ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
Τ. +30 211 1903 400 • **Ε.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report
for the Postgraduate Study Programme of:

Higher Education Policy: Theory and Praxis

Department: Education Sciences and Social Work
Institution: University of Patras
Date: January 2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Higher Education Policy: Theory and Praxis** of the **University of Patras** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW **4**

I. The External Evaluation & Accreditation Panel 4

II. Review Procedure and Documentation 5

III. Postgraduate Study Programme Profile 7

PART B: COMPLIANCE WITH THE PRINCIPLES **10**

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT **10**

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES **13**

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT **17**

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION. **21**

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES **26**

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT **31**

PRINCIPLE 7: INFORMATION MANAGEMENT **34**

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES **37**

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES **40**

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES **43**

PART C: CONCLUSIONS **45**

I. Features of Good Practice 45

II. Areas of Weakness 45

III. Recommendations for Follow-up Actions 46

IV. Summary & Overall Assessment 47

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 **Higher Education Policy: Theory and Praxis** of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. MICHAILAKIS DIMITRIS (Chair)
   University of Linköping

2. CHIKOVANI ANA
   Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili Tbilisi State University

3. KIRTSOGLOU ELISABETH
   Department of Anthropology, Durham University

4. LIZARDOU DIMITRA PANAGIOTA
   National and Kapodistrian University of Athens

5. VALAVANIDOU-IOANNITOU GEORGIA (GINA)
   Le Mans Université

II. Review Procedure and Documentation

The accreditation review of the Interdepartmental Postgraduate Study Programme of the Departments of Education and Social Work of the University of Patras, the Department of Primary Education, University of the Aegean, and the Department of Social and Educational Policy, University of the Peloponnese, entitled “Higher Education Policy: Theory and Praxis” (MaHep), was carried out in January 2026, following the procedures and guidelines set by the Hellenic Authority for Higher Education (HAHE). The review process adhered to the European Standards and Guidelines (ESG 2015) and national accreditation requirements, ensuring that the IPSP MaHep aligns with best practices in higher education.

The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format. The documentation was complete, thorough and very well prepared. Ahead of the review, EEAP members studied the material provided by the Hellenic Authority for Higher Education (HAHE). In order to coordinate its work and allocate tasks and priorities ahead of the scheduled online presentations by the Departments, the EEAP met privately on the first day (Monday, 19 January). The purpose of the meeting was to establish common terms of reference vis-à-vis the accreditation principles and criteria, to allocate tasks to individual EEAP members and to ensure that all members had full access to the digital materials, which they had read carefully.

Following the initial private meeting, a joint session was held with the Directors of the three PSPs (“Higher Education Policy: Theory and Praxis” PSP1; “Education Sciences” PSP2; “Special Education” PSP3), the Heads of Department, MODIP staff and Steering Committee/OMEA members. During this session, the Directors of the three PSPs – Prof. Georgios Stamelos, Prof. Marida Ergazaki and Prof. Panayiotis Angelides – presented the programmes under their responsibility. These presentations were followed by a clarifying discussion with EEAP members.

An online tour was then scheduled, during which classrooms, lecture halls, libraries, laboratories and other facilities related to the three PSPs were presented through a dedicated video. This virtual tour was followed by a discussion of the facilities shown.

The final meeting on the first day was a short internal debrief among EEAP members, aimed at reflecting on initial impressions and preparing for the second day of the online review.

On the following day (Tuesday, 20 January 2026), the EEAP met with the teaching staff of the IPSP "Higher Education Policy: Theory and Praxis" to discuss professional development opportunities, mobility, staff competence and adequacy in achieving learning outcomes, workload, student evaluation, the link between teaching and research, teaching staff involvement in applied research, projects and research activities directly related to the programme, as well as possible areas of weakness.

Subsequently, the EEAP met with students. This meeting addressed students' satisfaction with their study experience and available facilities, students' input into quality assurance processes and priority issues concerning student life and welfare.

A meeting with graduates of the IPSP MaHep was subsequently scheduled. During this meeting, the EEAP had the opportunity to discuss graduates' experiences of their postgraduate studies and their subsequent career paths.

Thereafter, the EEAP met with a group of external stakeholders from both the private and public sectors to gather their views on their collaboration with the Departments and, more specifically, with the IPSP under evaluation.

Following a short internal debrief among EEAP members, an informal meeting was held with the Vice-Rectors of the collaborating universities, the Directors of the PSPs, Heads of Departments and MODIP Supervisors, to discuss several points and findings requiring further clarification and to present the EEAP's key observations.

Throughout all meetings, the EEAP had the opportunity to meet, speak and interact with all participants, who were encouraged to express their views freely regarding their overall academic experience, their involvement in the IPSP, matters of strategy and vision, as well as the adequacy of resources. All participants welcomed the opportunity to engage with the EEAP members and to voice their perspectives. Discussions were informative and constructive and were conducted in a cooperative spirit. All meetings included presentations and question-and-answer sessions.

All meetings held during the review process were characterised by professionalism and a strong spirit of cooperation from all parties involved. During the site visit, university representatives engaged openly and constructively, demonstrating a strong commitment to the principles of quality assurance.

This Accreditation Report is based on information collected and views expressed during the online meetings, as well as on information contained in the internal evaluation report and other documents submitted by HAHE before and during the meetings.

III. Postgraduate Study Programme Profile

The Postgraduate Study Programme (PSP) "Educational Policy: Planning, Development and Administration" (MaHep), offered by the Department of Social and Educational Policy, has been running since the academic year 2018–19. The programme focuses on producing and sharing knowledge and expertise through the development of conceptual tools, methodologies and research findings in the field of Educational Policy. It aims to advance research in this area and deepen theoretical knowledge and specialisation. Postgraduate students acquire skills needed for their academic and professional development, while also actively contributing to the social development of Greek education. MaHep is the only PSP of its kind in Greece and one of the few such programmes in the European Union.

Structure and organisation of the MSc programme

First, it should be clarified that MaHep is an interuniversity, interdepartmental PSP. It is the result of collaboration between the Department of Education and Social Work (TEPEKE) of the University of Patras (lead department), the University of the Aegean and the Department of Social and Educational Policy of the University of the Peloponnese. From the academic year 2022–2023 (Government Gazette 3557/8-7-2022), it has operated as a one-year programme (60 ECTS) with two specialisations: (a) Quality Assurance and Strategic Planning and (b) Teacher Training. By becoming a one-year programme, it is fully harmonised with the European Higher Education Area, given that first-cycle degrees (Level 6) in Greece have a duration of four years.

The Interuniversity and Interdepartmental PSP is administered by a Programme Committee, consisting of four members from the coordinating department, two from the University of Peloponnese Academic Affairs Committee and one from the Department of Education at the University of the Aegean.

The curriculum is structured into modules and a colloquium. All modules include practical projects and laboratory exercises. During the colloquium, students publicly present the preliminary topics of the thesis they intend to undertake. Students also have the right to propose a supervising professor; however, the Programme Committee makes the final decision regarding the composition of the thesis supervision committee.

Finally, MaHep's strategic choice is to operate as a distance-learning programme, offered nationwide. The vision is that in the coming years MaHep will operate, on the one hand, nationwide as a Greek-language programme and, on the other hand, internationally, using one or more widely spoken languages.

