its efforts to increase student participation in mobility programmes.
- In order to continue to provide high quality education, the EEAP feel that recruitment of additional faculty and/or teaching staff would be useful.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

The Head of the Department, the heads of the Laboratories and the teaching staff presented and explained their vision and were willing to share with the EEAP all the documents and information that could make their work visible.

The teaching and research staff of the Department of Educational Studies of the NKUA currently (academic year 2021-2022) comprises seventeen (17) faculty members: 6 Professors, 5 Associate Professors and 6 Assistant Professors. The teaching work provided in the Department is also supported by 6 members of the Laboratory Teaching Staff (LTS) and 1 Appointed Instructor (Academic Experience Program). During the previous academic year, 1 faculty member of the Department retired, whose teaching work, as far as the Compulsory Courses are concerned, is covered during the current academic year by the serving faculty members. The EEAP found that the average weekly teaching load at the undergraduate level for each member of the Department's teaching staff is high. In some cases, it exceeds twenty-five hours per week.

The Department encourages innovation in teaching methods and the integration of modern technologies in teaching. Moreover, the academic staff of the Department make use of the possibilities offered by the University's e-learning system (eClass) supported by the Computing Centre and the Network Operations Centre (NOC) of the University.

The faculty members participate in national and international conferences, bringing more visibility to the Department, and their research work is substantial, despite the limited budget slated for such activities (1600 Euros per person per year).

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 candidates and members of the evaluation committee, ensuring transparency and securing a meritocratic result.

II.   Analysis of judgement

The faculty members of the Department bring diverse expertise and research interests to the undergraduate Program and its curriculum. There is also a fair balance in the academic ranking ratio between female and male professors. The faculty continue to develop academically, and a significant number of faculty members publish their research work in international scientific refereed journals. A significant number of monographs and edited volumes have been published during the last years. The Department encourages the mobility of faculty members by establishing agreements with domestic and foreign institutions for research and teaching purposes. The Department participates in several international conferences, despite the limited budget slated for such activities.

It seems that, despite the new hires, the needed balance has not been achieved yet, with faculty holding heavy course loads, beyond their minimum responsibilities, including junior faculty taking on service obligations (such as the Practicum) and that any hires will be fundamental in offering a quality curriculum while maintaining a workload balance for faculty. Also, the same faculty support master's and PhD students, overseeing dissertations and theses, making their workload heavy. The staff have excellent relations with one another and have established collaborations amongst them in research.

III.   Conclusions

The Department follows the current legislation on the recruitment and promotion processes of faculty members. The average teaching and administrative load of the academic staff of the Department has been and continues to be particularly heavy. The EEAP believes that the performance of the teaching staff in scientific research, could be based in a greater degree on internationally recognized systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP encourages the Department to identify ways to reduce the teaching and administrative load of faculty members and suggests that adequate financial support should be allocated to the faculty to encourage their participation in national and international conferences and expose the Department to the latest scientific research. The EEAP recognize that this is an issue that depends on the Ministry of Education.
- The Department does not currently have a formal mentoring process for new incoming faculty. It would be beneficial to officialise and expand, on what they are already doing unofficially, to support junior faculty.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department has several classrooms of different capacities which are equipped with the necessary technology such as projector, projection screen, blackboard, fixed internet connection and central heating. The auditoriums of compulsory undergraduate courses have a capacity of 100-300 people while these of compulsory elective courses have a capacity of 60-70. The classrooms (in total, 4 lecture halls and 9 classrooms per academic semester) are shared with other departments of the School of Philosophy. At the Academic Structures of the Department of Educational Studies belong 6 rooms of Workshops. There is also the Museum of Education, located on the fifth floor of the School of Philosophy, an exhibition space that hosts the permanent museum's collection and at the same time serves the support needs of its activities. In addition, on the fifth floor of the School there is the Archive of the History of

Modern Greek Education, special rooms for the collaboration of students and their study as well as the room of teaching practice.

Recent is the creation of the centralized Library (since 2019). At the beginning of each academic year, regular tours for the students are organized in the Library of the School of Philosophy, with the aim of making them familiar with its contents and the way it provides its services.

