# Accreditation Report
# for the Postgraduate Study Programme of:

## Education and Human Rights

## Department of Early Childhood Education
## Institution: National and Kapodistrian University of Athens
## Date: 21 October 2023

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

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# PART A: BACKGROUND AND CONTEXT OF THE REVIEW

## I.     The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Education and Human Rights**, of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **IOANNITOU-VALAVANIDOU GINA (Chair)**
   *Associate Professor Emeritus*
   *LE MANS UNIVERSITY FRANCE*

2. **ELIOPHOTOU MENON MARIA**
   *Professor*
   *UNIVERSITY OF CYPRUS, DEPARTMENT OF EDUCATION*

3. **MARY IOANNIDOU KOUTSELINI**
   *Emerita Professor*
   *UNIVERSITY OF CYPRUS- DEPARTMENTN OF EDUCATION*

4. **ATHANASIOS GAGATSIS**
   *Emeritus Professor*
   *UNIVERSITY OF CYPRUS- DEPARTMENT OF EDUCATION*

5. **KONSTANTINOS BOUMPOUREKAS**
   PHD Candidate in the Pedagogical Department of Primary Education
   *UNIVERSITY OF WESTERN MACEDONIA (GREECE)*

## II.    Review Procedure and Documentation

In preparation for the visit of the Postgraduate Study Programme Education and Human Rights of the Institution National and Kapodistrian University of Athens, the members of the External Evaluation and Accreditation Panel (EEAP) could examine a wide variety of documents provided in advance by HAHE, including the School's Proposal for Accreditation of the Postgraduate Programme, the Guide of Studies, the description of courses, the HAHE Guidelines and other relevant information about the Programme (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Website of the School.

The visit was online. The visit took place on Monday 16/10/23 to Wednesday 21/10/23. It was preceded by a private meeting of the EEAP on Monday, (via Zoom), and was followed by further private meetings of the EEAP on the following days to finalise the report. During the visit the EEAP had the following meetings:

***Monday 16 October 2023***

*15:00 - 16:00* Meeting with the Directors of the two PSP, the Heads of the Department Professor Vassilis Tsafos and Professor Konstantinos Skordoulis, Steering Committees/ OMEA members EEAP, MODIP staff.

The Directors of the PSP1 and PSP2, Professor Mary Leontsini and Professor Thomas Babalis, gave a short overview of the current situation of the postgraduate programmes and provided the EEAP with information about it.

*16:00-16:30* Meeting with EEAP, administrative staff members and teaching staff members of both PSP where the EEAP discussed about learning materials, equipment, learning resources of the two PSP.

***Tuesday, 17 October 2023***

*15:00 - 15:45* Meeting with the teaching staff of the PSP1. The EEAP discussed professional development, opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; projects and research activities directly related to the Programme; possible areas of weakness.

*16:00 – 16:45* Meeting with students of the PSP1. The EEAP discussed students' satisfaction from their study experience and Department /Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.

*17:30 - 18:15* Meeting with PSP1 graduates. The EEAP discussed students' satisfaction from their study experience and their postgraduate studies and their career path.

*18:30 - 19:15* Meeting with employers, social partners who discussed with EEAP members various forms and opportunities of collaboration with the Programme, relations of the PSP1 with external stakeholders from the private and public sector institutions and more.

*19:30 - 20:00* Debrief Meeting where EEAP members discussed the outcomes of the virtual visit and prepared the oral report.

*20:00 - 20:30* Closure meeting with the Director of the PSP1, the Head of the Programme, MODIP, and PSP1 Steering Committee/ OMEA members. In this final meeting the EEAP provided a general view of some of the conclusions reached.

The EEAP members want to underline that all the above meetings were held in a very constructive atmosphere. Overall, the faculty and staff had prepared a rigorous visit programme with presentations and discussions. A series of reports and other documents were provided to the EEAP during the visit at the request of the EEAP members. All members of the 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.    Postgraduate Study Programme Profile

The Postgraduate Study Programme Education and Human Rights numbers 16 members of Teaching and Research Staff.

The PSP L.R.M. was established in 2018 with a 2-year study programme. The students of the 2-year Postgraduate programme are required to complete, to receive the degree, the following:

a) Two (2) compulsory courses, 10 ECTS each one:
- Research Methodology in the Greek educational and social context (10 ECTS)
- Social Inequalities, human rights, and education: Contemporary theoretical issues (10 ECTS)
b) Five (5) elective courses out of a list of 11, 10 ECTS each one

Postgraduate students (MS) can also apply to choose one course related to the subject of the Programme from the following PMS. The PMS Coordinating Committee approves or rejects the proposed options:

- Special Education of TEAPI (EKPA)
- Political Science and Sociology of the Department of Political Science (EKPA)

The Thesis must reflect to a satisfactory degree the ability to compose a scientific text demonstrating the theoretical, methodological knowledge and/or research/empirical skills, as well as the critical ability of the student.

c) Compulsory Interdisciplinary Seminar "Education, Rights and Inequalities" (10 ECTS)
d) The Thesis (40 ECTS) includes 2 phases and is prepared respectively in the 3rd and 4th semester of studies:
- First phase: Decision the topic and construction of the research plan
- Second phase: Implementation of the research and writing of the Thesis

Admission to the Programme takes place according to the general procedures and regulations of the Greek Ministry of Education. They accept students that have an undergraduate degree in higher education of a related subject, and certified English language proficiency at B2 level. The total cost of the Program of Studies amounts to 2.600€.

