



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report **for the Postgraduate Study Programme of:**

Education Sciences

Department: Philosophy
Institution: University of Ioannina
Date: 23 September 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Education Sciences** of the
University of Ioannina for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Education Sciences of the University of Ioannina** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Panayiotis Angelides (Chair)**
University of Nicosia, Nicosia, Cyprus
- 2. Assoc Prof. Georgia (Gina) Ioannitou-Valavanidou**
Le Mans Université, Le Mans, France
- 3. Professor Christos Panagiotopoulos**
University of Nicosia, Nicosia, Cyprus
- 4. Mr Konstantinos Boumpourekas, PhD Candidate**
Department of Department of Primary Education, University of Western Macedonia,
Florina, Greece

II. Review Procedure and Documentation

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

The visit was online. The visit took place on Monday 18/09 to Wednesday 21/09/2023. It was preceded by a private meeting of the EEAP on Monday, (via Zoom), and was followed by further private meetings of the EEAP on the following days to finalize the report. During the visit the EEAP had the following meetings:

Monday 18 September 2023

a) 15:00 - 16:00 Private meeting with the EEAP members only. Discussion on the accreditation proposals; allocation of tasks; list of issues for the on-line meetings.

b) 16:00 - 17:00 Meeting with the Director of the PSP, the Head of the Department, MODIP, Steering Committees/ OMEA members.

- EEAP

-Vice Rector/President of MODIP

Prof. Panagiota Kanti

- MODIP members

Prof. Anastasios Tsinas

Prof. Anastasios Emvalotis

- MODIP staff

Mrs Persefoni Griva

Mrs Paraskevi Alexoudi

PSP Education Science

-Head of the Department of Philosophy

Prof. Golfo Maggini

-Director of Postgraduate Program Education Science

Assoc. Prof. Konstantinos Rantis

-Steering Committee/OMEA members:

- Prof. Golfo Maggini
- Assoc. Prof. Konstantinos Rantis
- Assoc. Prof. Christos Zagkos
- Assist Prof. Konstantinos Gkaravelas

- Assist. Prof. Aikaterini Michou

During this meeting the director of the PSP presented a short overview of the postgraduate programme (history, academic profile) current status, strengths and possible areas of concern. Then the EEAP discussed the degree of compliance of the programme to the Standards for Quality Accreditation and reviewed of student assignments, thesis, exam papers & examination material.

c) 17:00 – 17:30 On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities related to the PSP. Discussion about the facilities presented in the video produced for this purpose.

-EEAP

-PSP. Education Science administrative staff members & teaching staff members:

- Prof. Golfo Maggini
- Assoc. Prof. Christos Zagkos
- Assist. Prof. Konstantinos Gkaravelas

The EEAP evaluated the facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate for a successful provision of the PSP.

d) 17:30-18:00 Debrief Meeting EEAP members. Reflect on impressions of the first day; prepare for the second day of the on-line review.

Wednesday, 20 September 2023

a) 15:00 - 15:45 Meeting with the teaching staff of the PSP

EEAP & Teaching staff members:

- Assoc. Prof. Christos Zagkos
- Assist. Prof. Konstantinos Gkaravelas
- Assist. Prof. Aikaterini Michou
- Assist. Prof. Georgia Gouga
- Prof. Manolis Koutouzis
- Assoc. Prof. Themistoklis Gogas

During the meeting the EEAP discussed professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

b) 16:00 - 16:45 Meeting with students of the PSP

EEAP & Students:

- Mrs. Fotini Arvanitidou (2nd year of studies)
- Mrs. Natalia Migdou (2nd year of studies)

- Mrs. Christina Zoniou (2nd year of studies)
- Mrs. Spiridoula Zotou (2nd year of studies)
- Mrs. Maria-Ifigenia Papageorgiou (2nd year of studies)
- Mrs. Athina Karageorgiou (2nd year of studies)
- Mrs. Varvara Athanasiou (2nd year of studies)
- Mrs. Ourania Dragogia (2nd year of studies)
- Mr. Christos Kanavoulis (2nd year of studies)

During the meeting the EEAP discussed with the students the students' satisfaction from their study experience and Department / Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.

c) 17:30 - 18:15 Meeting with PSP graduates

EEAP & graduates:

- Mr. Aggelos Pappas
- Mrs. Anna Prentza
- Mrs. Eleni Pagoni
- Mr. Filippou-Dimitrios Mpatsis
- Mrs. Olga Tzafea

Discuss their experience of their postgraduate studies and their career path.

d) 18:30-19:15 Meeting with employers, social partners of the PSP

EEAP & Employers/social partners:

- Prof. Emeritus Christos Massalas, Member of the Supervisory Council of Rizarios Ecclesiastical School-Rizarios Foundation
- Mrs. Natassa Giannakou, previous Principal of Doliana High School
- Mrs. Zandraveli Varvara, Principal of the 4th High School of Preveza

Discuss relations of the PSP with external stakeholders from the private and the public sector.

