Accreditation Report
for the Postgraduate Study Programme of:

Social Sciences and Humanities in Education

Department of Pedagogy and Primary Education
Institution: National and Kapodistrian University of Athens
Date: 30 September 2023

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

TABLE OF CONTENTS

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 **Social Sciences and Humanities in Education** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Emer. Athanasios Gagatsis (Chair)**
   University of Cyprus, Department of Education, Nicosia, Cyprus

2. **Prof. Emer. Mary Ioannidou-Koutselini**
   University of Cyprus, Department of Education, Nicosia, Cyprus

3. **Prof. Maria Eliophotou-Menon**
   University Cyprus, Department of Education, Nicosia, Cyprus

4. **Konstantinos Vagiatis**
   Postgraduate Student, Department of Sociology, University of Aegean, Greece

II.   Review Procedure and Documentation

The accreditation of the Postgraduate Study Programme (PSP) of Social Sciences and Humanities in Education of the National and Kapodistrian University of Athens (NKUA) was conducted fully in a remote mode during the period 25-30 of September 2023.

In preparation for the evaluation of the PSP of Social Sciences and Humanities in Education of the National and Kapodistrian University of Athens, the members of the External Evaluation and Accreditation Panel (EEAP) examined a large number 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 Department and the School.

The visit was online and took place on Monday 25/09 and Wednesday 27/09/2023. It 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, 25 September 2023

Meeting with the Directors of the two PSP, the Heads of the Departments of both PSP, MODIP members, and Steering Committees/OMEA members. The two PSP were presented and discussed in this meeting. The meeting included an on-line tour for the presentation of facilities related to the two PSP. Administrative staff members and teaching staff members of both PSP were present. This was followed by a debrief Meeting of EEAP members.

Wednesday, 27 September 2023

Several meetings took place which included the following:

- Meeting with the teaching staff of the PSP. The EEAP discussed professional development, opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload and evaluation by students; the link between teaching and research; projects and research activities directly related to the programme; possible areas of weakness.
- Meetings with PSP students and graduates. The EEAP discussed students' and graduates' satisfaction from their study experience and their postgraduate studies, and their career path. Students and graduates were asked to identify weaknesses/areas for improvement.
- Meeting with employers/social partners who discussed with EEAP members various forms and opportunities of collaboration with the Programme, relations of the PSP with external stakeholders from the private and the public sector, other institutions etc.
- Debrief Meeting of EEAP members in which they discussed the outcomes of the virtual visit and prepared the oral report.
- Closure meeting with the Director of the PSP, the Head of the Programme, MODIP, and PSP Steering Committee/ OMEA members. In this final meeting, the EEAP provided a general view of some of the conclusions reached.

III.   Postgraduate Study Programme Profile

The Programme Social Sciences and Humanities in Education was established in 2018. Its main aim is to provide specialised skills and knowledge to students so that they, as graduates, can contribute to the development of scientific research and knowledge in the fields of Social Sciences and Humanities in Education. Upon completion of the two-year programme (four semesters, 120 ECTS), the student is awarded an MA in Social Sciences and Humanities in Education. The Programme provides the following three main specialisations:

    a. Humanities: Literature, Theatre and Language in Education
    b. Social Sciences: Contemporary Topics in Historical, Sociological, Folkloric Theory and Research
    c. Sociology and Contemporary Society: Special Issues of Childhood, Social Minorities, Work and Education

The first specialisation places emphasis on providing knowledge on the main theoretical schools in Literature, Theatre and Language so that students are able to link the concepts and topics discussed to educational practice. The second specialisation provides the opportunity for in-depth study and research in the areas of History, Sociology, and Folkloric Theory. The third specialisation aims to provide specialised knowledge that will enable a sociological perspective in the analysis of topics of contemporary socio-political and scientific importance such as issues related to social minorities, work, and education of children living in conditions of poverty and social exclusion.