According to its mission statement, the Postgraduate Study Programme Education and Human Rights provides students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities.

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

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

#### Documentation

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

### Study Programme Compliance

#### I. Findings

Relevant documentation included the Quality Assurance Policy of the PSP and the Goal Setting Strategy of the PSP. Moreover, additional documents were examined to assess factors like the

suitability of the structure and organisation of postgraduate study programmes, the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education -level 7- etc. The Quality Assurance Policy is briefly presented on the website of the Programme. This does not appear to be the case for the Goal Setting Strategy. The full Quality Assurance Policy and the Goal Setting Strategy are not easily accessible. They can be found through a link that is not provided on the website. However, on the website there is a link to the findings of the internal evaluation by MODIP. The Quality Assurance Policy presents the mission of the Department of Early Childhood Education and the PSP, with reference to aims and objectives. There is extensive reference to processes and practices associated with the implementation of the Quality Assurance Policy.

The Goal Setting Strategy of the PSP defines specific strategic priorities and quality objectives. The strategic aims defined concern the following: the continuous improvement of the academic activities of the University; the strengthening and the promotion of research activity, innovation, and excellence in relation to the PSP; the improvement of the link between the PSP, society, and the labour market; strengthening of internationalisation and extroversion; the upgrading of the university environment (improvement of infrastructure and development of human capital). Moreover, the Goal Setting Strategy outlines specific indicators, present and future targets, actions to be taken to achieve the objectives, responsibilities, and timelines.

Both documents are clearly written and provide a solid basis for planning and implementation in relation to achieving quality standards. Overall, the academic unit has established a Quality Assurance Policy that is appropriate for the PSP and serves as a guideline and a point of reference in future planning and decision making. Annual reviews of the quality assurance system are conducted. As regards the content of the strategic aims, it is important to note that the defined aims cover all significant areas/dimensions to a satisfactory extent since reference is made to teaching, research and student considerations. Despite the overall positive picture, areas for improvement exist.

## II. Analysis

The information outlined in the relevant documents as well as the information provided by administrators and faculty members indicates that the academic unit is committed to the implementation of the Quality Assurance Policy. There is an acknowledgement of the need to make a commitment towards continuous improvement. The aims of the PSP as they appear in the Quality Assurance Policy and the Goals Setting Strategy indicate the following emphases: a student-centred approach in teaching and learning; a research orientation in relation to the programme of studies; factors related to infra-structure; and labour market considerations.

The fact that the Quality Assurance Policy and the Goal Setting Strategy are available online ensures access to the information included in this document. However, neither the Quality Assurance Policy nor the Goals Setting Strategy of the PSP is available on the PSP website, which constitutes a weakness in the provision of information.

The goals set by the academic unit follow the SMART framework in that they are specific, measurable, achievable, relevant, and time specific. Quality goals are combined with suitable performance indicators, which creates a framework for relevant planning and initiatives for improvement. These goals are monitored and updated on a regular basis. Internal processes for quality assurance are used to identify areas for improvement.

The specified learning outcomes agree with the European and National Qualifications Framework for Higher Education. Specific quality goals are defined, discussed, and reviewed on a systematic basis. The academic unit has demonstrated commitment to the promotion of the quality and effectiveness of teaching, as indicated by Department actions, policies, and initiatives. For instance, this is shown by the fact that the academics recruited and employed in the Programme are highly qualified, with a satisfactory research performance and output. However, it must be noted that there are a few cases of academics with a very low h-index in recent years. The quality of support services is satisfactory, with some room for improvement in infrastructure. Moreover, an attempt is made to ensure the efficient and effective utilisation of resources.

Areas for improvement include the need to enhance the information provided regarding the PSP in relation to quality. For instance, the Quality Assurance Policy and the Goal Setting Strategy of the PSP should be available on the website. More ambitious targets could be considered in some cases: For instance, the percentage of students who did not complete their thesis on time is targeted at 50% (from 64%). Finally, the targets associated with the strengthening and promotion of research are mainly associated with the work of students as opposed to the work of faculty.


### III. Conclusions

The PSP has established a Quality Assurance Policy which ensures that the PSP is monitored and evaluated on a systematic basis. Stakeholders are aware of this policy and contribute significantly to the implementation of strategic goals and processes. The process provides specific directions for improvement, which is considered necessary for further action. Areas for improvement include the formulation of more ambitious strategic targets, more faculty-related research targets and greater accessibility of the Quality Assurance Policy and the Goal Setting Strategy.

**Panel Judgement**

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

**Panel Recommendations**

- The EEAP encourages the PSP to formulate more ambitious strategic targets as well as more faculty-related research targets.
- It is also recommended that the Quality Assurance Policy and the Goal Setting Strategy are available on the PSP website.

**PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

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

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*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

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***Documentation***
- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

**Study Programme Compliance**

### I. Findings

The Postgraduate programme (PSP) "Education and Human Rights" operates as a Master's Programme within the Pedagogical Department of Primary Education (PTDE) at the School of Educational Sciences (https://www.ecd.uoa.gr/language/gr/#).