The Curriculum Committee (which includes representatives from all three collaborating

departments) revises the curriculum as needed. For example, in the years since MaHep was launched, the curriculum has undergone three major revisions, with new innovative elements being added over time.

Study programme

MaHep is a two-semester postgraduate programme of 60 ECTS. The maximum duration of study is 1+1 years. To address exceptional and unforeseen circumstances, students may request a one-semester suspension of their studies. Consequently, the maximum duration of study may extend to 2.5 years. The main educational activities comprising MaHep are study modules, a scientific colloquium and the thesis (including research methodology).

Practical training

MaHep seeks to link theoretical education with practical training. However, for practical reasons related to Greek legislation on practical training, it is not able to provide financial support for placements. To address this constraint, the programme implements practical projects and laboratory exercises for Specialisation (a), while maintaining contact with policy-making bodies for teacher training in order to extend practical projects to Specialisation (b) as well. Regarding practical projects, MaHep has signed cooperation protocols with MODIPs at Greek universities. The practical projects have a duration of 180 hours per student and carry 7 ECTS credits.

Vision of the Department

The aim of MaHep is to provide postgraduate specialisation and theoretical training to scientists from different disciplines on issues related, on the one hand, to higher education policy as an independent branch of Educational Policy within the field of Educational Sciences, and, on the other hand, to higher education as a social institution and as a field for the formulation and implementation of policies at regional, national, European and international levels, as well as the interdisciplinary analysis of related issues. In addition, MaHep aims to train teachers in matters related to curriculum development.

The subjects covered by MaHep are: (a) Educational Policy (Quality Assurance and Strategic Planning) and (b) Teacher Training. In this way, MaHep seeks to serve as a key tool for professionals in higher education (administrative and other university staff) and other education-related bodies (e.g. ministries, quality assurance and certification agencies, educational planning organisations), as well as for teachers and school education executives. It also supports the development of new researchers through progression to doctoral studies in the fields of Educational Sciences and Teacher Education.

Purpose

The main educational goals of MaHep are: (a) to train higher education professionals, (b) to train teachers and (c) to educate researchers who will conduct research in higher education. The programme's primary scientific objective is to produce research in higher education and teacher training. Its main professional objective concerns the specialisation of professionals in contemporary higher education issues and the preparation of specialists who may staff central university structures, such as MODIP or strategic planning units.

The MaHep programme is offered in two languages, Greek and English. It aims to provide postgraduate specialisation and theoretical understanding to scholars from different disciplines on issues related, on the one hand, to higher education policy as an independent branch of Educational Policy within Educational Sciences and, on the other hand, to higher education as a social institution and as a field for the development and implementation of policies at regional, national, European and international levels, as well as the interdisciplinary analysis of related issues. In addition, MaHep aims to train teachers in matters related to curriculum development.

Upon successful completion of the programme, MaHep awards a Master's Degree (MSc) in "Higher Education Policy: Theory and Praxis" with two specialisations:

Greek-speaking track:
a) Strategic Planning and Quality Assurance
b) Teacher Education

English-speaking track:
a) Strategic Planning and Quality Assurance
b) Teacher Education

Admission of postgraduate students

The maximum number of students admitted per year is set at one hundred (100) postgraduate students for each track (Greek-speaking or English-speaking). Students are distributed across the MaHep specialisations as follows: up to eighty (80) students per specialisation, with a minimum of five (5) students per specialisation. The minimum number of students required for MaHep to operate is ten (10). These conditions apply to both tracks.

Selection is based on evaluation of candidates' application files, interviews conducted by the Candidate Evaluation Committee and candidates' stated preferences at the time of application.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The academic unit has established a clearly articulated Quality Assurance (QA) Policy for the PSP "Higher Education Policy: Theory and Praxis" (MaHep). This policy is aligned with the strategic objectives of the Department (ΤΕΠΕΚΕ) and the University of Patras and is tailored to the interdisciplinary and inter-university

nature of the PSP.

The QA Policy commits to full implementation across the PSP, continuous improvement, efficient use of financial resources - including scholarships, faculty support, and PSP infrastructure, as well as promotion of internationalization and collaboration with external stakeholders. The policy is publicly accessible on the MaHep website and communicated to students during orientation and to staff through internal updates.

Continuous improvement mechanisms include: annual reviews of the curriculum and modules by the Programme Committee (ΕΠΣ), student feedback via module-specific questionnaires, alumni surveys on professional outcomes and career tracking, expert input.

Learning outcomes are appropriate for Level 7 qualifications. The PSP has measurable quality goals related to teaching methods, student satisfaction, research output, and employability, which are monitored through KPIs and annual evaluation reports by the Internal Evaluation Team (OMEA).

High-quality teaching staff from the three partner universities and selected external experts contribute to programme delivery, innovation, and ongoing improvement.

II. Analysis

The Quality Assurance Policy of the PSP MaHep is comprehensive and well-aligned with institutional and departmental strategic objectives, demonstrating clear commitment to quality, continuous improvement, and the responsible use of financial resources. Communication of the policy to students and staff ensures awareness of quality expectations and responsibilities.

Continuous improvement is promoted through a systematic process combining student and alumni feedback, curriculum review and faculty performance assessment. The PSP sets specific, measurable, achievable, relevant, and timely (SMART) goals, supported by appropriate KPIs that are regularly monitored, updated, and acted upon.

Learning outcomes correspond to Level 7 of the European and National Qualifications Framework. PSP goals are well-defined and monitored via KPIs (student satisfaction, graduation rates, publications, alumni career tracking), enabling timely adjustments and accountability.

III. Conclusions

The PSP MaHep has a clear and well-implemented Quality Assurance Policy, promoting continuous improvement, efficient use of resources, and alignment with Level 7 learning outcomes. Evidence from student evaluations, alumni surveys and curriculum reviews demonstrates systematic monitoring and adaptation. Overall, the PSP reflects a strong, evidence-based culture of quality assurance.

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

- Further enhance external stakeholder involvement in quality assurance.

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

MaHep is the result of the creation of the Higher Education Policy Network (HepNet) in 2009, within the framework of the institutional policy of the University of Patras for the creation of intra-university networks. In 2011, the intra-university network was transformed into an inter-university network with the participation of the University of the Aegean and the University of Peloponnese. This PSP has been established in 2015, the new PSP in 2022 and the regulation approval in 2024. The University of Patras contributes to the fields of Educational Policy, Lifelong Learning, Sociology of Education, and the social dimension of higher education. The University of the Aegean assists in the field of History of Higher Education and the historical dimension of Educational Policy. The University of the Peloponnese contributes to the fields of European Higher Education and the Organization and Administration of Higher Education.

The main educational objective of MaHep is: a. the training of higher education professionals directly or indirectly related to higher education, b. the training of education staff on teacher education, and c. the production of a new generation of researchers who will conduct research on higher education.
Graduates of the programme are expected to exhibit skills and knowledge in the following areas of expertise for the first specialisation: become professionals in the contemporary challenges of higher education, and the development of experts who could staff the new central structures of the university, such as MODIP or strategic planning units. Graduates of the programme are expected to exhibit skills and knowledge in the following areas of expertise for the second specialization: they will be able to rationally negotiate the conditions of their scientific identity, professional development, and understand the desired profile of the educator and the conditions for its formation.