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

e) 20:00 - 20:30 Closure meeting with the Director of the PSP, the Head of the Department, MODIP, and PSP Steering Committee/ OMEA members

-EEAP

-Vice Rector/President of MODIP

Prof. Panagiota Kanti

-MODIP members

Prof. Anastasios Tsinas

Prof. Anastasios Emvalotis

-Director of Postgraduate Programme Education Science

Assoc. Prof. Konstantinos Rantis

-Head of the Department of Philosophy

Prof. Golfo Maggini

- Steering Committee/OMEA members:

- Prof. Golfo Maggini
- Assoc. Prof. Konstantinos Rantis
- Assoc. Prof. Christos Zagkos
- Assist. Prof. Konstantinos Gkaravelas
- Assist. Prof. Aikaterini Michou

-MODIP staff

Mrs Persefoni Griva

Mrs Paraskevi Alexoudi

During the meeting the EEAP discussed with the participants several points/findings which need further clarification. In addition, there was an informal presentation of the EEAP key findings. The EEAP members wanted to underline that all meetings were held in a very constructive atmosphere. Overall, the faculty and staff had prepared a rigorous visit program with presentations and discussions. A series of reports and other documents were provided to the EEAP during the visit at the request of the EEAP members. All members of the Program were ready and eager to answer the questions by the EEAP, and this facilitated the latter's task in the evaluation and accreditation process.

III. Postgraduate Study Programme Profile

The Postgraduate Study Program of Education Sciences numbers 8 members of Teaching and Research Staff. All of them are DEP members.

The PSP of Education Sciences was established in 2018 with a 2-year study program. The students of the 2-year Postgraduate program are required to complete, in order to receive the degree, 10 Compulsory courses taught by the Faculty Members (of which 1 compulsory course is related to dissertation/thesis). More specifically to obtain the Master degree, 120 credit units (ECTS) are required, divided into 4 semesters. The curriculum is composed of 9 mandatory modules (10 ECTS each), and the dissertation/thesis during the 4th semester (30 ECTS). All courses are taught face-to-face.

Admission to the Program (Education Sciences) takes place according to the general procedures and regulations of the Greek Ministry of Education. All candidates must sit a written exam followed by an interview. 10 students are accepted to the programme every year. The accepted students should have a recognized undergraduate degree in a related subject to education and certified English language proficiency at C1 level. The students do not have to pay fees.

According to its mission statement, the PSP Education Sciences provides students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities. The main goals of the program are:

- Promoting knowledge and preparing new generations of researchers in the teacher education sciences; who will be able to contribute to the production of new scientific knowledge.
- Preparation of education executives capable of devising and promoting innovations in order to improve quality of educational work at all levels of education.
- Addressing the educational challenges arising from the continuous expansion of linguistic, cultural and religious diversity in Greece and throughout Europe.
- Deepening in the fields of educational policy, administration and evaluation in education, through interdisciplinary approaches.

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

- a) The suitability of the structure and organisation of postgraduate study Programs*

The organization of the PSP in Education Sciences is explained in comprehensive documents provided to the EEAP that illustrate how the structure and organization of the postgraduate study program conforms with the internationally established scientific field of Education.

The Program's core mission is to provide students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities.

The Curriculum offered within the framework of the Postgraduate Program "Education Sciences" is structured in four semesters, each of which assigns 30 credits (ECTS).

The first semester is devoted to building psychological, sociological and philosophical foundations that will then allow the transition to more specialized subjects. In the second and third semesters, two specializations are foreseen (a) Education, Language and Diversity and (b) Education and Policy: Interdisciplinary Approaches. The first offers opportunities for deepening in issues such as the design and organisation of language teaching, exclusion, integration of groups with linguistic, cultural and other specificities, classroom interaction and learning conditions.

The second specialization, on the other hand, is designed to provide students with specialized scientific knowledge on issues such as social inequalities in the field of education, education administration, evaluation of the performance of educational organizations as well as student performance, the implementation of curricula, the European and international dimension of education. In this way, the Postgraduate Program "Education Sciences" combines micro-approaches and macro-approaches to the study of educational phenomena. Also, in the courses of the third semester Literacy and didactics of language courses – Practical Training and Interaction in the classroom – Practical Training, students have the opportunity to gain practical experience through internships in the form of microteachings.

b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7

The University of Ioannina follows the European Credit Transfer and Accumulation System (ECTS) which is based on the principle of transparency in learning, and on specific teaching and assessment processes (ECTS Guide). One of the key features of the ECTS system is the mapping of the level of knowledge, skills and competences that are acquired by the student upon completion of the educational process and verified after evaluation (Annex A). This is achieved by writing learning outcomes which are attributed to individual Thematic Units and to the Program of Study as a whole (Outline Form Course). The writing of learning outcomes is measurable and state what the students are expected to do when they complete successfully a Thematic Unit or the entire Curriculum. The University of Ioannina follows the Bloom & Krathwohl (1956) classification to create the learning outcomes, as grouped into the following categories: knowledge, understanding, implementation, analysis, synthesis, and evaluation (Annex B).

c) the promotion of the quality and effectiveness of teaching at the PSP

The University of Ioannina supports the learning and teaching process. The Department of Philosophy is a department specializing in pedagogy with expertise in teaching and learning.