The main aim of the programme is twofold: a) the development of theory, research and practice in Education and Human Rights, and b) the development of specialists and professionals involved in research, teaching, and the formulation of educational policies with emphasis on combatting social inequalities and the consolidation of human rights.

An Internal Quality Assurance System is in force at the University of Athens. It covers the entire range of functions and activities of the Institution. The relevant Quality Assurance Unit (MODIP) undertakes the responsibility for its operation and its restructuring initiatives. The programme design is subject to a formal departmental approval by OMEA, and it is regularly monitored considering the students' needs and satisfaction and reflecting the preparation for sustainable employment and personal development.

The two-year PSP is structured in 4 semesters as the minimum period of studies. To obtain their MA degree, students need to successfully submit a Master's thesis that corresponds to 40 ECTS earned during the second year of their studies with the right of the period's extension. The dissertation ranges between 20,000-25,000 words.

The PSP contains a) Compulsory and elective courses (70 ECTS), b) Interdisciplinary Seminars (10 ECTS), and c) Final thesis (40 ECTS). The distribution of the ECTS as indicated above was decided in the academic year 2022-2023.

The structure of the programme and the ECTS allocation is the following:

- e) Two (2) compulsory courses, 10 ECTS each one:
- - Research Methodology in the Greek educational and social context (10 ECTS)
- - Social Inequalities, human rights, and education: Contemporary theoretical issues (10 ECTS)
- f) Five (5) elective courses out of a list of 11, 10 ECTS each one

Postgraduate students (MS) can also apply to choose one course related to the subject of the Programme from the following PMS. The PMS Coordinating Committee approves or rejects the proposed options:

- - Special Education of TEAPI (EKPA)
- - Political Science and Sociology of the Department of Political Science (EKPA)

The Thesis must reflect to a satisfactory degree the ability to compose a scientific text demonstrating the theoretical, methodological knowledge and/or research/empirical skills, as well as the critical ability of the student.

- g) Compulsory Interdisciplinary Seminar "Education, Rights and Inequalities" (10 ECTS)

h) The Thesis (40 ECTS) includes 2 phases and is prepared respectively in the 3rd and 4th semester of studies:
- First phase: Decision on the topic and construction of the research plan
- Second phase: Implementation of the research and writing of the Thesis

According to the Programme's webpage and the staff's clarifications during the meetings with the panel, the preparation of the thesis is supported by a seminar and a methodology workshop with the aim of analysing quantitative and qualitative data. The above supportive activities are compulsory and no ECTS are given. According to the webpage, "*they are credited with ECTS as part of the Master's Thesis*".

A satisfactory number of research competent and experienced faculty members of the Department teach at the Postgraduate programme "Education and Human Rights".

The Department implements the European System of Credentials (ECTS) that indicate the study hours for each course, based on the defined learning outcomes and their workload.

## II.    Analysis

The Programme is particularly popular with students, graduates, and partners. It has a positive influence on schools and Centers dealing with asylum seekers, immigrants and refugees and offers specialist and deep knowledge and experiences on these issues. Within this context, it aims to provide knowledge and instruments for facing current needs and to empower professionals in education and centres for efficient education and needs assessment.

The panel discussed the structure of the Programme with the teaching staff and particularly focused on the over-credit of the thesis with 40 ECTS. Explanations were given for the special research character with research courses and seminars, as well as for the predominantly qualitative research carried out by the students.

Based on its own experience and in comparison, with programmes with the same or similar subject, the EAAP does not agree with the above justifications. The discussion with students and graduates focusing on the thesis workload, its content and methodology indicated that the research is mainly qualitative with a limited number of interviews as a rule. Although the Committee recognizes the quality of the theses, briefly presented by students and graduates, and the need for a strong theoretical and research background for their processing, it considers that the ECTS in the Programme are not assigned properly. The theoretical background and the familiarity with the bibliography must be result of the courses, so the ECTS should be allocated to them. In addition, or alternatively, the research seminars should appear in the Programme and receive the 10 ECTS from the 40 of the thesis.

The European Credit Transfer and Accumulation System (ECTS) aims at making studying comparable across the European Higher Education. Therefore, a system of credits means one course or module is worth the same at any university.

## III.    Conclusion

The programme "Education and Human Rights" is popular with students, graduates, and partners and it has a positive influence on schools and centres by offering research documentation and theoretical knowledge on these issues. The thesis ECTS need to be revised to match the actual students' workload.

**Panel Judgement**

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

**Panel Recommendations**

The panel recommends:

- Review the ECTS allocation to each course and to the thesis, which as per se (in itself) does not justify the 40 ECTS as students' workload.
- Separate the ECTS distributed to the Thesis writing and research from the supportive activities in Research Methodology and Analysis.
- Make the supportive activities visible in the structure of the Programme and give them at least 10 ECTS, as a separate obligatory course or as laboratory for data analysis at the beginning of the 3rd semester.

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

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

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

*The student-centred learning and teaching process*

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

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

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

**Study Programme Compliance**

    **I.       Findings**

Courses evidence a variety of enriching learning/teaching methods that promote engagement and active learning. Students are encouraged to develop individual skills. In several of their classes they are asked to work with classmates in small groups and complete a project and,

when completed, they are to present their work and results. That helps them develop several "soft" skills which will help them throughout their careers: communication, teamwork, leadership, public speaking, to name a few.