The Programme is supervised by a five-member committee, which is chaired by the Director of the Programme. The Director is either a Full or an Associate Professor and is responsible for the effective functioning of the Programme.

Graduates of the Programme have employment opportunities which include the education sector, the private sector as well as government and/or NGO positions especially in areas such as Adult Education, Vocational Education, second chance schools and the social inclusion of minorities and/or disadvantaged groups.

The Department of Primary Education of the University of Athens was founded in the academic year 1984-1985, after the conversion of two-year Pedagogical Academies into four-year degree awarding institutions of higher education. The Department and the University have a long tradition of offering high quality education to their students.

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 in order 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 not available on the website of the Programme. This is also the case for the Goal Setting Strategy. However, both can be found at the following link: https://kepanth.primedu.uoa.gr/chrisima-engrafa/. The Quality Assurance Policy presents the mission of the Department and the PSP in particular, with reference to aims and objectives. There is extensive reference to processes and practices associated with the implementation of the Quality Assurance Policy, while the actual quality aims are not presented.

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 promotion of the research activity in relation to excellence and innovation in research; the link between the PSP, society, and the labour market; internationalisation; and the improvement of the university environment, with reference to the improvement of infrastructure and the 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. 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 fact that the Quality Assurance Policy and the Goals Setting Strategy is not available on the website of the Programme (as this emerges when one searches for the PSP) constitutes a weakness in the provision of information. The previously mentioned link will not emerge unless one is aware of this link in advance.

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 are in agreement 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 number of publications in refereed journals in the last five years. The quality of support services is high, with students and graduates reporting a high degree of satisfaction. 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 Goal Setting Strategy of the PSP should be available on the website in both Greek and English. At present, it is impossible to find an English version of the Programme. More ambitious targets could be considered in some cases: For instance, the percentage of students who have not completed their thesis on time is targeted at 50% (from 64%). Low targets have been set in other areas/dimensions including student participation in evaluation/governance and publications in refereed journals by staff members.

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 to the implementation of strategic goals and processes. The process provides specific directions for improvement, which is considered necessary for further action. Areas for further improvement include the formulation of more ambitious strategic targets and the provision of greater and more easily accessible information on the PSP in both Greek and English.

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

As mentioned above, the EEAP recommends formulation of more ambitious strategic targets (especially in relation to research output) and the provision of greater and more easily accessible information on the PSP in both Greek and English.

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.

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

Study Programme Compliance

 I.   Findings

The PMS operates as a Master's Programme within the Pedagogical Department of Primary Education (PTDE) at the School of Educational Sciences.

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 taking into account the students' needs and satisfaction and reflecting the preparation for sustainable employment and personal development.

The two-year postgraduate Programme Social Sciences and Humanities in Education is structured in 4 semesters as the minimum period of studies. To obtain their MA degree, students need to have successfully submit a Master's thesis that corresponds to 30 ECTS earned during one (1) semester with the right of extension. The dissertation ranges between 15,000-18,000 words and 25% of the students finalise their thesis in the third year of studies.

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.

The Programme offers the following three specialisations:

a.   Humanities: Literature, Theatre and Language in Education. The main aim is to provide knowledge on the main theoretical schools in Literature, Theatre and Language so that students are able to link the concepts and topics discussed to educational practice**.**

b.   Social Sciences: Contemporary Topics in Historical, Sociological, Folkloric Theory and Research, providing an in-depth study and research in the areas of History, Sociology, and Folkloric Theory.

c.   Sociology and Contemporary Society: Special Issues of Childhood, Social Minorities, Work and Education. It aims at providing specialised knowledge for the analysis of topics of contemporary socio-political and scientific importance such as issues related to social minorities, work, and education of children living in conditions of poverty and social exclusion.

Ten (10) faculty members of PTDE teach at the PSP "Social Sciences and Humanities in Education", of which six (6) are primary teachers. In addition, six (6) other faculty members from other Departments and HEIs teach at the PSP, of which four (4) are primary teachers. The PSP is supported by one (1) EEP member, three (3) EDIP members, as well as eight (8) external collaborators, all holders of PhDs, working in educational institutions, organisations and other agencies, thus transferring direct experience and their expertise from the work field.