Upon completion of the Program, postgraduate students acquire highly specialized cutting-edge knowledge in the fields of European and Greek Framework of Higher Education, Teacher Training and Strategic Planning. It follows that graduates can seek employment in a variety of community higher educational institutions, services, and organisations-both public and private. The courses are taught on line by professors from the three universities, as well as by visiting scientists from Academic Institutions.

The Programme operates within the framework of the European Credit Transfer and Accumulation System (ECTS), which quantifies academic workload. The complete cost of the Postgraduate Programme amounts to 3.000€ for Greek students and 4000 for the international stream, reflecting the total number of 60 required credit units. Teaching is provided in Greek and English, while all applicants are expected to have good knowledge of the English language, to access the bibliography and other learning materials. The student projection is up to 100 students.

The PSP awards a Master's Degree (MSc) in Higher Education Policy: Theory and Praxis (MaHep). The PSP has two specializations: 1. Strategic Planning and Quality Assurance, 2. Teacher Education. The duration of the studies leading to the awarding of the Master's Degree is set at two academic semesters, which correspond to thirty (30) Credit Units/ECTS each, and include the time for the preparation and submission of the Master's Thesis. The first semester consists of three compulsory lessons and a Colloquim. The second semester consists of the compulsory Master's thesis and the Methodology of research course. During the second semester, graduate students are invited to declare a field of scientific interest. The topic of the thesis should fall within the broader range of scientific fields covered by the postgraduate program.

Practical training is not provided. MaHep provides practical projects for specialisation A, which consist of gaining experience in the work of MODIP through special cooperation protocols between MaHep and MODIP, and practical simulation exercises of the work of MODIP and strategic planning units. Efforts are being made to establish relevant projects for direction B as well.

II. Analysis

As specified in the documentation reviewed, the design of the programme is based on the premise that there is a need for a PSP with such a sharp focus in the domain of postgraduate education, especially as it relates to Higher Education and Teacher Training.

The programme designers point out that it is the interdisciplinary nature, as well as the collaboration between the three Universities that make it unique. The teaching staff come from different research fields and teach courses per subject area. There is evidence of the linking of teaching and research.

Many participants emphasized that these informal yet well-established lines of communication play a crucial role in facilitating student engagement and academic success. By providing accessible and approachable avenues for discussion, these interactions enable students to seek guidance, clarify academic concerns, and receive timely support from faculty members. Such interactions are also valuable for staff too, providing insights in relation to Programme quality. As it was mentioned above, efforts are being made by the Department to establish practical projects for direction B. It is the opinion of this committee that practical teaching opportunities are obligatory for the Teachers Training spesialisation.

To better support student expectations, we recommend that the department provides further clarification regarding the specific objectives and professional outcomes of this specialization.

III. Conclusions

Admirable work and pointed research have been conducted by the faculty and administrative teams to provide a very detailed and thoughtful Study Programme. The EEAP reviewed favorably most aspects of the programme as detailed in the documents provided, including the excellent Student Guide, the detailed course descriptions, and the admission requirements to name a few. The EEAP appreciates also the significance of the contributions of each University and the active involvement of students.

Panel Judgement

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

Panel Recommendations

- The External Evaluation and Accreditation Panel (EEAP) suggests that the department should revise the title of the PSP and the names of the two specializations within the Postgraduate Studies Program (PSP). These updates should better reflect modern research directions and current academic trends.
- The EEAP recommends that practical projects for specialisation A, which consist of gaining experience in the work of MODIP through special cooperation protocols between MaHep and MODIP, should become official in the study guide as “internship” for all students of the specialisation.
- The Department should establish an internship – or practical projects - for the students with no field experience in education. As it was mentioned above, efforts are being made by the Department to establish practical projects for direction B. It is the opinion of this committee that practical teaching opportunities should be obligatory for the Teachers Education spesialisation. For students with educational experience, in their field of expertise, they could create and publish Portfolios, teaching methods and, teaching materials. These materials can be presented to the Department, to the educational community, to the schools or other structures and institutions, creating a databank useful for all parties. For the students with work experience in education an alternative optional specialisation in their field – an internship in a working environment.
- A growth in partnerships and a regular mechanism of feedback from stakeholders should be systematized. Such partnerships can offer a particularly valuable training ground for students conducting their optional research thesis or internship. The contact and regular feedback from the stakeholders will also increase the opportunities for internships and employment of programme graduates, networking, events, campaigns, and other collaborations.

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

Programme Committee, as stipulated in the Internal Regulation.The Inter-Institutional and Interdepartmental Postgraduate Study Programme "Higher Education Policy: Theory and Practice (MaHep)", jointly organised by the Department of Educational Sciences and Social Work of the University of Patras, the Department of Primary Education of the University of the Aegean, and the Department of Social and Educational Policy of the University of the Peloponnese, operates within a clearly defined, transparent, and publicly available regulatory framework governing student admission, progression, recognition of postgraduate studies, and certification, in accordance with national legislation and institutional regulations.

Admission to the Programme is open to graduates of Higher Education Institutions in Greece and abroad whose degrees are formally recognised. The selection of postgraduate students is conducted by a competent committee appointed by the Programme Committee, on the basis of academic criteria explicitly defined in the Internal Regulation. The admission process ensures transparency, merit-based selection, and equal treatment of applicants.

The Programme corresponds to the second cycle of higher education, leads to Level 7 of the European and National Qualifications Frameworks, and has a standard duration of two academic semesters, corresponding to a total workload of 60 ECTS credits.

Upon successful completion of the Programme, students are awarded a Postgraduate Diploma (MSc) entitled "Higher Education Policy: Theory and Practice (MaHep)", with two formally established specialisations, namely Strategic Planning and Quality Assurance and Teacher Education. The Programme is offered in both Greek-language and English-language streams, and the awarded diploma clearly states the Programme title, the specialisation, the language of instruction, and the total number of ECTS credits.

Rules governing student progression, assessment, attendance, and completion of studies are clearly defined in the Internal Regulation and the Study Guide and are systematically communicated to students. Assessment methods include written assignments, research papers, presentations, and examinations, depending on the learning objectives of each course, while grading criteria and assessment procedures are announced in advance.

Procedures for the recognition of postgraduate studies, including the recognition of prior learning and credit transfer where applicable, follow institutional and national regulations and ensure academic consistency and transparency.

The Programme charges tuition fees, which are explicitly defined in the Internal Regulation and amount to 3,000 euros for the Greek-language programme and

4,000 euros for the English-language programme. In accordance with nationallegislation, the Programme provides tuition fee exemptions to eligible students. In addition, scholarships, reciprocal or non-reciprocal, may be awarded following a decision of the Programme Committee, as stipulated in the Internal Regulation.

II. Analysis

The regulatory framework governing student admission, progression, recognition of postgraduate studies, and certification in the Inter-Institutional and Interdepartmental Postgraduate Study Programme "Higher Education Policy: Theory and Practice (MaHep)" is coherent, comprehensive, and fully aligned with the requirements of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

Admission procedures are appropriate to the academic level and interdisciplinary nature of the Programme and ensure that admitted students possess the necessary academic background to successfully complete second-cycle postgraduate studies. The merit-based selection process promotes transparency, equal treatment, and academic suitability.