The Department's secretariat is on the third floor of the School of Philosophy. The e-Secretariat (My Studies) implementation has facilitated administrative processes for students and staff. The offices of all academic, teaching and laboratory staff members are on the fifth floor of the School of Philosophy. All have set specific times when students can contact them and visit them in their offices.

Moreover, the Department has incorporated e-class into its daily academic and teaching activities, facilitating the provision of the courses' educational material and the communication between instructor and students.

Finally, the University of Athens and in particular the service of Student Welfare offers students a wide range of services: Canteen, restaurant, sports facilities, cultural associations, student restaurants, student resident, support for students with special needs and even, a not so widespread service, a kindergarten. In addition, the accessibility Unit has its goal the practical accomplishment of equal accessibility to academic studies of students with different abilities and demands. Students are informed about the services provided through the Department website, the University website, and through announcements posted in the Secretariat's Office.

II.   Analysis of judgement

Offices and workspaces are fully equipped. The new Library is superb and offers a multitude of resources to both students and teachers as they pointed out during our meetings. Facilities and services offered by the N.K.U.A are known to the students and easily accessible as all the information is published on the University's and Department's website.

III.   Conclusions

The Department is fully compliant with Principle 7. It has adequate infrastructure and services for the learning and support of its students as well as direct access to them.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department has established procedures for the collection of data regarding student body, teaching methods and student progression. There is no data yet about the employability and career paths of graduates, since the first admission of students took place in 2019, after the formation of an independent Department of Educational Studies.

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 Quality Assurance System. The Internal Quality Assurance 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), (2) Report and Planning Reports, (3) Annual Evaluation Report.

The information collected by the Internal Quality Assurance System is analysed by the Committee on Internal Evaluation (OMEA) which makes specific recommendations for the improvement of the quality of the studies provided, of the services, of the functions of the Department and of the infrastructure. All this is 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 Educational Studies relies on the «Unitron», the information system for the management of Higher Education Secretariats of the NKUA. «Unitron» offers personalized electronic services and can 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 UGP. This data is 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 Quality Assurance Unit, which include data such as the participation of academic staff in inter-university or interdepartmental undergraduate and 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 has currently reached 25%, 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 Quality Assurance Unit and propose recommendations to the General Assembly and the management bodies.

The Quality Assurance 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 Department is fully compliant with Principle 8. The system of collecting, analysing, and using information relating to an efficient management of the Undergraduate Program is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions. As such, the Department agrees 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 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation
- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit 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 https://www.eds.uoa.gr/) contains information about its facilities, faculty members and staff, studies and guides, announcements, events, policy of quality assurance, and internal assessment reports. It also contains information about the Department's research projects and collaborations. News about awards, and the activities of members of the academic community are also posted on the Department's website. The information given is complete without being excessive or redundant. However, the English language version of the website is underdeveloped as it stands. It contains some information translated in English (e.g., the Department profile, the courses outline, the faculty members CVs) but it should be improved so it will have the potential to promote the international visibility of the Department.

To communicate with students of the Department, relevant pages have been created on social media (Facebook) which are constantly updated and are also accessible to existing students and through the Department's website. In addition, the Department ensures that there is printed information material for the Undergraduate, Postgraduate and Doctoral Studies, for the events it organizes and the initiatives and actions in which it participates.

A valuable tool for the timely and comprehensive information of the undergraduate 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 websites of all the undergraduate courses offered, designed by the instructors.

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 Department. The EEAP discussed with staff, students, and stakeholders and thoroughly studied the functionality of the Department's website. The analysis revealed that the Department has made a significant effort to present itself to its students and to the public, but some extra steps must be done in order this effort to be more targeted and complete.

III.   Conclusions

Overall, the EEAP believes that the variety of ways of public information used by the Department is satisfactory.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP encourages the Department to enrich the English version of their website by publishing important announcements, news, and other vital information.
- The EEAP encourages the Department to consider creating an e-Newsletter to maintain contact with students, schools, social partners and stake holders.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

> *Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. 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.*