The Department provides an Academic Advisor for each postgraduate student to advise the student during his/her studies. It also provides counselling and guidance for the preparation of the thesis by a well-defined procedure: first establishing the topic, then identify a three-member faculty committee, and ensure the student's submission of the research proposal. Students have regular communication with the coordinator of their thesis.

The students are informed in advance of all assessment criteria and methods, which can also be found in the e-class. The methods of evaluating a course usually consist of a combination of homework, participation and attendance, exams (oral) or written (text development, answers to critical questions, etc.).

The faculty frequently reminds and encourages the students throughout each semester to complete the student satisfaction surveys. For the 2022-2023, approximately 90% of the students completed these surveys. On a scale of 1-5, the students (for the year 2021-22) judged the quality of the courses' organisation and the courses' materials 4,53/5.

There is also a well-established and clearly publicised formal procedure for student appeals/complaints, which are resolved through the "Management Committee Complaints and Objections" which consists of the President and two of the members of the PSP Coordinating Committee. All the above interactions suggest that indeed this PSP is delivered in a student-centred environment that promotes mutual respect.


## II.      Analysis

The EEAP finds that the PSP is well organised and employs methods of instruction which are appropriate for a programme. During the meetings the EEAP held with students, alumni, and employers/social partners of this Programme, the EEAP was well impressed with the near-unanimous satisfaction with both the content and delivery of this PSP. Nearly everyone who spoke - and nearly all of those present did – complimented the dedication and expertise of the faculty, and the organisation in-place for supporting the students throughout their studies. Suggestions for possible improvements included more timely updating/modernising some of the instructional materials and improving the infrastructure and the classrooms.

The feedback of students via the end of semester questionnaires is carefully considered and, whenever feasible, student opinions and suggestions are utilised toward the continuous improvement of this Programme.


## III.      Conclusions

In conclusion, the EEAP finds that the PSP is of high quality and utility, that the teaching staff are competent and dedicated to supporting the students, and that the Programme is well organised to deliver high quality instruction, involves the students as they learn, and uses the students' feedback for its continuous improvement.

The EEAP's judgement is that the PSP fully complies with Principle 3.

**Panel Judgement**

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

**Panel Recommendations**

None.

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

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

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

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

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

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

**Study Programme Compliance**

### I.     Findings

The Institution and the Department apply internal regulations for the operation of the Postgraduate Study Programme, and they established a degree certificate template.

The Programme has developed, published in the Greek version of the Programme's publication, and effectively applied regulations that pertain to all aspects of students' admission, progression, recognition, and degree/certification award. The Department provides an orientation day for all new students each year and the students are provided with the programme study guide, information relating to their studies, academic life, facilities, and technological and administrative support. The above information is not available in English.

The discussion with students and graduates confirmed that the staff monitors students' progression and that the administrative staff supports the smooth processing of their studies.

There are regulations concerning the timetable of starting, drafting, progressing, and submitting the thesis and its final form and the students are very well informed about them.

The mandatory deposit on the "Pergamos" platform of the "Grey Bibliography" produced at EKPA, namely Bachelor's Theses, Master's Thesis and Doctoral Dissertations is a worldwide good practice that supports the qualitative work of the Theses and Dissertations.

## II.    Analysis

The Department established clear and detailed student admission procedures and supports the smooth progression of their studies.

The Department has established collaborations with a few European universities from various countries. It has, also, a large list of collaborators and visiting professors, who can contribute to the delivery of courses.

Detailed prescribed quality processes for the accomplishment of the Master's thesis are necessary. It is good for students to choose their thesis topic at the end of the first year. The Department in collaboration with the Programme's coordinator should develop an official form where, at the first semester of the second year, students will submit the aim and objectives of the thesis, the methodology and basic bibliography.

The programme follows the ECTS credit system, which is not applied across the curriculum, since there are activities, such as the Methodology Workshop to which separate ECTS are not given but are considered as embedded in the workload of the Thesis. This policy for estimating the Thesis and courses ECTS makes the Diploma Supplement not comparable across the European systems and may not facilitate students' mobility. The students' workload must be distributed to the courses, laboratories, and seminars and be visible in the Diploma Supplement.

## III.    Conclusions

The Institution and the Department have applied regulations and procedures for the promotion of the quality of the Programme and the smooth progression of students' studies. Students and graduates are enthusiastic with their studies as well as with their employability.

## Panel Judgement

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

## Panel Recommendations

Reconsider the comparability of the graduates' Diploma Supplement and make all the students' workload visible in the programme.

**PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

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

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

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

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

**Study Programme Compliance**

### I. Findings

Relevant documentation included documents on the roles, responsibilities, and performance of teaching staff members. Moreover, a list of teaching staff members was provided, which included information on research performance and output.

There is a clear set of criteria and procedures for the selection and employment of teaching staff. The number of academics involved in the teaching of modules is satisfactory and includes academics of various specialisations. Academics possess relevant qualifications and teaching experience.

The strategic goals provided do not make specific reference to professional development opportunities and there is no direct linkage with a specific target. Academics are involved in research activities which include publication of articles in journals and participation in academic conferences. However, as previously mentioned, there are a few cases of academic

staff members where an increase in output in certain research areas is necessary, especially in internationally recognised journals.