The Programme's inter-institutional and interdepartmental structure, involving the University of Patras, the University of the Aegean, and the University of the Peloponnese, constitutes a core form of academic collaboration and enhances the academic breadth, interdisciplinarity, and scientific robustness of the Programme. This collaboration is institutionally embedded through shared governance structures, joint academic responsibility for curriculum design, and the participation of academic staff from all collaborating departments in teaching and supervision activities, as defined in the Internal Regulation.

The two-semester structure and total workload of 60 ECTS credits comply with the national legislative framework governing postgraduate studies and are adequate for the achievement of learning outcomes at Level 7 of the European and National Qualifications Frameworks. The existence of two formally established specialisations enhances academic coherence while allowing students to develop focused expertise in key areas of higher education policy, quality assurance, strategic planning, and teacher education.

Rules governing progression, assessment, and completion of studies are clearly formulated and consistently applied. Assessment methods are appropriate to the objectives of each course and support the development of analytical, research, and policy-oriented competences. Transparent grading procedures and clearly communicated assessment criteria contribute to academic integrity and student confidence.

Procedures for the recognition of postgraduate studies and the awarding of the degree are clearly regulated and consistently implemented, ensuring institutional credibility and formal recognition of the awarded qualification. Financial arrangements, including tuition fees, fee exemptions, and the awarding of

scholarships, are explicitly defined and contribute to fairness, accessibility, and equal opportunities for students.

Overall, the Programme demonstrates a mature and well-organised regulatory framework, strengthened by institutional collaboration among the participating universities, which effectively supports student progression, academic quality, and the credibility of the awarded qualification.

III. Conclusions

The Inter-Institutional and Interdepartmental Postgraduate Study Programme "Higher Education Policy: Theory and Practice (MaHep)" fully complies with the requirements of Principle 3 concerning regulations for student admission, progression, recognition of postgraduate studies, and certification.

The Programme applies transparent, fair, and well-documented procedures, is fully aligned with national and European frameworks, and provides clearly regulated academic and financial support mechanisms. The Panel therefore concludes that the requirements of this Principle are fully satisfied.

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).

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

Student selection procedures and required supporting documents, student rights and obligations, conditions for award, programme structure, procedures for written assignments and the thesis, as well as references to internship and student mobility, are explicitly set out in the PSP Study Guide. The selection process as combining scoring (μοριοδότηση) of candidates' qualifications with an interview, which can be awarded up to 20 points.

Entry requirements include, among other criteria, recognised English language certification at least B2 level.

Candidates submit an electronic application (PDF format) together with specified supporting documents, including a CV (EUROPASS), degree certificate and transcript, proof of English language certification (at least B2), optional evidence such as publications (if any), evidence of internship (if any), evidence of relevant professional experience (if any) and a copy of ID.

Student rights and obligations, and the main progression rules, are clearly defined. For award of the Diploma, students must complete the programme across two academic semesters and at most within four (4) semesters. Students retain the right to request suspension of studies for up to two (2) academic

semesters where serious reasons are evidenced, with the decision attributed to the competent body (ΕΠΣ). The suspension period is not counted towards the maximum duration; fee payment is suspended (either in full or for remaining instalments depending on timing) and successfully completed assessments remain valid. If the student does not (re-)enrol after the maximum suspension period, deletion follows ex officio.

Completion of the programme requires successful fulfilment of all obligations within the stipulated time limits and accumulation of at least 60 ECTS. Progression monitoring mechanisms are in place. At the end of each semester, both instructors and students are informed about overall progress and students at risk of deletion receive periodic notifications. Students can monitor their progress via the University of Patras electronic system, which covers the student lifecycle and provides one-stop electronic services.

The Study Guide includes a dedicated section on written assignments and the thesis, and the programme documentation provides further detail on thesis allocation and examination arrangements. Following completion of the first semester, thesis topics are allocated and a supervisor and a three-member committee (supervisor plus two members) are appointed.
The thesis is defended publicly upon completion, subject to the agreement of the supervisor and the three-member committee.

The PSP provides scholarships for social criteria (up to 30% of the student cohort) and excellence scholarships annually.

The PSP also provides student mobility opportunities. Erasmus+ mobility is described as supporting mobility for studies or traineeship, with a maximum of 12 months during postgraduate studies. Monthly grant amounts vary by host country, and additional support is referenced for students from socially vulnerable groups; procedures and selection/scoring are referenced as available via the institution's Erasmus+ information.

Finally, the Degree Certificate / Diploma Supplement template included in the accreditation evidence includes qualification identification and level positioning (EQF/NQF level 7), programme duration (minimum two semesters), access requirements and language of instruction/examination.

II. Analysis

Overall, the PSP demonstrates a coherent, comprehensive and operationally embedded regulatory framework covering all key phases of the student lifecycle, in line with Principle 4 requirements.
Admission procedures are clearly structured, transparent and merit-based, combining documented eligibility criteria, formal scoring of academic and professional qualifications and a structured interview component. The explicit publication of entry requirements, supporting documentation and detailed scoring parameters contributes to procedural transparency and equal treatment

of applicants, while the requirement for recognised English language certification (minimum B2) ensures academic readiness for postgraduate study. These arrangements are fully articulated in the Study Guide and operationalised through electronic application processes.

Student progression is governed by clearly defined timelines and thresholds, including standard completion within two semesters, a maximum duration of four semesters, and explicit rules on suspension, re-enrolment and automatic deletion. These provisions provide both flexibility (through suspension options for evidenced serious reasons) and academic rigour (through firm maximum duration limits). Importantly, progression is actively monitored: students and instructors are informed of academic status at the end of each semester, students at risk receive periodic notifications, and learners can independently track their academic trajectory via the University of Patras electronic Progress system, which supports end-to-end student administration. This combination of institutional monitoring and student-facing digital access represents good practice in supporting timely completion.

Academic requirements for written assignments and the thesis are similarly well regulated. The allocation of thesis topics, appointment of a supervisor and three-member committee, and requirement for public defence establish a transparent and academically robust assessment framework. These arrangements support consistency, accountability and academic standards across cohorts.
Financial support mechanisms are also in place, including social-criteria scholarships (up to 30% of enrolled students) and annual excellence scholarships. While not directly mandated by Principle 4, their formal inclusion within programme documentation contributes positively to accessibility and student support.

Student mobility is explicitly enabled through Erasmus+, with defined eligibility, duration (up to 12 months), financial support structures and additional provisions for socially vulnerable students. The referencing of institutional Erasmus+ procedures and selection mechanisms further reinforces transparency and alignment with European mobility frameworks.

Certification arrangements are clearly evidenced through the inclusion of a Degree Certificate / Diploma Supplement template. This documents qualification level (EQF/NQF Level 7), programme duration, access requirements and language of instruction, ensuring alignment with Bologna principles and facilitating academic recognition and portability.

Beyond core academic regulation, the PSP benefits from clearly articulated student support and protection structures. A formal Appeals and Complaints Regulation is in place, providing students with documented mechanisms to raise academic or administrative concerns and seek redress through established institutional procedures. This strengthens procedural fairness and accountability.

In parallel, the existence of an Academic Advisor framework ensures structured academic guidance and pastoral support throughout students' studies. The Academic Advisor role provides a designated point of contact for academic progression, administrative issues and general student support, reinforcing retention, wellbeing and informed decision-making.