To promote the quality and effectiveness of teaching the department of Philosophy pays particular attention to: (1) monitoring and upgrading the quality, (2) widening the awareness regarding the PSP, (3) strengthening the Academic Development of the DEP members and (4) promoting the PSP interface with external organizations. The University assesses the quality of the educational process at the end of each semester through questionnaires. Surveys are anonymous, and allow students to provide appropriate feedbacks.

d) the appropriateness of the qualifications of the teaching staff for the PSP

The teaching staff for the PSP consists of highly qualified professionals with expertise in various fields related to Education. This expertise ensures that students receive a well-rounded education that addresses the complex challenges of Education Sciences.

The faculty members possess strong competence in Education, which is crucial for teaching in diverse educational settings. This competence enables them to effectively address the teaching and learning needs of all students.

Several faculty members are actively engaged in research related to education. This research orientation ensures that the teaching staff remain up-to-date with the latest developments in the field and can impart cutting-edge knowledge to students.

Several faculty members also have practical teaching experience in diverse classrooms. This first-hand experience allows them to share real-world insights and best practices with their students.

e) The drafting, implementation, and review of specific annual quality goals for the improvement of the PSP

The implementation and review of specific annual quality goals for the improvement of the PSP include the continuous monitoring and evaluation of the critical components in order to ensure it remains on the forefront of social/cultural change and demands of society. The operational structure of the program includes learning outcomes that are research-based and data-driven and subsume the European and National Qualifications Framework for Higher Education. The specific annual quality goals include a focus on effective faculty development, and research and teaching calculated to result in well-prepared postgraduates ready to assume a variety of professional roles not limited to teaching.

The Strategic Objectives for each axis of activity (1. Education, 2. Research, 3. Connection with society, 4. Internationalization, 5. University environment and 6. Quality Assurance) of the program, are accompanied by more specific actions measured by metrics. Some of the objectives of the PSP, as described in document A3 are:

- Increase the participation of students in the evaluation procedure
- Strengthen the presence of the PSP in Internet
- Consolidate communications with Alumni

The EEAP observed that (1) the drafting, implementation, and review of specific annual quality goals are clearly outlined and include critical objectives and desired outcomes and (2) that the support of the members of the PSP assures: (a) the efficacy of the structure and organization, (b) the continual review of learning outcomes vis a vis desired competencies that conform with the European and National Qualifications Framework for Higher Education, (c) the continual review and improvement of the quality and effectiveness of course delivery and instruction, and (d) appropriate faculty qualifications.

f) the level of demand for the graduates' qualifications in the labour market

The Program is designed to cater to the needs of teachers and graduates who aspire to enhance their skills and knowledge in Education. The Program addresses primary and secondary education levels as well as tertiary graduates interested in teaching all students and it encompasses teachers working in diverse settings. The primary objectives of this Program are to provide students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities.

The Program consists of 9 modules (plus thesis), with each module contributing to the development of educators' skills and knowledge in various aspects of education teaching, including teaching in diverse schools. These modules span across four semesters and in the first semester cover diverse topics such as philosophical, sociological and psychological dimensions of education. In the second and third semesters, two specializations are foreseen (a) Education, Language and Diversity and (b) Education and Policy: Interdisciplinary Approaches. The first offers opportunities for deepening in issues such as the design and organisation of language teaching, exclusion, integration of groups with linguistic, cultural and other specificities, classroom interaction and learning conditions.

The second specialization, on the other hand, is designed to provide students with specialized scientific knowledge on issues such as social inequalities in the field of education, education administration, evaluation of the performance of educational organizations as well as student performance, the implementation of curricula, the European and international dimension of education. In this way, the Postgraduate Program "Education Sciences" combines micro-approaches and macro-approaches to the study of educational phenomena. Also, in the courses of the third semester Literacy and didactics of language courses – Practical Training and Interaction in the classroom – Practical Training, students will have the opportunity to gain practical experience through internships in the form of microteachings.

Furthermore, the Program's recognition of the importance of education, language and diversity aligns with the growing awareness of the benefits of diversity in educational settings. By incorporating these elements into the curriculum, the Program equips educators to create intercultural responsive learning environments.

The acceptance of graduates or diploma holders from related disciplines with B2 certification in English, along with the option for additional foreign language proficiency, ensures that the

Program attracts a diverse pool of students who can contribute to the Program's international character. Moreover, the Program's adherence to international language proficiency standards enhances its credibility and ensures that students have the necessary language skills to engage effectively in an English-medium program.

g) The Quality of Support Services for the PSP

The Program has taken substantial measures to provide essential support services to its PSP students. These services encompass administrative support, access to libraries, and a student welfare office. Additionally, the wide array of support services, including scholarship and internship offices, underscores the institution's commitment to comprehensive student development.

h) 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)

The internal evaluation procedures carried out at the level of the Department and Study Programs are the responsibility of the Internal Quality Assurance System (IQAS) of the University and the Quality Assurance Unit (MODIP)

MODIP obtains information to determine the level of quality of all aspects of the educational process. The main goal of this process is to contribute to the continuous quality upgrade of the services provided by the University.