Teaching staff is regularly evaluated by students through evaluation surveys.

Overall, employment regulations, staff policies and recruitment processes appear to be highly effective in achieving successful teaching and learning outcomes. There are clear provisions for the systematic evaluation of staff members. However, some areas for improvement exist.

## II.      Analysis

As previously mentioned, there are well defined criteria for the selection and employment of teaching staff. Even though the full extent of the meritocratic procedures used for recruitment cannot be assessed, there is strong evidence to suggest that the process followed, and the criteria used ensure that the academics employed in the teaching of modules are highly competent and effective as instructors. The regular evaluation of teaching staff by students is considered a strength if appropriate action is taken based on the feedback received.

Even though emphasis is placed on research and development, more can be done in terms of formulating a detailed research strategy for the PSP. Moreover, more can be done to promote links between teaching and research, especially at the student level based on findings from our interviews (e.g., through student participation in research projects/programmes). There is also a need to increase research performance and output, especially in internationally recognised journals.

## III.     Conclusions

The processes used for the staff recruitment are specific and transparent. The PSP is supported by an adequate number of academics. Specific mechanisms for the evaluation of staff members by students are used on a systematic basis. Based on our findings, areas for improvement include greater links between teaching and research, an increase in research performance, especially in internationally recognised journals, and more professional development opportunities.

**Panel Judgement**

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

**Panel Recommendations**

- The EEAP recommends greater links between teaching and research, and more professional development opportunities.
- The EEAP believes that there is a need to increase the performance of the teaching staff in scientific research, especially in internationally recognised journals. Moreover, the Programme and the Department should consider ways to increase the faculty's international scientific collaborations and mobility.

**PRINCIPLE 6: L**EARNING **R**ESOURCES **A**ND **S**TUDENT **S**UPPORT

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

> *Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*
>
> *When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*
>
> *In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

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

**Study Programme Compliance**

### I.       Findings

*Provision of Facilities for the Teaching and Learning Environment*

The basic infrastructures that host the Programme's research and educational activities respond functionally to the needs of postgraduate students. More specifically the programme has a total of four seminar halls, which are fully equipped. Additionally, there is the possibility of granting additional classrooms at the Maraslio Didaskaleio if there is an additional need. Moreover, the Programme grants access to its Library and to a wide range of electronic and printed resources. Students and alumni have reported easy accessibility to the digital library, databases, and IT infrastructure. However, some of them have pointed out the necessity for further improvement of the current facilities.

*Funding*

The needs of the academic and administrative operation of the PSP are covered by tuition fees paid by its students.

*Range of Support Services*

The Programme offers support services designed to accommodate the different needs of its students. These services include IT Services and Administrative services and other supporting services, that are provided by the Programme. Each service addresses specific aspects of student requirements, including career and academic guidance with the aid of an Academic advisor. Both students and alumni reported that they were thoroughly informed about these services when they joined their programmes. Furthermore, the Programme grants every year a scholarship of 650 euro to one of its students, based on their academic performance.

*Awareness and Accessibility of Services*

Academic staff, students, and alumni agree that the services are generally user-friendly and easily accessible. Administrative staff not only provide extensive guidance but also assist with technical issues through email or telephone. It is worth mentioning that academics constantly and actively assist students in using these services.

*Administrative Staff for Support Services*

Administrative staff is the main pillar of the administrative support for the students, dealing with bureaucratic, operational, or organisational issues of the Programme. Furthermore, it is worth noting that the Programme's administrative branches provide, through e-class, easy accessibility to a variety of services to assist its students' academic needs. Administrative staff is also responsible for the coordination of the academic staff, for the maintenance of records, for providing administrative assistance and for the implementation of the decisions by the Board.

*The ERASMUS+ Office*

The ERASMUS+ Office provides the opportunity to its students to participate in the Programme, but there are no participants for the time being.

*Educational Platforms and Videoconferencing*

The Programme fully utilises e-class, to achieve the collaboration among students and faculty. Furthermore, through this platform, academics provide postgraduate students with additional educational material, assign tasks, design, and implement assessment activities. Additionally, students and alumni have described as effortless the experience of using these services.


## II.     Analysis

EEAP members have carefully examined these findings and accentuated the Programme's commitment on providing crucial supporting services to its students. The wide range of

support services indicates the Programme's dedication to its student further evolution and development. Furthermore, the focus on the optimisation and enhancement of the available electronic and printed resources lines up with current and future educational needs, simplifying and granting access to fundamental material and knowledge significant for academic evolution.

## III.     Conclusions

In closing, the Programme displays a solid and robust determination and commitment to providing its students with a wide range of services, managed by committed and well-organised administrative departments and staff. Moreover, the Programme has made creditable steps and efforts to support its students and with an honest commitment for further improvement, it can improve the quality of its supporting services, despite its lack of government funding.

**Panel Judgement**

| Principle 6: Learning resources and student support | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

The EEAP suggests further improvement of the current facilities.

**PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY ACCESSIBLE WAY.**

*Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.*

*Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.*

*The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:*

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

*A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.*

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

**Study Programme Compliance**

**I. Findings**

*Data Collection Procedures*

The Programme has laid the foundations of solidly built procedures for the systematic collection of data regarding various aspects of its academic unit. These procedures incorporate information about the teaching methods and skills, the content, the difficulty and the usefulness of the available courses, the students' satisfaction with their programme, on whether and how new technologies were used, the availability of electronic and printed resources, the students' further progression, employability, and the career development of graduates. The collection of data occurs at different and multiple levels within the Programme to ensure a more extensive coverage.

*Information Systems and Collection Methods*

The Programme employs a combination of an information system, which is used for the collection, process, and data management (UniTron, OPESP, HAHE) and one single method to

collect data by evaluation questionnaires. The Programme employs a data-driven approach to gather accurate and up-to-date information.

*Student Satisfaction Surveys*

Regular student satisfaction surveys through evaluation questionnaires are an essential element of the Programme's data collection efforts. These questionnaires provide valuable aspects of students' experiences, concerns, and suggestions for improvement. These surveys are conducted anonymously, at the end of the semester to capture the valid feelings and expectations of the students' academic experience. Moreover, alumni are invited to participate in a survey that seeks to record their educational and professional path, their interests, and their activity in the field Human Rights and to explore their views on the PSP and its contribution to their individual path. Furthermore, the data are presented and are easily accessible to the academic staff.

## II.      Analysis

The Programme displays a solid commitment to employ the data, that are collected from personal and anonymous questionnaires efficiently. The collected data are regularly analysed to identify the main tendencies, the fields of improvement and areas of evolution and growth. The findings are communicated to relevant departments and stakeholders to ensure pellucidity and liability. Moreover, data are mainly used for the improvement of the teaching methods and skills, support services, IT facilities, efficiency, and accessibility of electronic and printed resources, highlighting a wide range of aspects of the academic unit. The analysis of these data assists in the identification of insufficiencies or areas where improvements are required. The Programme utilises graphs and charts to make the collected data accessible only to the teaching staff.

## III.      Conclusions

In conclusion, the Programme has laid the foundations of solid procedures for the systematic collection of data including a variety of fields and aspects of the academic unit like teaching methods and skills, the content, the difficulty and the usefulness of the available courses, employability, and career development of graduates. The Programme employs a combination of information systems for the collection, process and data management through evaluation questionnaires and collaboration with relevant departments to protect the efficiency of data collection. Additionally, the data are presented in a comprehensive and informative way only for the faculty members. Moreover, personal questionnaires of the students provide significant feedback to obtain crucial outcomes for the experience and expectations of students about the Programme.

In closing, the Programme displays a robust commitment to a data-driven model and with constant improvement in data collection procedures, the Programme's goal to provide a great educational experience to its students is achieved.

**Panel Judgement**

| Principle 7: Information management | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

The EEAP found that the data are not presented to the students and suggests that the data should be accessible to both the academic staff and the students.

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.*

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

*Documentation*
- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

**Study Programme Compliance**

**I.     Findings**

The key information about the academic unit and the Postgraduate Programme (PSP) is available online (http://www.ehr.ecd.uoa.gr). This includes details about the Programme's structure, mode of attendance, assessment criteria, the degree awarded, and the teaching staff. All course outlines for the PSP are also accessible on the website. These outlines offer a detailed overview of the Programme's curriculum, including course descriptions, learning objectives, and assessment methods. They are a valuable resource for both current and prospective students. Important announcements, such as publishing an invitation to accept new students, the names of the successful candidates and the swearing-in ceremonies are also posted on the website. The availability of this information is in both Greek and English.

The second question in our evaluation pertains to whether there is a dedicated segment on the Department's website for promoting the PSP. Although there is a segment describing the program, it does not appear clearly as promoting the specific PSP, and as highlighting the PSP and its unique features, thus aiding in its promotion to potential applicants. The department's website gives an overview of the PSP programs but does not promote the unique features of the PSP Education and Human Rights.

The Programme's Policy for Quality Assurance is accessible online via the PSP website. This policy outlines the strategies and measures in place to ensure the Programme's quality and effectiveness. MODIP is the quality assurance unit within the Programme.

The website is updated under the responsibility of its members which are the Coordinating Committee and the Secretariat of the PSP. The information published on the PSP website is generally up-to-date, clear, and easily accessible. This accessibility is crucial for prospective students who rely on accurate and current information to make informed decisions about their academic pursuits.

## II.    Analysis

While key information is available online, there might be room for improvement of this information.

The availability of course outlines online is a positive aspect, as it assists students in understanding the Programme's structure and content. These outlines serve as a valuable resource for both students and educators, ensuring transparency in the learning process.

Ensuring that all online information remains up to date is crucial for providing accurate guidance to prospective and current students. Regular maintenance and updates are necessary to reflect any changes in programme offerings, faculty, or policies. The EEAP observes an ongoing maintenance on the website.


## III.    Conclusions

In conclusion, the Department responsible for the Postgraduate programme (PSP) has made commendable efforts to make key information readily available online with complete course outlines, and accessible policies for quality assurance which are indicative of a commitment to transparency and accountability. The presence of a dedicated website segment for programme description must be added.