The Department implements the European System of Credentials (ECTS), indicating the study hours for each course, based on the defined learning outcomes and their workload. There is no differentiation of the allocated ECTS in the Programme's courses, assuming that all courses need the same study hours for compulsory and non-compulsory courses.

II. Analysis

The existing personnel cannot adequately support three specialisations and therefore a big number of external collaborators is hired. Social Theory and Research courses are under-represented and emphasis is given on Literature, Theatre, and Language, i.e. on the first specialisation. Folklore courses dominate the second specialisation and it is difficult to justify the existence of the third specialisation since it contains contemporary issues that better fit in the content of various courses without being able to support a separate specialisation.

Students expressed satisfaction from the study experiences, although they mentioned that they would like some basic courses in Social Theory. They find the Programme attractive because of specific courses and especially those in folkloric theory and research, the teaching staff, and the fact that they get a certificate of pedagogical competence. Moreover, graduates expressed satisfaction with their studies, the Social Theory and the value of Theatre studies for their work at schools.

III. Conclusion

The three specialisations are not well-supported in terms of content and human resources. The Department and the Programme must consider restructuring of the Programme and a reduction of the number of specialisations.

Panel Judgement

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

Panel Recommendations

The EEAP recommends the consideration of the restructuring the Programme and narrowing down the specialisations. Moreover, reviewing and enriching the content of the Programme is also recommended.

PRINCIPLE 3: STUDENT-**C**ENTRED **L**EARNING, **T**EACHING, **A**ND **A**SSESSMENT

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**

It was made obvious through consideration of submitted documentation and the EEAP's interviews with faculty members and students that the PSP meets the necessary conditions

associated with the relevant principle. Specifically, the EEAP found that the teaching faculty and staff use a variety of student-centred teaching approaches. During the lectures, modern education methods are utilised which include encouraging participatory learning, collaboration in small groups, the implementation of a flipped classroom approach, and the cultivation of a flexible learning environment. Emphasis is placed on cultivating horizontal skills through group work, participation in projects, and personalised learning that takes into account the specific cognitive needs and abilities of each student. Instructors foster interactive discussion with students, encourage questioning and exchange of views. Students are thus encouraged to develop critical thinking and engage in reflective processes. Additionally, students are given opportunities and support to develop personal as well as academic and research skills through workshops and other activities. Students informed us that their communication with the faculty is easy and direct. For example, faculty promptly responds to emails and are available beyond scheduled office hours. Moreover, students mentioned the close bonds they developed with the faculty. Faculty staff members have structured their lessons so that there is a designated time for questions, making them more student-centred.

Numerous formal techniques of evaluation and assessment are used, including written or oral tests at the conclusion of each semester or tasks given during the semester. 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. It was emphasised throughout the student interviews that they receive ongoing monitoring and feedback, which enables them to enhance their performance. The course syllabi contain information about the grade distribution and assessment procedures that were published in advance.

The educational process is evaluated through questionnaires completed each academic semester. The technique assures anonymity, and since the system only generates average statistics for each question, it is impossible to identify any particular student. Students are encouraged and supported to take an active role in the teaching and assessment process. The PSP has undertaken initiatives to strengthen student participation in the assessment process, so that its results allow safer conclusions to be drawn in order to improve the operation of the PSP.

For circumstances where students desire to make a formal complaint, there is a process in place. The Student Advocate has been established at the institutional level in accordance with the pertinent laws now in effect (law 4009/2011). The duties of the Student Advocate are, in particular, as follows: a) the examination of student requests for problems they encounter with academic and administrative services and the search for solutions to these problems, b) the facilitation of the student's contacts with the administrative bodies and services, c) the examination of reports/complaints of students for the violation of provisions and rules of university legislation and ethics, and, d) information to students about their rights and obligations as members of the University Community. Additionally, the Department has an appropriate mechanism for managing student complaints and objections to ensure that they are dealt with promptly and fairly, with efficiency and confidentiality. Moreover, the Coordinating Committee of the PSP acts as receiver of complaints and concerns of students in order to address any issues before they become more serious, building confidence among academic community and ensuring accountability and legitimacy. Finally, regarding the Academic Advisor, the Department has established relevant regulations.