All members of academic personnel receive a grade of evaluation by students using an anonymous questionnaire.

On the website of Programme detailed information on the evaluation actions is available.

The assessment takes place in electronic form via the internet and then the data is fed into an algorithm to calculate the average level per target module.

II. Analysis

The Program is based on a global view of the educator as being performance connected to societal demands, having competence in subject matter specialization, and developing critical thinking and creativity. The students as "life-long learners" have successfully completed a practicum and have experience in teaching in classrooms with children seen as having special educational needs.

The PSP offers a variety of Modules for the theoretical training of students concerning both the theory of education as well as the practical application of all modern methods of educational planning, teaching and research. A special emphasis is given to interdisciplinarity - combining the fields of psychology, philosophy and sociology in education, pedagogy, teaching, educational policy and research methodology.

The qualifications of the teaching staff for the Program are highly appropriate for the program's objectives and target audience. The Program's diverse expertise, intercultural

competence, research engagement, and practical experience align with the program's focus on preparing teachers and graduates to work effectively in intercultural educational settings. The Program appears to be well-structured and comprehensive, offering a holistic approach to education for children attending diverse schools. Its design aligns with the current needs and challenges in the field of education, particularly in contexts marked by diversity and inclusion. The Program's focus on intercultural education is noteworthy, as it empowers educators to not only teach children with migration background but also promote social justice, equality, and inclusion within their teaching practices. The inclusion of modules covering topics like sociological approaches to education and Cultural diversity and learning demonstrates a commitment to addressing the broader social issues that affect learners in these contexts. Additionally, the emphasis on practical experiences, such as visits to educational institutions and project work, ensures that graduates are well-prepared to apply their knowledge and skills in real-world settings.

III. Conclusion

The Program presented to the EEAP with documents that clearly and comprehensively elaborate the suitability of the structure and organisation of the PSP. The materials presented to the EEAP also verified the ostensibly sound form and function of the PSP. The curriculum design provides critical elements for competent educators.

The approach adopted by the teaching staff enriches the program's curriculum and ensures that students receive a holistic education that combines theoretical knowledge with practical insights on intercultural education. Overall, the teaching staff's qualifications contribute significantly to the program's effectiveness in training educators who can make a positive impact on the lives of children with diverse biographies.

The quality goals presented by the personnel for the improvement of the PSP are consistent with the best practices in education and concomitant research agendas that are connected to cutting edge scientific inquiry in the higher education sphere in Europe.

The Program stands as a well-structured and comprehensive program that equips educators with the knowledge, skills, and perspectives needed to teach children in diverse contexts. Its commitment to intercultural education makes it a valuable contribution to the field of education. Furthermore, its emphasis on practical experiences and engagement with real-world contexts prepares graduates to be effective and compassionate educators in today's globalized world. This Program's recognition of the importance of interculturalism is particularly commendable, as it reflects an understanding of the diversity of modern society. Overall, this Program is a significant step towards addressing the educational needs of all children and promoting intercultural education as a tool for empowerment and social change.

The Program provides comprehensive support services to PSP students. The emphasis on electronic resources in the library system aligns with contemporary educational needs, ensuring that students have immediate access to vital academic information. These findings

reflect positively on the Program's efforts to create an environment conducive to effective learning and student success. The University of Ioannina has demonstrated a strong commitment to providing robust support services to its PSP students. The comprehensive suite of support services, enriches the overall student experience. However, continuous efforts to enhance awareness and accessibility of these services among students could further improve the support system.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends that fees be added to the programme, and if there are fees then the number of admitted students can be increased in order to create sections with a substantial number of students.
- All syllabi must be updated with up-to-date bibliographic references.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The EEAP found that the University of Ioannina PSP in Education Sciences is following a well-defined procedure. The features outlined in the Study Guide (2022-2023) of the Program include the description and objectives of the organization of the program - including the educational, scientific, and professional focus of it. The Program is in Greek, was founded in 2018, is based on the current concepts and findings of the scientific fields and, more specifically, as they are designated by the international categorization in education, by UNESCO ISCED-2011 for level 7, and ISCED-2013 0114 for Teacher Training with subject specialization.

The Study Guide outlines in detail a clear path for student progression which includes the delivery and assessment methods of the curriculum, as well as its alignment with the European Course Credits System (ECTS). To obtain the Master degree, 120 credit units (ECTS) are required, divided into 4 semesters. The progression in the course from the first through the last semester is clearly outlined, with a focus on Education Sciences.

The Curriculum offered within the framework of the Postgraduate Program "Education Sciences" is structured in four semesters, each of which assigns 30 credits (ECTS).