Taken together, the evidence demonstrates that Principle 4 is not addressed in a fragmented manner but through an integrated system comprising published regulations, operational monitoring tools, academic oversight structures and student support mechanisms. Admission, progression, assessment, certification, mobility and complaints processes are all documented, accessible and actively implemented.
Overall, the PSP presents a mature and internally consistent regulatory environment, with clear procedures, effective monitoring and multiple support pathways for students. The panel considers that Principle 4 is met, with good alignment to national regulations and European standards and with positive evidence of functional embedding rather than merely formal compliance.

III. Conclusions

The programme has established and publicly documented regulations governing all key phases of the student lifecycle, including admission, progression, assessment, thesis completion, certification, mobility and student support. These processes are clearly articulated in the Study Guide and related institutional regulations and are operationalised through structured procedures, digital monitoring systems and designated academic support roles.

Admission processes are transparent and merit-based, progression rules are clearly defined and consistently applied, and mechanisms are in place for monitoring student performance and supporting timely completion. The award of the qualification is governed by explicit ECTS requirements and formal assessment procedures, supported by a standardised Diploma Supplement aligned with EQF/NQF Level 7.
In addition, the existence of formal complaints and appeals procedures, together with the Academic Advisor framework, provides students with accessible support and clear routes for addressing academic or administrative concerns. Mobility opportunities and scholarship provisions further enhance accessibility and student experience.

Overall, the PSP evidences a coherent, comprehensive and effectively embedded regulatory framework, ensuring academic integrity, procedural fairness and transparency across all stages of study.
Principle 4 is therefore considered fully satisfied.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP is delivered by a multi-institutional teaching team, supplemented by external collaborators where required. The submitted nominal staff list for academic year 2023–2024 documents eighteen members of teaching staff, including Professors, Associate and Assistant Professors, EDIP staff and externally contracted collaborators, with explicit reference to institutional affiliation, academic status, subject expertise, teaching allocation (hours) and employment relationship (permanent staff or contract-based engagement). Teaching responsibilities are transparently distributed across thematic units and semesters, demonstrating alignment between academic expertise and curricular delivery.

Recruitment and engagement of external collaborators and early-career researchers follow a formal, merit-based procedure. The PSP documentation specifies eligibility categories (including members of academic staff from collaborating institutions, EDIP staff, new PhD holders and external collaborators) and defines explicit selection criteria for new doctoral graduates and external instructors. These include possession of a relevant doctoral degree (mandatory), research output in higher education or European education policy, very good knowledge of English (mandatory), teaching experience, professional experience and additional language competencies. Candidates are assessed through a quantified scoring framework, incorporating research activity, teaching experience, professional experience, language skills and interview performance (up to 20 points). This structured approach ensures transparency, academic relevance and quality assurance in staff recruitment.

Externally engaged teaching staff operate under formal contracts administered through the University of Patras Special Account for Research Funds (ELKE). These contracts specify scope of work, deliverables, remuneration linked to certified hours or outputs, academic supervision by the Scientific Coordinator, and compliance with data protection legislation (GDPR). They also clarify that such engagements constitute contracts for services rather than dependent employment, ensuring legal clarity and institutional accountability.

Staff support and professional development are governed by a published PSP policy, aligned with institutional frameworks. Academic staff have access to structured professional development through the University of Patras Centre for Teaching and Learning Support (ΚΕΔΙΜΑ), which offers targeted programmes for newly appointed staff, contract-based instructors and established academics, as well as training in digital skills, student-centred pedagogies and innovative teaching approaches (including flipped classroom methods). ΚΕΔΙΜΑ operates within the institutional quality assurance system (ΜΟΔΙΠ), ensuring coherence between teaching enhancement and quality processes. PSP teaching staff both contribute to and participate in these activities.

In parallel, academic development is supported through institutional mechanisms that promote research activity, including bibliometric monitoring via the “Alexandria” platform and formal recognition schemes such as annual awards for excellent research and teaching. At programme level, additional support is provided for conference participation, acquisition of academic resources and equipment, contributing to the continued scholarly engagement of teaching staff.

Mobility opportunities are also available to academic staff through Erasmus+, supporting teaching and training visits abroad. PSP teaching staff utilise these opportunities via their home departments, contributing to international networking and academic exchange.

Evidence of ongoing research activity is provided through a consolidated overview of staff scholarly output, including individual Google Scholar citation data for 2022 across participating academics. This demonstrates active engagement in research relevant to the programme's disciplinary areas. Teaching quality is monitored through structured student evaluations, which are conducted periodically and analysed at programme level, providing feedback on teaching effectiveness, learning resources and overall student experience (as documented in the submitted student evaluation reports).

Taken together, the documentation evidences a stable and appropriately qualified teaching team, transparent recruitment processes, formal contractual arrangements, structured staff development opportunities, active research engagement and systematic student feedback mechanisms, all supporting the effective delivery of the PSP.

II. Analysis

The PSP demonstrates a well-structured and operationally embedded staffing framework that supports both academic quality and programme sustainability.

Teaching provision is delivered by a clearly identified, multi-institutional academic team comprising permanent faculty (Professors, Associate and Assistant Professors, EDIP staff) from the participating universities, complemented by external collaborators where specialist expertise is required. The explicit documentation of staff roles, subject areas, teaching hours and contractual status evidences appropriate alignment between disciplinary expertise and curricular delivery. The distribution of teaching responsibilities across thematic units and semesters further confirms coherent academic planning and workload allocation.

Recruitment processes for externally engaged teaching staff and early-career researchers are governed by explicit eligibility criteria and quantified selection procedures, incorporating academic qualifications, research activity, teaching experience, professional experience, language proficiency and interview performance. The presence of mandatory thresholds (e.g. doctoral qualification and English proficiency) alongside scored merit criteria demonstrates a transparent and quality-assured approach to staffing decisions. These arrangements provide assurance that appointments are based on academic competence and relevance to programme needs, rather than ad hoc or informal selection.

Contractual engagement through the University of Patras ELKE framework provides additional institutional safeguards, including formal definition of duties, deliverables, remuneration linked to certified work, academic oversight by the Scientific Coordinator and compliance with GDPR requirements. This framework ensures accountability, legal clarity and quality control for contract-based contributors.

Staff development and support are underpinned by a published PSP policy and integrated institutional structures. Access to the Centre for Teaching and Learning Support (ΚΕΔΙΜΑ), operating within the University's quality assurance system (ΜΟΔΙΠ), offers structured opportunities for pedagogical enhancement, digital skills development and adoption of student-centred and innovative teaching practices. Participation of PSP teaching staff in these activities demonstrates alignment between professional development and programme delivery. Complementary mechanisms supporting research activity (including bibliometric monitoring and institutional awards for excellence in research and teaching) further contribute to academic vitality.

Mobility opportunities for academic staff through Erasmus+ enhance international engagement and contribute to the programme's outward-facing profile, while programme-level support for conference participation and academic resources strengthens scholarly activity. Teaching quality is monitored through systematic student evaluations, providing structured feedback on instructional effectiveness and learning experience. Combined with institutional development frameworks, these evaluations constitute the primary mechanism for reflective teaching enhancement at programme level.