II.   Analysis

The PSP follows the principles of student-centred learning, teaching, and assessment. The findings underscore the significance of student-centered learning, where students are not passive recipients of knowledge but actively participate in their education. This active participation empowers students to construct their own understanding, ask questions, engage in meaningful discussions and collaborate with peers. Moreover, the PSP recognises the importance of assessment methods that reflect the student-centred approach. It acknowledges that traditional assessment methods may not effectively measure the depth of understanding and critical thinking associated with active learning. The assessment strategies not only evaluate students' factual knowledge but also their ability to analyse, synthesise, and apply concepts in complex and practical scenarios, aligning with the holistic educational goals of a student-centred approach. The student feedback survey aligns with the principles of student-centred learning. It values students' perspectives, making them active participants in shaping their educational experiences. The PSP has established a proper process in place for student appeals through regulation. Finally, there is a need to take measures in order to strengthen the role of the Academic Advisor.

III.   Conclusions

The EEAP found that the PSP promotes the importance of student-centred learning and teaching. Measures are examined to enhance students' participation both in the course evaluation process and, more broadly, throughout all stages of the learning journey. The PSP also cultivates and promotes mutual respect between the students and the faculty and staff.

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 **A**DMISSION, **P**ROGRESSION, **R**ECOGNITION **O**F **P**OSTGRADUATE **S**TUDIES, **A**ND **C**ERTIFICATION

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

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

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

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

Documentation

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

Study Programme Compliance

I.   Findings

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

The EEAP did not find any regulation concerning the timetable of starting, drafting, progressing and submitting the thesis and its final form after the first evaluation. The discussion with the panel of students showed that there are issues with the above procedures which do not provide the necessary flexibility required for the respect of students' pace and the demands of the thesis subject matter.

The programme follows the ECTS credit system, which is applied across the curriculum and supports students' later recognition and certification, as well as facilitates possible mobility.

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 number of 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.

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 satisfied with their studies as well as with their employability.

There is room for improvement in the area of thesis monitoring.

Panel Judgement

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

Panel Recommendations

The panel recommends the following for ensuring the quality of the Master's thesis:

- Conduct a regular Thematic Analysis every 2 years, of the submitted theses by all students, using pre- established criteria of quality in order to evaluate and improve both the procedures and the quality of the Master Thesis.
- Collaborate with the visiting professors and the external experts with whom the Department co-operates (a big list of experts has been provided) for the guidance and supervision of a number of Master thesis.

PRINCIPLE 5: TEACHING **S**TAFF **O**F **P**OSTGRADUATE **S**TUDY **P**ROGRAMMES

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

> *The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*
>
> *More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

Documentation

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

Study Programme Compliance

    I.   **Findings**

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. However, based on the information we received, it appears that several academics have a heavy workload in their attempt to meet the demands of both the undergraduate programme and the PSP.

The strategic documents provided do not make extensive reference to professional development opportunities and there is no direct linkage with a specific target. The only relevant target refers to the participation of academics in the CIVIS European University Alliance but the percentages (actual: 3%, targeted: 6%) are low. Several 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.

Teaching staff is regularly evaluated by students through evaluation surveys even though not all students participate in the process.

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, several 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 based on findings from our interviews.

Consequently, based on our findings, areas for improvement include the need for more academic staff members and less workload, greater links between teaching and research, and more professional development opportunities.