The first semester is devoted to building psychological and sociological and philosophical foundations that will then allow the transition to more specialized subjects (three mandatory courses, 10 ECTS each). In the second and third semesters, two specializations are foreseen (a) Education, Language and Diversity (6 mandatory courses, 10 ECTS each) and (b) Education and Policy: Interdisciplinary Approaches (6 mandatory courses, 10 ECTS each). The 4th semester is devoted to writing a Master's thesis (30 ECTS).

The formative component of the assessment is evaluated with the appropriate tools and comprises of a series of assignments with which students engage, namely various Evaluation Activities and Short Essays. The summative assessment of the courses is a Final Essay or a final exam. To prepare students for their thesis, a module of Research Methodology is provided during the 3rd semester.

The linkage between teaching and research is achieved by integrating recent research findings into the modules taught by the faculty members, and by engaging the students through assignments, within the framework of the subjects taught, as well as the thesis.

Several stakeholders and social partners are collaborating with the program, such as the headteachers of several schools in the area of Ioannina. During our meeting with several of the stakeholders, they informed the EEAP that they offer regular informal feedback to their colleagues and provide information on opportunities for field experiences.

The direction of the Program of Studies is undertaken by the Director who is a DEP member. He calls at regular intervals the instructors to discuss issues and make decisions or suggestions to the Department of Philosophy. The official procedure for the approval of the PSP in Education Sciences is approved by the Department of Philosophy and it is published on the website of the University.

II. Analysis

The PSP finds that the subject field of study is appropriate and that it conforms with universally accepted standards for Education.

There is a procedure in place for periodic revisions of the Program curriculum. As a result, the teaching staff in the Program have recently updated the content of the courses, in order to better correspond to the new challenges in our diverse society. They are all committed to the continuous improvement of teaching. The EEAP assesses the curriculum as one that provides the required skills for the specialization of the students in their field.

III. Conclusions

The EEAP concludes that the subject PSP amply considers both the needs of the students and the realities of the labour market and, more specifically, the education (in public and private schools, tutorial schools, and special educational structures).

This PSP has a structure that needs to be improved. The Research methods course has to be moved to the first semester and the third semester of the specialisation 'Education and Policy: Interdisciplinary Approaches' has to be restructured in order to comply with the title of the specialization (Interdisciplinary Approaches).

Panel Judgement

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

Panel Recommendations

- The EEAP recommends that the structure of the programme has to be improved. The Research methods course has to be moved to the first semester and the third semester of the specialisation 'Education and Policy: Interdisciplinary Approaches' has to be restructured in order to comply with the title of the specialization (Interdisciplinary Approaches).
- The EEAP recommends that including a practicum would significantly strengthen the curriculum. The students, in their field of expertise, can make use of their experience with in-school training and publishing Portfolios or Teaching methods/ materials with new data. These documents can be presented in the program, to the educational community, to their schools or other educational structures they are working in. The identification of possible practicum sites, for both for students who are not working could be useful.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The postgraduate Program in Education Sciences give the possibility to the students to fill out an evaluation questionnaire. The questionnaires answered are forwarded to the MODIP for

processing. The results of the analysis of responses are sent to the Head of the Department, who in cooperation with the director of the PSP, sends them to the teaching staff. Students seem to be familiar with the electronic method of completing these questionnaires. The percentage of participation for evaluation of study program is around 60%, as the EEAP was informed during the meeting with the Department.

Courses evidence a variety of enriching learning/teaching methods that promote engagement and active learning. Students are encouraged to develop individual skills. In several of their classes they are asked to work with classmates in small groups and complete a project and, when completed, they are to present their work and results. That helps them develop several "soft" skills which they will help them throughout their careers: communication, teamwork, leadership, public speaking, to name a few. The weekly course material as well as auxiliary educational material, useful links, digital manuals, etc. are communicated to the students through the e-course training platform. The criteria and method of evaluation are also posted there in advance.

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

It also appears that the students are consulting with their advisors and approach their faculty member for questions related to their studies. There are appropriate procedures for dealing with the students' complaints. A relevant "complaint form" (A19.1) is posted on the website of the PSP.

II. Analysis of judgement

All entering students are assigned an academic advisor and are made aware of an existing formal process for student appeals and complaints, along with general useful information about the university, buildings, facilities, and the local area.

When asked about the quality of instruction and the commitment of the teaching staff to their learning, the interviewed students' responses were invariably very positive. There appears to be good rapport between the student body and the teaching staff which underlines the mutual respect that characterizes their relationship.

It is obvious that the Postgraduate Program in Education Sciences emphasizes on the creative expression of students and aims to enable them to become responsible and involved in education procedure by making use of a multitude of pedagogies and methods, such as:

- oral presentation of individual or group projects of students with critical commentary and interaction with their fellow students,
- developing partnerships through teamwork that allows them to act collectively,
- evaluating the students with semester assignments.