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

Study Programme Compliance

I.   Findings

The internal evaluation of the program is regularly conducted by MODIP. Based on the report of MODIP, relevant interventions/adjustments are carried out, to achieve the identified goals of the study program. The evaluation of the Program 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 EEAP has found that the Program is regularly reviewed and revised with the participation of students and faculty members. Students mainly answer to questionnaires, and they also participate in interviews and group discussions. The internal evaluation concludes with the writing of the internal evaluation report of the academic unit. The student questionnaire mainly concerns the quality and the means of research and teaching, the structure and content of studies, student welfare and the infrastructure of the Program or the NKUA. By looking at the results of the statistical analyses of student responses, one can see that students are satisfied from the undergraduate program that is offered to them. In regard to the criteria that are used to evaluate the quality of the program, the Department takes into account several

indicators including student success rates (mainly in compulsory courses, the overall degree of student satisfaction based on their responses to the questionnaire, the number of papers in peer-reviewed journals, the number of references to the Department publications, the number of PhDs awarded, the number of candidates in the Department, the income from Research Programs and from contracts with the private sector, the number of research proposals submitted by members of the Department and the number of "international" students i.e. ERASMUS, CIVIS and registered foreigners). This implies that a comprehensive monitoring system is in place.

II.   Analysis of judgement

During the meetings with the faculty of the Program, it was found out that 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. It should be emphasized that the Program's action plan already includes attempts to remove the negative aspects and strengthen the positive points of the internal evaluation, with defined priorities that are based on the results of this evaluation. Consequently, specific recommendations for improving the quality of the teaching, research and administrative work of the Department emerged.

III.   Conclusions

The Program is regularly reviewed and revised with the participation of students and faculty members. 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 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should gather formative feedback from stakeholders who can be engaged in the evaluation of the program of study and offer recommendations.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

> *HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with 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.*

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

This is the first external evaluation that is conducted for the Department. As such there are no prior recommendations to be followed. The Department has a process for reviewing the findings and recommendations of such external evaluations. This includes a preliminary review by the Chair and notification of the evaluation to all faculty and staff for their review. A faculty meeting is scheduled to discuss the findings and recommendations and identify next steps of action.

These recommendations and incorporation in their processes include the compliance with the MODIP requirement, the development of strategic goals and the policy for quality control, and the inclusion of English version in the Department webpage.

The EEAP reviewed all available documents and the website of the Department and conducted extensive online interviews with the Head of the Department, the heads of the Laboratories and the teaching staff. The EEAP found that the Department has undertaken a multidimensional activity in creating more digital skills courses and hours of practical training, and it has balanced the distribution of all courses in the Scientific Fields of the course program. The Department has also provided information to all committees about its activities, including the undergraduate Program, the intended learning outcomes, the degree awarded, the teaching, learning and assessment procedures used and the learning opportunities available to their students.

II. Analysis of judgement

The following are some of the actions adopted in the Department:

The Department has strengthened the relations with social partners and has developed cooperation with Institutions that are related to special education activities. The Special Education and Family Counselling Laboratory has secured funding from the Onassis Foundation for the evaluation and support of children with autism spectrum disorder and their families.

The Department has improved communication and collaboration with alumni through a social media page and the posting of information highlighting the academic and professional development of members. In addition, procedures for the evaluation of the Undergraduate and Postgraduate Programs of Studies by final-year students are planned.

The Department has not fully addressed the low response rate of the course evaluations and promises to continue its efforts to increase this rate.

III. Conclusions

This is the first external evaluation of the Department, 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 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I.   Findings

The Department of Educational Studies was appointed by the Senate of the NKUA as the competent Department for the completion of the curriculum of the previous Department of Philosophy, Pedagogy and Psychology (DPPP). The Department oversees the granting of degrees, the issuance of certificates and all kinds of certificates, as well as the granting of certificates and attestations to graduates of the DPPP. It also received the archive of the DPPP after the termination of its administrative operation (31-8-2019) according to paragraph 8 of article 16 of Law 4589/201. The specifications of the transfer are mentioned in detail in the relevant Report of the QAU/ NKUA (Document B32). From the previous UGP, 103 students (admitted in 2017-18 and 2018-19) joined the new Program, of which 53 have already graduated and 49 remain active.

On the other hand, the previous UGPs of the DPPP is followed, in semesters of regular attendance, by 210 students with year of admission from 2015 to 2017. There are also 1880 students who have exceeded the semesters of regular attendance, with year of admission from

1972 to 2014. According to our discussions with the Chairman of the Department, with OMEA members and MODIP members of MODIP, it is expected that the problem of these 1860 students will be solved in the coming years.