III.   Conclusions

The processes used for the staff recruitment are specific and transparent. The PSP is supported by an adequate number of academics who, in some cases, are forced to undertake a heavier than desired workload in order to meet the demands of the PSP and to support the three specialisations. Specific mechanisms for the evaluation of staff members by students are used on a systematic basis. Areas for improvement include the need for more academic staff members and less workload, greater links between teaching and research, 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

- As previously mentioned, the EEAP recommends the increase of the number of academic staff members, less workload, greater links between teaching and research, and more professional development opportunities.
- The EEAP suggests that the Programme and the Department considers alternative ways to increase the faculty's international scientific collaborations and mobility.
- The EEAP believes that the performance of the teaching staff in scientific research could be based to a greater degree on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.).

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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**

The PSP in Social Sciences and Humanities in Education provides its students with the following electronic services: Electronic Mail Services (email), connection via a wireless network (Wi-Fi), posting of personal websites virtual private network (VPN), alumni network, open academic courses, academic video lectures, watching live broadcasts of lectures, and completing online questionnaires. More information is provided in the University's webpage:

https://www.uoa.gr/el/foitites/ilektronikes_ypiresies/psifiakes_paroches/

The following are also in place: Electronic Class (e-class), Electronic Secretarial Services (my-uni), Webmail "Hosting and Multimedia Content Search" Service (Delos), Library and Information Centre, Academic Identity Connection via wireless network (Wi-Fi), Advisory services (academic advisor - Liaison Office for subjects Vocational Guidance EKPA), Student Advocate (EKPA), Foreign Language School (EKPA).

The University also provides support for Students with Disabilities (EKPA).

II. Analysis

Students and graduates were aware of the support activities and facilities provided by the Department and the Programme and expressed their satisfaction with the administrative, technological and academic support throughout their studies.

Facilities and learning resources ensure that equipment, specialised journal and books, and facilities are adequate for supporting students and the needs of the Programme.

III. Conclusions

The University provides its Schools and Departments with the necessary means and facilities, general and more specialised libraries and access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and administrative and counselling services.

Panel Judgement

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

Panel Recommendations

None.

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

In order to provide accurate information about a number of important actions (planning, evaluation, information) and services provided to students, graduates and academic staff, the administrative team of the PSP takes care to record, manage, and monitor the data of students, academic staff, the structure and organisation of the courses, the teaching and the provision of services towards the students and the academic community.

The PSP makes use of a variety of information systems and approaches to collect data efficiently. These include working with pertinent departments and stakeholders, surveys, electronic databases, and academic records. To ensure the acquisition of accurate and recent data, the PSP takes a data-centric strategy.

The following are involved in the process of collecting and analysing information: The Coordinating Committee of the PSP, the Committee of Internal Evaluation (OMEA) of the

Department, the Quality Assurance Unit (MODIP) of the Institution, the Secretariat of the Department as well as the Assembly of the Department in some cases.

The PSP is supported by a unified Information System, named "UniTron" that manages and monitors the data of students and academic staff as well as data relating to the structure and organisation of courses, teaching and the provision of services to students. The Information System provides basic tools used to analyse information and draw conclusions.

Moreover, regular surveys that measure student satisfaction are a crucial component of the PSP's efforts to collect data. These surveys provide insightful information about student experiences and are used to arrive at suggestions for improvement. At the end of the semester and for each course they took, students are asked to complete surveys, though this is not required.

The Committee of Internal Evaluation (OMEA) of the Department feeds every year the information system of ETHAAE with quality census data of the previous academic year. Performance indicators are derived from these and the drafting of the annual PSP target setting is largely based on these, in accordance with the guidelines of the Internal Quality Assurance System of the Institution and the guidelines of the Quality Assurance Unit.

The Coordinating Committee collects, analyses and utilises the above information when drafting the periodic Internal Evaluation Reports. Moreover, the process of utilising the results of the internal evaluation is done under the responsibility of the Coordinating Committee of PSP, with the participation of staff members and students and for all levels of its operation.