III. Conclusions

Interviewing colleagues and students of the program allowed us to witness that the program has improved and changed over the years, the new program started in 2021. The students are aware of the attendance and assessment criteria for each class. Student assessment is carried out in accordance with the program's regulations, which are consistently and fairly applied to all students. Grade components and assessment methods are published in advance and are available in the courses' syllabi.

There is clear evidence that student-centred learning, teaching, and assessment is a priority of the director and of the teaching staff of the department. The teaching staff deploy a variety of modes of delivery of the material (through lectures, lab sessions, small group projects, and electronically) that offers students the flexibility to choose the learning path that works best for each of them.

Panel Judgement

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

Panel Recommendations

The EEAP suggest that a more systematic utilization of results of the evaluation should be taken into consideration for further improvement of the PSP.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The program of Sciences in Education has clear admission criteria and it provides all the necessary information for the two years of studies to its students. All information are provided in the A14.1. Manual of Studies where all steps and all mechanisms regarding student support are provided. Number of students fluctuates from 28 to 10 the past few years.

Students would like to have more links with faculty from abroad and opportunities to use the exchange mobility programs. This particular program is on an ongoing change as far as the academic path concerns. Graduate and current students of this particular program showed differences as far as what they like from the path. Additionally, the concept of interdisciplinarity needs strengthening as there were incidents where students had not understood the meaning of it.

II. Analysis

The program has a well-established process for students to register and matriculate through the study program. Students seem satisfied with teaching faculty and the support they get throughout their studies. Despite the existence of a practicum course students can only develop two micro-teaching courses thus they are not exposed much into practice field work during their studies.

The thesis is part of the curriculum giving the students the opportunity to develop their research interests and skills.

III. Conclusions

All procedures concerning students' admission, progression, recognition, and certification are based on the institutional study regulations. The ECTS system is applied across the study program and the diploma supplement is issued in Greek and English for all graduates.

Panel Judgement

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

Panel Recommendations

Overall, the program provides its students with all necessary tools to complete their studies. Small cohort of students does create some difficulties especially with the presence of two specialisations thus an increase in student's cohorts would be beneficial for both students and faculty.

The panel of experts recommends increase in number of students accepted in the Postgraduate Program for the benefit of students and faculty as it will provide more interaction especially now that the program has two specialisations. Additionally, the panel recommends to the Program, the strengthening of concepts such as interdisciplinarity which is linked with the courses included in this specialization (B, see Principle 2).

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

As far as the procedures of employment, opening of positions and assurance of faculty promotion the panel has no comments as these procedures are governed centrally by the Ministry of Education and the Administration of the University in relation with the Department. Staff did express their wish for personal development (i.e. conferences, publication, further training) however the lack of funding does not make it possible.

Teaching faculty has the expertise and the knowledge to teach in this particular program and new faculty has joined the program. The scientific background of the teaching faculty reflects the interdisciplinarity of this program. As far as publications of faculty and citations indexes are at a satisfactory level.

II. Analysis

The panel of experts analysed all documents submitted on file, including the updated documents and presentations during the visit and took into consideration the discussions

with staff about the processes of staff recruitment, workload, and the supporting system in place for the advancement of the scientific work of the academic staff. It also took into consideration discussion with students, graduates, employers, and other stakeholders regarding the link between teaching and research. The UoI provides to some extent its staff a supportive environment that promotes the advancement of their scientific work.

Not sufficient external or internal funding has been noted in order to support further advancement of its faculty

III. Conclusions

It has been noted that there is a sufficient and well recruited staff to support the Master of Educational Sciences. To this program's strengths is the fact that the teaching faculty acknowledges weaknesses of the program, and they are willing to move forward using this process as a tool to move forward.

Panel Judgement

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

Panel Recommendations

- The panel recommends the insertion of fees in this program in order to provide the opportunity to its faculty to expand collaborations with institutions abroad, to attend and present their work in conferences in order to demonstrate their work abroad.
- The program is recommended to be more extrovert and strengthen its links with other institutions. It is also advisable (see Principle 2) to reflect the interdisciplinarity amongst its faculty to its academic path.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Provision of Facilities for the Teaching and Learning Environment

The basic infrastructures that host the program's research and educational activities respond functionally to the needs of postgraduate students. More specifically the program has a total of two laboratories, a seminar hall, three lecture halls, and one auditorium, which are fully equipped. Additionally, the program grants free access to the Central Library (<http://www.lib.uoi.gr>) of the University of Ioannina and to a wide range of electronic and printed resources. Moreover, students have access to the Postgraduate Office, where they can

use computers and have access to an internet connection. Students and alumni have reported easy accessibility to the digital library, databases, and IT infrastructure.

Range of Support Services

The Program offers support services designed to the different needs of its students. Each service addresses specific aspects of student requirements, including student accommodation, boarding, healthcare and psychological support, accessibility and social support for students that face medical or social problems with services like (<https://socialsupport.unit.uoi.gr/>), information about scholarships, career and academic guidance with the aid of an Academic advisor and collaboration with relevant departments like DASTA and other university's activities about cultural groups and events. Both students and alumni reported that they were thoroughly informed about these services, when they have joined in their programs.