Evidence of active research engagement across the teaching team, documented through individual citation data and scholarly output, supports the academic credibility of the PSP and contributes directly to research-led teaching, ensuring that programme content is informed by current scholarship in higher education policy and related fields. This integration of active research with teaching delivery strengthens curriculum relevance, promotes critical engagement with contemporary debates and enhances students' exposure to evolving theoretical and policy frameworks.

Overall, the PSP exhibits a coherent staffing model characterised by transparent recruitment, appropriate contractual arrangements, structured professional development, active research participation and systematic student feedback. These elements collectively demonstrate effective compliance with Principle 5, supporting both academic standards and continuous improvement. Looking ahead, the panel notes that the long-term sustainability of this model would benefit from more formalised arrangements for teaching load sharing and cover, to ensure continuity of delivery while enabling academic staff to take research leave without loss of teaching capacity. Such an approach would further strengthen the integration of research and teaching and support the programme's future resilience.

III. Conclusions

The programme is supported by a clearly identified and appropriately qualified teaching team drawn from multiple higher education institutions, complemented

by external collaborators recruited through transparent, merit-based procedures. Staffing allocations are aligned with disciplinary expertise and programme needs, and contractual arrangements provide clear academic oversight and institutional accountability.

Structured mechanisms for staff support and development are in place through institutional frameworks, including access to pedagogical training, research recognition systems and mobility opportunities. Evidence of active scholarly engagement across the teaching team supports research-led teaching and contributes to curriculum relevance. Although no formal annual appraisal system operates at PSP level, systematic student evaluations provide feedback on teaching quality and inform reflective practice.

Overall, the PSP presents a coherent and functional staffing model that supports academic quality and programme delivery. With appropriate attention to longer-term teaching cover arrangements to support research leave, the current framework provides a solid basis for sustainable operation.

Panel Judgement

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

Panel Recommendations

- The EEAP encourage the PSP to further formalise teaching load sharing and cover arrangements, in order to strengthen long-term sustainability and enable academic staff to take research leave without disruption to programme delivery. This would enhance institutional resilience and further support the integration of research activity with teaching.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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, 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 Inter-Institutional and Interdepartmental Postgraduate Study Programme "Higher Education Policy: Theory and Practice (MaHep)", jointly organised by the University of Patras, the University of the Aegean, and the University of the Peloponnese, is supported by learning resources and student support services that are appropriate to its academic level, scope, and organisation.

Administrative support for the Programme is provided through the Secretariat of the coordinating Department, which is responsible for student records, admission procedures, academic progression, certification, and day-to-day communication

with students. These administrative services support students throughout all phases of their studies, in accordance with the provisions of the Internal Regulation.

Students of the Programme have access to the infrastructure and learning resources of the participating universities. These include institutional libraries, electronic databases, digital repositories, and online academic services, which support postgraduate-level study, coursework, and research activities.

The Programme makes systematic use of electronic platforms for academic communication and the distribution of learning materials. Teaching staff provide course-related material, announcements, and guidance through the officially designated digital environments, ensuring that students are adequately informed and supported throughout the academic year.

Academic support is primarily provided by the teaching staff through regular communication, guidance on coursework and assessment requirements, and supervision of academic work. Information concerning the Programme structure, regulations, and available support services is published on the official Programme website and communicated to students at the beginning of their studies.

The provision and use of learning resources and support services are regulated within the institutional framework of the participating universities and are aligned with the Programme's inter-institutional character.

II. Analysis

Based on the documentation reviewed and the overall institutional framework within which the Programme operates, the learning resources and student support mechanisms available to the MaHep Programme are considered adequate and appropriate for the achievement of its academic objectives.

The administrative support provided by the Secretariat of the coordinating Department ensures continuity and effectiveness in student services, particularly with regard to academic progression, certification, and communication. The clear allocation of responsibilities contributes to the smooth operation of the Programme.

A significant strength of the Programme is its inter-institutional and interdepartmental structure, which allows students to benefit from the combined learning resources, library services, and digital infrastructure of three universities. This collaboration enhances access to academic material and supports the interdisciplinary nature of the Programme.

The availability of electronic learning environments and digital communication tools facilitates access to learning resources and supports flexible study arrangements, in line with the Programme's organisation. Academic support

provided by teaching staff is consistent with the size and structure of the Programme and supports student engagement and successful completion of studies.

Overall, the Programme demonstrates a coherent and functional framework for the provision of learning resources and student support, operating within the institutional capacities of the participating universities and adequately addressing the needs of postgraduate students.

III. Conclusions

EAAP has decided that the Inter-Institutional and Interdepartmental Postgraduate Study Programme "Higher Education Policy: Theory and Practice (MaHep)" fully complies with the requirements of Principle 6, concerning learning resources and student support.

The Programme is supported by adequate administrative and academic services, benefits from inter-institutional collaboration in the provision of learning resources, and ensures access to appropriate infrastructure and information. The requirements of this Principle are therefore considered to be satisfactorily met.

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

The PSP Higher Education Policy: Theory and Praxis (MaHep) employs multiple information tools and systems for data collection and management. Central to this is the "Ψηφιακό Άλμα" Electronic Secretariat (Progress), which enables academic staff to manage grades, track student performance, and coordinate academic activities in collaboration with the Department's Secretariat, while ensuring compliance with institutional security protocols.

The MODIP Information System supports quality assurance processes, including the electronic completion of student evaluation questionnaires for courses, laboratories, clinical exercises, and postgraduate programs, providing statistical analysis, longitudinal comparisons, and secure, role-based access. The program

also leverages the Integrated National Quality Information System (ΟΠΕΣΠ) for the collection and aggregation of quantitative and qualitative data at the institutional level, enhancing reporting and quality monitoring. Bibliometric and research performance data are captured through the "Alexandria" system, linking the program's academic outputs to international databases. All systems are integrated with institutional IT services (e.g., eClass, SAP ERP) for comprehensive data management.

Student satisfaction is regularly assessed. Annual surveys per teaching unit, complemented by alumni surveys every five years using the Postgraduate Research Experience Survey (PRES) instrument, provide both quantitative and qualitative feedback. Survey results are analyzed and communicated to relevant stakeholders, guiding targeted improvements such as addressing weaknesses identified in SWOT analyses. Resource availability and accessibility, including IT, library, teaching, and administrative support, is monitored and evaluated using institutional systems. Data are presented through graphs and statistical summaries, enabling trend analysis and comparisons across years.

II. Analysis

The PSP MaHep exhibits a strong, systematic approach to information management, aligning with accreditation standards that emphasize integrated, accessible, and evidence-based data use. The combination of tools and information systems:"Ψηφιακό Άλμα," "Alexandria," as well as ΟΠΕΣΠ and MODIP, ensures comprehensive coverage of student records, academic progression, faculty activity, and resource availability. This integration reduces data fragmentation and supports timely, informed decision-making.

Regular student satisfaction surveys, including annual course-specific assessments and five-yearly alumni evaluations, provide both quantitative and qualitative feedback. The PSP analyzes and communicates survey results, with evidence of targeted interventions addressing identified weaknesses (e.g., recruitment of specialized staff, implementation of practical projects). This demonstrates a clear feedback loop between data collection and program enhancement.