**Panel Judgement**

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


**Panel Recommendations**

The EEAP suggests that the Department:

- To further enhance the Programme's accessibility, the Department should create a dedicated section on the main page of Programme's Education and Human Rights website, which clearly promotes and highlights the PSP Education and Human Rights and its unique features, rather that describing the program.
- To continue its efforts to maintain the Programme's up-to-date nature of all online content, which is crucial to ensure that the information remains accurate and relevant.

**PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.**

> *The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*
>
> *The above comprise the evaluation of:*
>
> a) *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
> b) *the changing needs of society*
> c) *the students' workload, progression and completion of the postgraduate studies*
> d) *the effectiveness of the procedures for the assessment of students*
> e) *the students' expectations, needs and satisfaction in relation to the programme*
> f) *the learning environment, support services, and their fitness for purpose for the PSP in question*
> *Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

*Documentation*
- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

**Study Programme Compliance**

**I.      Findings**

According to the academic accreditation proposal of the National and Kapodistrian University of Athens (NKUA) since the establishment of the Postgraduate Study Programme (PSP) in Education and Human Rights, quality assurance and evaluation procedures have been adopted, which are carried out through "Internal Evaluation"(Appendix A8, 28/12/2022). This is based on the Internal Quality Assurance System (IQAS) of the NKUA, which covers the entire range of the various functions and activities of the Institution. The Annual Internal Evaluation process highlights the strengths and weaknesses of the operation of the PSP and aims, among other things, to establish new objectives and match them with the desired quality levels. The evaluation of the Postgraduate Study Programme (PSP) is coordinated by the Department's Evaluation Working Group (OMEA), supervised by MODIP and carried out in accordance with the procedures defined by the HAHE. The EEAP has found that PSP is regularly reviewed and

revised with the participation of students, graduates, and faculty members. The Director of the PSP, Professor in Gender and Cultural Studies, Mary Leontsini has presented to the members of the EAAP the procedures and the results of the last annual evaluation of the PSP. The Internal Evaluation of the PSP was completed on 28/12/2022. The results of the internal evaluation are reflected in a special report prepared by MODIP, which details the findings of the evaluation, the proposed improvement actions, the timetable for their implementation, the stakeholders involved in them and the required resources. An important part of the internal evaluation is the overall degree of satisfaction of students' expectations (Appendix A9). Students mainly answer questionnaires that mainly concern the quality and the means of research and teaching, the structure and content of studies, the workload of the students, the internal evaluation procedures applied.

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

- The enhancement of Open Seminars with lectures from the Greek and international scientific community (online or in person) and international collaborations.
- The improvement of the building and logistical infrastructure of the PSP.
- A further strengthening of the role of the academic advisor. A closer consultation and co-operation of postgraduate students with their Academic Advisor and the teachers of the courses.
- The enhancement of the distance learning material on the e-class platform.
- The valorisation of the newly hired faculty members and EDIP members to meet the teaching needs of the students of the PSP.

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


## II.     Analysis

MODIP handles all the different procedures and processes required by the Institution for the external evaluation and improvement of all educational and research work carried out at NKUA. MODIP approved the Internal Evaluation Procedure of the PSP. The audit of all the above presented findings by the members of MODIP/NKUA showed that the completion of the internal evaluation process of the Postgraduate Programme in Education and Human Rights was lawful, followed the principles of the Internal Quality Assurance System of the University and was in accordance with the Standard of the National Authority for Higher Education (HAHE). This became obvious also during the meetings with the Head of the Department and the Director and the PSP of the Programme. It was found out that the PSP and the Department take the results of their internal evaluation report seriously into account. This is also evident from procedures for readjustment and modernisation of the material of the study programme that have been established based on the results of the internal evaluation and specific recommendations for improving the quality of the teaching and research work of the PSP.


## III.     Conclusions

Based on the findings related to the material of the PSP and on the analysis of the material, the members of the EAAP believe that a comprehensive monitoring system of the PSP is in

place. The internal evaluation of the programme is regularly conducted by MODIP. The Programme is regularly reviewed and revised with the participation of students, graduates, and faculty members. In particular, the students' evaluations are a major part of the quality monitoring procedure. The findings of the internal evaluation are used for improvement purposes. In fact, relevant interventions/adjustments are carried out, to achieve the identified goals of the study programme. For all the above reasons, the EAAP believes that the whole internal evaluation process is fully satisfactory.

**Panel Judgement**

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

**Panel Recommendations**

None.

**PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

*Documentation*
▪ *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

**Study Programme Compliance**

    **I.       Findings**

The Postgraduate Study Programme of the Department of Early Childhood Education under accreditation has an important history starting from 1995-96 in collaboration with international Institutes of Education and with various titles that included the keywords "Human Rights". Under the current title, the PSP in Education and Human Rights it has been operating since 2018 (4485/2017) and this is the first external evaluation that is conducted in the context of ETHAE. As such there are no prior recommendations of external evaluations of ETHAE to be followed. Moreover, no other activities of external evaluation exist concerning the PSP in its previous form.

At the "National & Kapodistrian University of Athens" (NKUA), an Internal Quality Assurance System (IQAS) is in place, covering the entire range of the various functions and activities of the Institution. Its constant development and implementation fall under the responsibility of the relevant Quality Assurance Unit (MODIP). MODIP handles all the different procedures and processes required by the Institution for the external evaluation and follows the guidelines of the "Quality Standard for the Accreditation of Postgraduate Programmes", issued by HAHE in 2022 and is in line with the Principles and Guidelines for Quality Assurance in the European Higher Education Area.