II.   Analysis

The EEAP thoroughly investigated the PSP's information management, spoke with staff, students, and stakeholders and reviewed relevant materials. The PSP demonstrates a commitment to the efficient use of information obtained through satisfaction surveys. Analysis of the data collected methodically identifies trends, areas for growth, and strong points. The findings are shared with the appropriate parties, ensuring accountability and openness. Importantly, the data is actively used to improve the academic unit's many aspects, including teaching strategies, support services, and resource accessibility.

III.   Conclusions

The PSP deploys a blend of information systems and methodologies to ensure data accuracy and comprehensiveness. The system of collecting, analysing, and using information is quite satisfactory and has proven helpful for the identification of problems and the development of appropriate solutions. As such, the PSP is in agreement with the institutional principles which govern the collection of data regarding students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I.   Findings

The Department has set up a mechanism for public information and it primarily disseminates information through its website *(*http://www.primedu.uoa.gr/metaptyxiakes-spoydes/metaptyxiaka-programmata/koinwnikes-epistimes-kai-an8rwpistikes-spoydes-sthn-ekpaideysh.html*)* and the PSP's website (https://kepanth.primedu.uoa.gr/) to all interested parties (current and future students, researchers, alumni, etc.).

The Department's website provides descriptive information about the PSP but it cannot be described as complete and user-friendly. Moreover, there is no link to redirect users to the PSP's website. Additionally, there is no English version.

The PSP's website contains basic information. Important aspects of PSP are missing such as its structure, mode of attendance, degree awarded, tuition fees and admission procedures. Moreover, there are no course outlines and the schedule of courses is not available online on the website. Also, there is no information about events, collaborations and activities organised by the PSP and its members on the website. On the other hand, through the PSP's website one can access important documents such as the Department's Policy for Quality Assurance, the Study Regulations in the form of legislation etc. Information about academic staff is available with complete CVs but not all academic staff are included. Finally, there is no English language version of website.

As students described, apart from the website the members of the academic community of the PSP are further informed through e-mails and E-class. Moreover, a selection of activities carried out under the auspices of the PSP are disseminated on the official social media (Facebook, Twitter), and through the personal social media accounts of faculty staff members.

Finally, the PSP ensures that there is printed information material which is posted at focal points of the Department.

II.   Analysis

The EEAP discussed with staff, students, and stakeholders, examined relevant material and thoroughly studied the PSP's public information system. The findings as described above showed that public information concerning teaching and academic activities is not presented in a complete, direct and readily accessible way and is not updated. This is a disadvantage especially for prospective students and partners. Current students expressed the opinion that they are informed successfully through other ways (e.g., emails).

III.   Conclusions

Overall, the EEAP believes that the PSP should put more effort into presenting itself to its students and the public in order to be in line with the demands placed on institutions to provide accessible, accurate and current information about their postgraduate study programmes and benefits. At present, basic information such as the structure of the PSP, mode of attendance and admission procedures is missing from the PSP website. Significant changes are needed to ensure informed decision-making, accountability, and the overall quality of higher education.

Panel Judgement

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

Panel Recommendations

- The EEAP encourages the PSP to update and enrich the PSP's website, which is currently missing essential information.
- The EEAP encourages the PSP to update and enrich the Department's website.
- The EEAP encourages the PSP to create an English version of their website.

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

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

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

Documentation

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

Study Programme Compliance

I.   Findings

According to the academic accreditation proposal of the National and Kapodistrian University of Athens (NKUA), since the establishment of the Postgraduate Study Programme in Social Sciences and Humanities in Education, quality assurance and evaluation procedures have been adopted, which are carried out through "Internal Evaluation" (26/1/2023). This is based on the Internal Quality Assurance System (IQAS) of the NKUA, that covers the entire range of the various functions and activities of the Institution. The Annual Internal Evaluation process highlights the strengths and weaknesses of the operation of the 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. Internal evaluation mechanisms serve the formative purpose of evaluation. 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 Modern Greek Literature and Literature Teaching, Georgia Kalogirou has presented to the members of the EAAP an indicative timetable of the procedures of the annual periodic evaluation of the PSP in in Social Sciences and Humanities in Education. The Internal Evaluation of the PSP has been completed on 28/12/2022. The quality data and evidence on which the audit was based were the following:

- The Manual of Procedures of the National and Kapodistrian University of Athens, the content of the Curriculum and the courses outlines according to the most recent research in the specific subject of the PSP, so as to ensure the modern character of it.
- The available Quality Data from the Information System of HAHE.
- Several indicators including student success rates (mainly in courses and in Programme thesis).
- the overall degree of satisfaction of students' expectations. Students mainly answer to questionnaires that mainly concern the quality and the means of research and teaching, the structure and content of studies, the workload of the students, the internal evaluation procedures applied.
- the students' welfare and the infrastructure of the Programme and of the Department of Pedagogy and Primary Education or the NKUA.
- the adaptation of the PSP to the changing needs of society.

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 in Social Sciences and Humanities in Education on 26/01/2023. The audit of all the above presented findings by the members of MODIP/NKUA and showed that the completion of the internal evaluation process of the Postgraduate Programme " Social Sciences and Humanities in Education " was in accordance with the law, 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.

According to the results of the internal evaluation some of the weak points of the PSP are:
- Small participation of students in the process of electronic (or not) evaluation.
- Long time for the delivery of the dissertation resulting in delays in the award of the postgraduate degree.
- High percentage of graduates who do not complete their studies on time.
- Incomplete building/ laboratory infrastructure.

Some the strong points of the PSP are:

- A good administrative support to the PSP.

- The use of interactive educational material in the lessons of the PSP
- The high degree of absorption of graduates by the labour market
- A strong academic extroversion, a significant number of visiting professors, the scientific collaborations and the participation in international research organisations
- The opportunity for students to participate in Erasmus programmes (incoming and outgoing)
- The participation in CIVIS European university cooperation activities.

The findings of the internal evaluation are used for improvement purposes. Procedures for readjustment and modernisation of the material of the study programme are also 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 emerge.

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. Based on the report of MODIP, relevant interventions/adjustments are carried out, to achieve the identified goals of the study programme. The information collected is analysed and the programme is modified according to the internal evaluation data. The student evaluations are a major part of the quality monitoring procedure. The EAAP believes that the whole internal evaluation process is fully satisfactory. Although the process of internal evaluation is sound, the panel points out some essential areas of improvement of the Programme that the Department should revise, as shown in the previously presented analysis.

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 except for the recommendations made in other Principles, and especially Principles 2 and 7.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

      I.   Findings

This is the first external evaluation of the Postgraduate Study Programme (PSP) in Social Sciences and Humanities in Education that is conducted in the context of ETHAE. As such there are no prior recommendations of external evaluations of ETHAE to be followed. Moreover, no other activities of external evaluation exist concerning the PSP in its previous form. The external evaluation and accreditation process of the PSP "Social Sciences and Humanities in Education" 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.

At the 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 falls under the responsibility of the relevant Quality Assurance Unit (MODIP). MODIP handles all the different procedures and processes required by the Institution for the external evaluation and improvement of all educational and research work carried out at NKUA.

The EEAP reviewed the digital material and all available documents and the website of the PSP and of the Department and conducted extensive online interviews with the Director, the teaching staff of the PSP and the Head of the Department.

The Quality Policy Statement is posted on the website (See "Useful Documents"): https://kepanth.primedu.uoa.gr/chrisima-engrafa/ . On this page there is also a pdf file, the text of the Quality Policy implemented by the PSP "Social Sciences and Humanities in Education". The Quality Policy followed by the PSP is communicated electronically (via email)

at the beginning of each academic year to the members of the teaching, administrative and technical staff employed in the PSP, and at the beginning of each cycle of implementation of the PSP to the new entrant students. In addition, it is presented at the reception event for the new students of the PSP, while the social partners and bodies with which the PSP cooperates, are also informed.