Awareness and Accessibility of Services

Academic staff, students, and alumni agree that the services are generally user-friendly and easily accessible. Administrative staff, after the registration of the students assists them in order to get access to a wide range of services like https://my_password.uoi.gr, <https://eudoxus.gr>, also assist with technical issues through email or telephone.

Administrative Staff for Support Services

Administrative staff is the main pillar of the administrative support for the students, dealing with bureaucratic, operational, or organizational issues of the Program. Furthermore, it's worth noting that the Program's administrative branches provide through ([students webhttps://classweb.uoi.gr/](https://classweb.uoi.gr/)) easy accessibility to a variety of services in order to assist its students' academic needs. Administrative staff is also responsible for the coordination of the academic staff, for the maintenance of records, for providing administrative assistance and for the implementation of the decisions by the Board.

The ERASMUS+ Office

The ERASMUS+ Office provides the opportunity to students of the Program to participate in a program through the department of international affairs of the University of Ioannina. For the time being there were no foreign students in the program or students that participate to an Erasmus program.

Educational Platforms and Videoconferencing

The Program fully utilizes the Asynchronous Platform for Distance Learning of the University of Ioannina (<http://ecourse.uoi.gr/>) in order to achieve the collaboration among students and faculty. Furthermore, through this platform academics provide postgraduate students with additional educational material, assign tasks, design and implement assessment activities. Moreover, in this platform students have the ability to interact and communicate with each other. Additionally, students and alumni have described as effortless the experience of using these services.

II. Analysis of Judgement

EEAP members have examined carefully these findings and accentuated Program's commitment on providing crucial supporting services to its students. The wide range of support services indicates the Program's dedication to its student further evolution and development. Furthermore, the focus on the optimization and enhancement of the available electronic and printed resources lines up with current and future educational needs, simplifying and grant access to fundamental material and knowledge significant for academic evolution.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

The EEAP suggests that a tuition utilization plan would offer transparency in financial matters related to student support.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Data Collection Procedures

The Program has laid the foundations of solidly built procedures for the systematic collection of data regarding various aspects of its academic unit. These procedures incorporate information about the teaching methods and skills, the content, the difficulty and the usefulness of the available courses, the students' satisfaction with their program, the students' further progression, employability, the career development of graduates.

Information Systems and Collection Methods

The Program employs a combination of information systems for the collection, process and data management and two methods to collect data by evaluation questionnaires and

collaboration with relevant departments like MODIP and OPESP. The results are being analysed and are processed by MODIP. The Program employs a data-driven approach to gather accurate and up-to-date information.

Student Satisfaction Surveys

Regular student satisfaction surveys by evaluation questionnaires are an essential element of the Program's data collection efforts. These questionnaires provide valuable aspects of students' experiences, concerns, and suggestions for improvement. Furthermore, the data are presented and are easily accessible to both the academic staff and the students.

II. Analysis of Judgement

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

III. Conclusions

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

In closing, the Program displays a robust commitment to a data-driven model and with constant improvement in data collection procedures grant to the Program's goal on providing a great educational experience to its students.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Availability of Key Information

The key information about the academic unit and the Postgraduate Program (PSP) is indeed available online. This includes details about the program's structure, mode of attendance, assessment criteria, the degree awarded, and the CVs of teaching staff. Information are mainly provided in Greek.

Dedicated Website Segment

There is a dedicated section on the Program's website that serves the purpose of promoting the Postgraduate Program (PSP). This segment is designed to provide comprehensive information to prospective students and other interested parties.

Availability of Course Outlines

All course outlines for the PSP are accessible online. These outlines offer a detailed overview of the program's curriculum, including course descriptions, learning objectives, and assessment methods. They are a valuable resource for both current and prospective students.

Policy for Quality Assurance

The Program's Policy for Quality Assurance is accessible online via the PSP website. This policy outlines the strategies and measures in place to ensure the program's quality and effectiveness. MODIP is the quality assurance unit within the Program. It was founded as part of the continuous evaluation of the educational and research activities, as well as the functioning and performance of the institution. Its purpose is to guarantee and enhance the quality of these aspects, in alignment with global standards and the principles outlined by the Authority for Quality Assurance and Accreditation in Higher Education (ADIP). The role of MODIP extends to providing advice to the university's administration and coordinating efforts

to establish policies and procedures that promote Quality Assurance and efficient Evaluation, all in accordance with the existing institutional framework.

Clarity and Accessibility of Information

The information published on the PSP website is generally up-to-date, clear, and easily accessible. This accessibility is crucial for prospective students who rely on accurate and current information to make informed decisions about their academic pursuits.

II. Analysis

While key information is available online, there might be room for improvement regarding the provision of this information in multiple languages. Offering content in additional languages can enhance accessibility and attract a more diverse pool of international students. However, English as the primary language of instruction is commonly accepted in higher education.

The presence of a dedicated website segment for promoting the PSP demonstrates a commitment to transparency and communication. This is essential for attracting potential students and providing them with a comprehensive understanding of the program's offerings.