The EEAP conducted extensive online interviews with the teaching staff, the Director of the PSP, Professor Mary Leontsini and the Head of the Department Professor Konstantinos Skordoulis and reviewed the digital material and all available documents and the website of the PSP both in Greek (http://www.ehr.ecd.uoa.gr) and in English (http://www.ehr.ecd.uoa.gr/?lang=en).

The Quality Policy Statement of the PSP is also posted on the website.

The members of the EAAP verified that the PSP and the Department have a process for reviewing the findings and recommendations of such external evaluations. This includes a three phases procedure. In the first phase, a preliminary review is done by the Director of the

PSP and the Chair of the Department and notification of the evaluation results to all faculty and staff of the PSP. In the second phase, a faculty meeting is scheduled to discuss the findings and recommendations and identify next steps of action. Finally, in the third phase, these recommendations and the incorporation in the PSP and the University processes include the compliance with the MODIP requirements, the development of strategic goals and the policy for quality control. The external evaluation report as well as the various compliance actions to the suggestions will be posted on the website of the PSP.

The Director of the PSP and the Head of the Department have also provided information about the activities of different committees of the PSP, the intended learning outcomes of the courses, the teaching, learning, and assessment procedures used, the learning opportunities available to their students and the degree awarded.

## II.    Analysis

The EAAP verified the procedures adopted by the Director of the PSP, the Department and MODIP, concerning the different dimensions of the PSP and the planning of their actions in order to fulfil the possible suggestions for the improvement of the PSP.

Some of these procedures and actions are:

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

## III.    Conclusions

This is the only PSP on "Human Rights" in Greece and it is the first external evaluation of it in the context of HAHE, so there is no track record of prior recommendations. The EAAP believes that the Internal Quality Assurance System (IQAS) of the NKUA, the procedures adopted by the Director of the PSP, the Department and MODIP constitute a strong guarantee for the implementation of its possible suggestions.

Finally, the discussions with the faculty indicated that they understand and value the importance of such external reviews, are receptive to recommendations to improve their programme and showed an attitude of addressing such suggestions.

**Panel Judgement**

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

**Panel Recommendations**

None.

## PART C: CONCLUSIONS

## I.  Features of Good Practice

- Innovative scientific field
- High quality teaching
- Systematic monitoring of the educational and professional course of graduates
- Particularly positive evaluation of the MSc by graduates
-  Almost universal absorption of graduates into the labour market

## II.  Areas of Weakness

- Need to enhance extroversion in the Greek and international scientific community
- Incomplete building and equipment infrastructure
- Delays in the completion of the dissertation

## III. Recommendations for Follow-up Actions

- The EEAP encourages the PSP to formulate more ambitious strategic targets as well as more faculty-related research targets. It is also recommended that the Quality Assurance Policy and the Goal Setting Strategy are available on the PSP website.
- The EEAP recommends reviewing the ECTS allocation to each course and to the thesis, which as per se (in itself) does not justify the 40 ECTS as students' workload and separate the ECTS distributed to the Thesis writing and research from the supportive activities in Research Methodology and Analysis. Also make the supportive activities visible in the structure of the programme and give them at least 10 ECTS, as a separate obligatory course or as laboratory for data analysis at the beginning of the 3rd semester.
- The EEAP suggests reconsidering the comparability of the graduates Diploma Supplement and make all the students' workload visible in the Programme.
- The EEAP recommends greater links between teaching and research, and more professional development opportunities.
- The EEAP believes that there is a need to increase the performance of the teaching staff in scientific research, especially in internationally recognised journals. Moreover, the Programme and the Department should consider ways to increase the faculty's international scientific collaborations and mobility.
- The EEAP suggests further improvement of the current facilities.
- The EEAP finds that the data are not presented to the students and suggests that the data should be accessible to both the academic staff and the students.
- To further enhance the Programme's accessibility, the Department should create a dedicated section on the main page of Programme's website, which clearly promotes and highlights the PSP and its unique features, rather that describing the program. The Department should also continue its efforts to maintain the Programme's up-to-date nature of all online content, which is crucial to ensure that the information remains accurate and relevant.

## IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2 and 8.**

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

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

| Overall Judgement | |
|---|:---:|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

# The members of the External Evaluation & Accreditation Panel

**Name and Surname**                                                    **Signature**

1. **IOANNITOU-VALAVANIDOU GINA (Chair)**
   *Associate Professor Emeritus*
   *LE MANS UNIVERSITY FRANCE*

2. **ELIOPHOTOU MENON MARIA**
   *Professor*
   *UNIVERSITY OF CYPRUS, DEPARTMENT OF EDUCATION*

3. **MARY IOANNIDOU KOUTSELINI**
   *Emerita Professor*
   *UNIVERSITY OF CYPRUS- DEPARTMENTN OF EDUCATION*

4. **ATHANASIOS GAGATSIS**
   *Emeritus Professor*
   *UNIVERSITY OF CYPRUS- DEPARTMENT OF EDUCATION*

5. **KONSTANTINOS BOUMPOUREKAS**
   PHD Candidate in the Pedagogical Department of Primary Education
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