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 preliminary review 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. A faculty meeting is scheduled to discuss the findings and recommendations and identify next steps of action. These recommendations and the incorporation in their processes include the compliance with the MODIP requirements, the development of strategic goals and the policy for quality control.

The EEAP also found that the PSP and the Department have undertaken a multidimensional activity in creating more digital skills courses and they have balanced the distribution of all courses in the Scientific Fields of the PSP courses. The members of the PSP have a good communication and collaboration with alumni through a social media page and the posting of information highlighting the academic and professional development of their members. Moreover, they have strengthened the relations with social partners and have developed cooperation with Institutions that are related to the PSP of Social Sciences and Humanities in Education. 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

Based on the above-mentioned findings, 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 recommendations of the EAAP in the context of the functioning of the OMEA, the Department and the implementation team of the PSP.
- 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 accepted observations of the EAAP.
- A continuous monitoring by the Director of the PSP and the OMEA of the Department of the implementation of the EAAP's recommendations in the timetable set.

III. Conclusions

This is the first external evaluation of the PSP in the context of HAHE, so there is no track record of prior recommendations. In addition, we had no other information about any external evaluation-accreditation of the PSP that was implemented at the initiative of the Programme or the Department.

Nevertheless, 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 the possible suggestions of the EAAP.

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 a positive attitude in relation to 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

- The programme has put in place a robust internal monitoring systems to consistently assess and enhance the Programme's quality. This includes the implementation of precise key performance indicators, attainment targets, defined timeframes, and assigned responsibilities.

- The teachers of the PSP possess significant teaching experience at the postgraduate level and overall high scientific quality.

- A good administrative and technical support is offered to the PSP.

- The annual student enrolment is deliberately kept relatively low, enabling the programme and the Department to offer personalised support and address each student's unique needs effectively. This student-centred approach also promotes collaboration and interactions among students.

II. Areas of Weakness

- The three specialisations are not well supported in terms of content and human resources. This leads to problems in areas such as staff workload.

- There is room for improvement in thesis monitoring in order to ensure the high quality of the thesis.

- There is room for improvement in the faculty's international scientific collaborations and mobility.

- Research performance and output in the case of some academics is in need of improvement, especially in relation to internationally recognised criteria and systems of scientific evaluation. More is needed in relation to the formulation of a detailed research strategy and the promotion of a link between teaching and research.

- The website of the PSP does not provide adequate information in a direct and readily accessible manner. No English version exists.

- A serious problem lies in the small number of students participating in the evaluation of courses, resulting in a small number of electronic questionnaires answered, while for some courses no answers appear at all.

III. Recommendations for Follow-up Actions

- There is a need to consider major changes in the Programme such as narrowing down the specialisations as well as reviewing and enriching the content of the Programme.

- We recommend the decrease of workload for current faculty members through the hiring of additional faculty members.

- Measures must be taken to improve the monitoring and quality of the Thesis.

- It is necessary to take measures in order to increase the participation of students in the evaluation process, which is currently at a very low level. The use of paper-assessment questionnaires could be considered.

- The Programme and the Department should consider alternative ways to increase faculty's international scientific collaborations and mobility. More professional development opportunities are needed.

- Overall, the teaching staff of the programme has good scientific training and a remarkable research presence in Greece and abroad. The EEAP believes that their performance in scientific research should be based to a greater degree on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.). The Programme staff should aim for publishing their research work in international peer-reviewed journals to present the work of the Programme to the wider research community beyond Greece.

- The Programme needs to create the English version of the website in order to promote its work to the international community and increase its visibility and internationalisation. Website information must be more easily available and accessible both in Greek and English.

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. **Prof. Emer. Athanasios Gagatsis (Chair)**
   University of Cyprus, Department of Education, Nicosia, Cyprus

2. **Prof. Emer. Mary Ioannidou-Koutselini**
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3. **Prof. Maria Eliophotou-Menon**
   University Cyprus, Department of Education, Nicosia, Cyprus

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