II.   Analysis of judgement

The Department has the appropriate specialized teaching faculty and staff, that clearly, are committed in providing their students with sound and thoughtful learning and teaching experiences. Moreover, the Department considers the evaluations, comments and suggestions of its graduates and takes all necessary corrective actions in the UGP. The teaching staff of the Department, as far as possible, stay connected with the Department graduates, support them and often develop partnerships with them. The Department is in contact and cooperates with scientific associations of philologists and the associations of secondary school teachers and takes into account their views on the degree of fulfilment of the learning outcomes of the previous UGP.

In addition, the NKUA and the Department have prepared a plan for the transition period of the existing UGP until its completion by including data on the transition and subsequent progression of students in the respective new UGP of the Department as well as the specific graduation forecast for students enrolled under the previous status.

III.   Conclusions

The EEAP believes that the NKUA and the Department have all the necessary learning resources, the appropriate teaching staff and a structured curriculum that is based on a variety of courses, their ECTS and the relative learning outcomes. Moreover, they have at their disposal the necessary regulations, the award of diploma and diploma supplement, and a system of data collection and use, with reference to the data of the graduates of the pre-existing UGP. In other words, the NKUA and the Department have applied all the necessary procedures for the smooth and complete transition from the previous existing UGP, which was implemented by the Department of Philosophy, Pedagogy and Psychology and especially the Department of Pedagogy, to the new UGP, taking particular care to ensure their compliance with the requirements of the professional and academic standards. The EEAP believes that the undertaken measures by the NKUA and the Department guarantee a smooth operation and transition of the new Department from the former UGP.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PART C: CONCLUSIONS

I.   Features of Good Practice

- The Department provides a Certificate of Digital Skills and a Certificate of Specialization in scientific fields that contribute to the academic and professional empowerment of its graduates.
- The Special Education and Family Counselling Laboratory has secured funding from the Onassis Foundation for the evaluation and support of children with autism spectrum disorder and their families. Please state aspects of good practice identified, regarding the new undergraduate study programme in operation.
- The Department considers both the needs of the students and the realities of the labour market and more specifically in secondary education (public and private schools, tutorial schools, special educational structures) including intercultural education (immigrants, Roma), special education, adult education, and lifelong learning. The practicum is very well attended and organized for all students.
- The chair, teaching staff, and administrative staff have worked tirelessly and effectively during a difficult transition period (creation of the Department in 2019 and immediately after two years of Covid) and are to be admired for bringing this new program forward in an exceptional manner and implementing the findings of the Pedagogy area in the Programme.
- The system of collecting, analysing, and using information relating to an efficient management of the Undergraduate Program is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions.

II.   Areas of Weakness

- Lack of sufficient faculty to support the program.
- Insufficient research support for faculty.
- Excessive workload of the current faculty that affects their research productivity.
- Few incoming/ outgoing students in mobility.

III.   Recommendations for Follow-up Actions

The EEAP is pleased with the overall performance of the Department and the qualifications of its faculty and staff to complete the required educational goals and research activities. The following suggestions may serve as tools and instruments for the continuous improvement and the fulfilment of the long-term goals of the Department. Therefore, the EEAP proposes the following recommendations as follow-up actions:

- Develop a mid-range strategic plan that could address the immediate needs of the Department and develop a plan that would prioritize the upcoming hires of the faculty and technical support members and define a niche for the Department.

- Review and improve the course evaluation process and increase the student participation rates by considering in class completion of the questionnaires, publishing their analysed results (to whatever extent can be allowed), establishing exit interviews, and the like.

- Increase students' mobility.

- Gather formative feedback from stakeholders who can be engaged in the evaluation of the program of study and offer recommendations.

- Enrich the English version of their website by publishing important announcements, news, and other valuable information.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.**

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

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. John Spiridakis** (Chair)

   St. John's University, New York, United States of America

2. **Prof. Emeritus Athanasios Gagatsis**

   University of Cyprus, Nicosia, Cyprus

3. **Assoc. Prof. Emeritus Gina Ioannitou-Valavanidou**

   Le Mans Université, Le Mans, France

4. **Prof. Leonidas Kyriakides**

   University of Cyprus, Nicosia, Cyprus

5. **Ms Panagiota Foteinopoulou**

   University of Patras, Patra, Greece