Resource monitoring is thorough, with statistical presentations and trend analyses enabling direct interpretation and benchmarking over time. Graduation rates and final grades illustrate the program's ability to track student outcomes systematically. The collection and evaluation of bibliometric and research outputs further strengthen evidence-based planning and highlight the program's academic contribution.

The availability of the section «Η Αξιολόγηση του ΜαΧΕπ από τους φοιτητές 2016–2021» on the PSP website further demonstrates the PSP's commitment to transparency, as it allows stakeholders to access student feedback and provides evidence of the systematic use of evaluation data to inform quality enhancement.

III. Conclusions

The PSP MaHep demonstrates effective integration of multiple data sources, systematic analysis of academic and administrative metrics, and evidence-based interventions that enhance program quality, student experience, and institutional accountability.

Panel Judgement

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

Panel Recommendations

- Continue systematic feedback loops from student surveys and alumni assessments to support continuous improvement in teaching, curriculum, and resources.

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 PSP "Higher Education Policy: Theory and Praxis (MaHep)" is promoted through a dedicated segment on the Department's website of the University of Patras, accessible in both Greek and English. The PSP website (https://mahep.upatras.gr/) provides key information regarding the academic unit and the PSP, including programme structure, duration, mode of attendance, degree awarded, curriculum, learning outcomes, and information on teaching staff. An English version of the website is available (https://mahep.upatras.gr/en/), and both language versions include accessibility menus, supporting inclusive access.

The Greek version of the website contains more extensive information, including quality-related documents and regulatory material. Specifically, it provides access to:

- the Quality Assurance Policy,
- student evaluation results (2016–2021),
- official Government Gazette documents (ΦΕΚ) concerning the establishment and modifications of the PSP,
- staff support policies,
- regulations on complaints handling, academic advising, distance learning, and studies.

The English version, while functional and accessible, offers a slightly less information, focusing mainly on general programme details, curriculum, target groups, teaching staff, and contact information.

Information about the teaching staff, including their profiles, is available in both language versions. In addition, the website includes links to the participating

departments and partner universities of the interuniversity PSP, as well as related academic networks and publications, supporting transparency regarding the PSP's institutional context and collaborations.

However, full course outlines are not available online. While the curriculum structure and learning outcomes for each specialization are published in both Greek and English, detailed course outlines (including course content, assessment methods, and required or recommended readings) are not provided.

The PSP regularly organises extracurricular seminars and talks with guest speakers. The information about these academic activities is published only on the Greek version of the website.

II. Analysis

The PSP demonstrates a strong commitment to transparency and accessibility, in line with Principle 8, through the maintenance of a dedicated, bilingual PSP website that provides comprehensive core information on the programme and the academic unit. The availability of quality assurance policies, regulatory documents, and student evaluation data, particularly in the Greek version, constitutes solid evidence of an established quality culture and openness to public scrutiny.

The presence of accessibility features in both language versions further supports compliance with inclusivity and good practice in public information provision. Additionally, the clear presentation of the PSP's interuniversity structure, through links to participating departments and academic networks, enhances institutional transparency and contextual clarity.

At the same time, the course information available online should be further enriched by including full course outlines. Providing more detailed descriptions of course content, assessment methods, and learning resources would help prospective students and external stakeholders gain a clearer and more comprehensive understanding of the academic focus and teaching approach of individual courses.

In addition, the slightly different levels of detail between the Greek and English versions of the website could be filled. Although key programme information is available in English, expanding the availability of quality-related documents, evaluation results, and information on extracurricular academic activities would further strengthen transparency and comparability for international audiences.

The information published on the PSP website is up-to-date, clear, and generally easy to navigate, with ongoing efforts evident to further enhance consistency between the Greek and English versions and to expand the coverage of academic activities in both languages.

III. Conclusions

The PSP "Higher Education Policy: Theory and Praxis (Ma-Hep)" fully complies with Principle 8 by providing clear, up-to-date, and easily accessible public information through a dedicated bilingual website. Key Programme details, quality assurance policies, regulatory documents, and information on teaching staff are publicly available, demonstrating transparency and an established quality culture. The availability of accessibility features across both language versions reflects a conscious effort to promote inclusiveness and ensure that public information is accessible to a diverse range of users. Further enhancement, especially through providing detailed course outlines and the systematic publication of academic activities in both languages would further support the PSP's quality profile and international reach.

Panel Judgement

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

Panel Recommendations

- Publish complete course outlines for all PSP courses online.
- Enhance the English version of the website to ensure full parity with the Greek version.

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

Our review of the relevant documentation submitted by the PSP suggests that an assortment of actions is undertaken as part of the Programme's ongoing internal evaluation. The key actions undertaken include:

- At the end of the spring semester, the Coordinator of the Internal Evaluation Committee (OMEA) informs both the teaching staff of the Department, and the Secretariat about completing the Faculty Inventory Form and the MODIP Lecturer. These data are entered into the Quality Assurance Information System.
- The OMEA gathers all the information required for the preparation of the Annual Internal Report. This report reflects and assesses, among other things, the educational and research activity within the framework of the PSP.

• OMEA submits the Annual Internal Report to the Head of the Department. At the beginning of the following academic year, the Annual Internal Report is discussed in the Department Assembly. Finally, potential new actions are proposed and new goals are set to improve the functioning of the postgraduate program. The Head of the Department submits the Annual Internal Report to MODIP. MODIP approves it and posts it on its website.

It is important to note that the internal evaluation of modules is coordinated by the relevant committee, and within the parameters set by the Quality Assurance Unit (ΜΟ.ΔΙ.Π.) of the University. Both academic and administrative staff are involved in annual review meetings where evidence is synthesised to develop actions and to set goals to inform the ongoing development of the Programme.

MaHep also monitors European developments and adapts accordingly, preparing for its internationalization. At the same time, through its own evaluations, it tracks student satisfaction) and makes the necessary adjustments. Clear goals have been set, including the establishment of an approach and procedure of OMEA engaging internal and external stakeholders, and developing further collaborations with them, as well as upgrading the Quality Assurance Information System. These ongoing actions provide evidence of a critical approach to Programme development which reflects the institution's commitment to academic excellence, adaptability, and continuous improvement, ensuring that the Programme remains relevant, innovative, and student-centered.

II. Analysis

Drawing upon these findings, there is strong assurance that the established processes for the continuous internal evaluation of the Programme are both comprehensive and rigorously maintained. These evaluation mechanisms are designed to ensure transparency, reliability, and accountability, fostering a culture of continuous improvement and academic excellence. Moreover, these internal review processes are carefully structured to align with the criteria set by HAHE. This alignment further guarantees that all assessments, curriculum updates, and quality control measures are conducted with integrity, ensuring the Programme remains relevant, effective, and in accordance with best practices in higher education.

The EEAP also observed that key staff and the Department take careful consideration of the results of their internal evaluation; and these are also shared externally, with the year reports available online.

There was also clear evidence of ongoing collaborations with external stakeholders, including education consultants. While these engagements are meaningful and provide valuable insights for those involved, we observed that the consultation process, though sustained, lacks a formalized and structured framework. As a result, there is no clearly documented or systematic approach to demonstrating how these informal consultations directly influence the development and refinement of the Programme.

III. Conclusions

The EEAP is confident that the internal evaluation process fully adheres to established standards and requirements. The Programme undergoes continuous monitoring, review, and development.

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

There was also clear evidence of ongoing collaborations with external stakeholders. While these engagements are meaningful and provide valuable insights for those involved, we observed that the consultation process, lacks a formalized and structured framework. As a result, the EEAP suggests a systematic approach to formal consultations with the stakeholders who directly influence the development and refinement of the Programme.

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 current PSP, has not yet undergone an external accreditation process by HAHE. The procedures that are in place are as following:

- After receiving the final Report of the postgraduate program from the Accreditation Committee, the academic unit (PMS Director, Program Studies Committee) examines and decides whether to adopt part or all the recommendations and prepares the Action Plan.
- The Action Plan, which is approved includes the required actions to be carried out using the necessary resources and will contribute to achieving improvements and addressing the weaknesses identified in theHAHE Report.
- The approved Action Plan is sent to MODIP for the necessary actions within the framework of the internal evaluation of the PSP.
- Two years after the accreditation, the academic unit evaluates the actions that have been taken, the progress made during the implementation of the Action Plan, and prepares the "Results Monitoring".
- The Monitoring Report, once finalized after collaboration between the MODIP and the academic unit is sent to HQA by the MODIP and published on the Institution's website.

It is highly encouraging to see that the PSP has outlined clear and actionable plans following the publication of the present review. These plans include disseminating key findings and recommendations to all staff members, ensuring that everyone is informed and engaged.

II. Analysis

The EEAP confirms that the procedures detailed in the official documents align with HAHE guidelines. During the Closure Meeting, a culture of openness and constructive debate was evident. The head of the department and the Programme director responded positively and constructively, demonstrating a commitment to continue embedding robust evaluation processes. This commitment includes finding effective ways to communicate the content of all internal and external evaluations to students and other key stakeholders. In relation to plans for action following the publication of the present review the Department is fostering a collaborative environment where staff can contribute meaningfully in these processes. This approach not only promotes transparency but also ensures that the actions taken are well-informed and widely supported.

The commitment to continuous improvement and collective problem-solving is a promising step towards enhancing the overall quality and effectiveness of the Programme. The EEAP is satisfied with the procedures in place, as documented and discussed in the online meetings, recognizing the efforts made to ensure transparency and continuous improvement. While there is clear evidence of ongoing and meaningful partnerships with other core external stakeholders, it is less apparent how these informal interactions contribute to the continuous development of the Programme.

III. Conclusions

Although this is the first external evaluation of the Programme under the HAHE framework, and there are no previous recommendations to reference, there is clear evidence of careful planning and review of the Programme's delivery. This planning is based on prior external evaluations of both the department and the university. The current actions are well-aligned with these previous evaluations. The EEAP believes that the procedures adopted by the Director of the PSP, the Department, and MODIP provide strong assurance for the implementation of any potential suggestions from the EEAP.

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

• This unique PSP is well structured and organized into modules which makes it particularly successful. Examinations through presentations of assignments instead of homework is particularly appreciated by students. This system has many positive aspects, e.g., it gives students the opportunity to choose what interests them due to the program's organisation in colloquia.
• The writing of a 30 ECTS thesis is mandatory.
• Theoretical knowledge is effectively translated into practice.
• Students testify that the program changed their way of thinking regarding quality assurance and strategic planning in the education system.
• The program contributes to the development of a new academic culture in Greek education.
• The teacher-student ratio is 1:2.
• From the outset, students receive accurate information about the structure and requirements of the program.
• It is very positive that it is offered remotely, as this allows it to reach students who live in other parts of the country.
• The program meets the needs of the education system in Greece with respect to quality assurance and strategic planning.
• An important reason for students choosing the program is that it is a one-year program. This makes it manageable, given that most students are part or full time employed.
• Students assured that the professors are very supportive and devote a lot of time to supervising the master's thesis.

II. Areas of Weakness

While no detrimental weakness were identified in the Programme, the Panel notes that the PSP benefits from a clearly articulated interdisciplinary and inter-university design, supported by strong informal communication channels that enhance student engagement and academic support. Looking ahead, there is scope to build on these strengths through further clarification of the professional objectives of the Teacher Training specialisation, strengthening the applied dimensions of the curriculum (including structured practical experience), and formalising stakeholder engagement within quality assurance processes. Refinements to programme nomenclature, online provision and teaching load arrangements, would further support long-term sustainability, research–teaching integration and alignment with evolving academic and professional contexts.

III. Recommendations for Follow-up Actions

- The course on statistical analysis must be given more attention.
- Memoranda of cooperation should be signed with the nine European programs with the same orientation and content.
- Further enhance external stakeholder involvement in quality assurance.
- The External Evaluation and Accreditation Panel (EEAP) suggests that the department should revise the title of the PSP and the names of the two specializations within the Postgraduate Studies Program (PSP). These updates should better reflect modern research directions and current academic trends.
- The EEAP recommends that practical projects for specialisation A, which consist of gaining experience in the work of MODIP through special cooperation protocols between MaHep and MODIP, should become official in the study guide as "internship" for all students of the specialisation.
- The Department should establish an internship – or practical projects - for the students with no field experience in education. As it was mentioned above, efforts are being made by the Department to establish practical projects for direction B. It is the opinion of this committee that practical teaching opportunities should be obligatory for the Teachers Education spesialisation. For students with educational experience, in their field of expertise, they could create and publish Portfolios, teaching methods and, teaching materials. These materials can be presented to the Department, to the educational community, to the schools or other structures and institutions, creating a databank useful for all parties. For the students with work experience in education an alternative optional specialisation in their field – an internship in a working environment.
- A growth in partnerships and a regular mechanism of feedback from stakeholders should be systematized. Such partnerships can offer a particularly valuable training ground for students conducting their optional research thesis or internship. The contact and regular feedback from the stakeholders will also increase the opportunities for internships and employment of programme graduates, networking, events, campaigns, and other collaborations.
- There was also clear evidence of ongoing collaborations with external stakeholders. While these engagements are meaningful and provide valuable insights for those involved, we observed that the consultation process, lacks a formalized and structured framework. As a result, the EEAP suggests a systematic approach to formal consultations with the stakeholders who directly influence the development and refinement of the Programme.
- Continue systematic feedback loops from student surveys and alumni assessments to support continuous improvement in teaching, curriculum, and resources.
- Publish complete course outlines for all PSP courses online.

- Enhance the English version of the website to ensure full parity with the Greek version.
- The EEAP encourage the PSP to further formalise teaching load sharing and cover arrangements, in order to strengthen long-term sustainability and enable academic staff to take research leave without disruption to programme delivery. This would enhance institutional resilience and further support the integration of research activity with teaching.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principes: 1, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

Principes: 2

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
MICHAILAKIS DIMITRIS	Signed by MICHAILAKIS DIMITRIS
CHIKOVANI ANA	Signed by CHIKOVANI ANA
KIRTSOGLOU ELISABETH	Signed by KIRTSOGLOU ELISABETH
LIZARDOU DIMITRA PANAGIOTA	Signed by LIZARDOU DIMITRA PANAGIOTA
VALAVANIDOU-IOANNITOU GEORGIA (GINA)	Signed by VALAVANIDOU-IOANNITOU GEORGIA (GINA)