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

The accessibility of the academic unit's Policy for Quality Assurance on the PSP website underscores a commitment to maintaining high educational standards. This transparency helps build trust among students and stakeholders, demonstrating a dedication to program quality.

III. Conclusions

In conclusion, the Program responsible for the Postgraduate Program (PSP) has made commendable efforts to make key information readily available online. The presence of a dedicated website segment for program promotion, complete course outlines, and accessible policies for quality assurance is indicative of a commitment to transparency and accountability.

To further enhance the program's accessibility, the Program may consider expanding the availability of information in multiple languages, particularly for the benefit of international students. Additionally, maintaining the up-to-date nature of all online content is crucial to ensure that the information remains accurate and relevant.

Overall, the Program's efforts in providing clear, comprehensive, and accessible online information contribute positively to the program's reputation and appeal to prospective students.

Panel Judgement

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

Panel Recommendations

None.

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

The PSP Education Sciences examines, revises, and updates the syllabus of courses based on the evaluation of students and the observations of the standing committee of its director. Special account is also taken in the development of modern scientific findings education policy and intercultural education. The internal evaluation of courses and teaching staff is implemented in accordance with the Objectives of the PSP and the Internal System of Quality Assurance of the University of Ioannina.

II. Analysis of judgement

The internal review of the Department indicates that there is an effort to revisit the program and modernize it to reflect current scientific trends while adjusting it to address the realistic abilities of the program, the issues of the background levels of the students, and changing societal needs. In this context, in spring 2021, the Internal Regulation of the department has been amended in order to include new directions and courses that meet its modern needs. The two new directions of the program, which replaced the old ones, accepted the first students in academic year 2021-22 and they do not yet have graduates.

The most recent review has identified a set of strengths and weaknesses of the Department along with a list of suggested actions. The strengths include the infrastructure adequacy, the partnerships with key local and regional actors, the faculty efforts in delivering the educational component of the program, the faculty initiatives for revising the curriculum, and ability of faculty to adjust to new teaching forms, the participation of students in research activities of the Department. The weaknesses include the high teaching load with impact on research production, the inadequate maintenance of facilities due to underfunding, the Insufficient funding for internationalization of research. The possible actions include a systematic effort to hire new faculty, greater emphasis in monitoring student progress, the adding of fees. There is a need for systematic and continuous review of the study program to ensure that the Department respond to the challenges at hand and identifies actionable paths to ensure that it develops its identity.

III. Conclusions

All improvements to the program are decided by the Assembly of the Department where the question is suggested by the director of the PSP, who presents in detail the results of the Internal Evaluation and the proposals of both the Coordinating Committee and the teaching staff. The Department should consider the development of a survey of its graduates to obtain a program evaluation and identify potential areas of improvement. This would provide an opportunity to students to reflect on their knowledge gained and identify potential areas of changes.

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

The EEAP recommends a systematic effort to hire new faculty and add fees. There is a need for systematic and continuous review of the study program to ensure that the Department respond to the challenges at hand and identifies actionable paths to ensure that it develops its identity.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

This is the first external evaluation that is conducted for the Program. As such there are no prior recommendations to be followed. The Program has a process for reviewing the findings and recommendations of such external evaluations. The OMEA after analysing the recommendations of the external evaluation report, will propose actions to implement the recommendations and improvement of the PSP Special Education, in order to discuss and approve them by the competent bodies of the Department. Then the above (the recommendations and the corresponding actions) will be incorporated into the annual action plan of the Department.

II. Analysis

The EEAP reviewed all available documents and the website of the Program and conducted online interviews with the Head of the Program and the teaching staff. The EEAP found that the Program has undertaken a multidimensional activity in developing a new curriculum. The Program has also provided information to the EEAP about its activities, including the postgraduate program, the intended learning outcomes, the degree awarded, the teaching, learning and assessment procedures used and the learning opportunities available to their students.

III. Conclusions

This is the first external evaluation of the Program, so there is no track record of prior recommendations. The discussions with the faculty indicated that they understand and value the importance of such external reviews, are receptive to recommendations to improve their Program and showed an attitude of addressing such suggestions.

Panel Judgement

Principle 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

- Selection of Students
- Research emphasis
- Regular communication, forums, direct cooperation, and guidance to the students from the professors.

II. Areas of Weakness

- Internationalisation of the programme
- The structure of the programme

III. Recommendations for Follow-up Actions

- Fees to be added to the programme.
- Number of admitted students can be increased.
- All syllabi must be updated with up-to-date bibliographic references.
- Structure of the programme to be improved
- Practicum to be added to the programme

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **1 and 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

1. **Professor Panayiotis Angelides (Chair)**
University of Nicosia, Nicosia, Cyprus
2. **Assoc Prof. Georgia (Gina) Ioannitou-Valavanidou**
Le Mans Université, Le Mans, France
3. **Professor Christos Panagiotopoulos**
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4. **Mr Konstantinos Boumpourekas, PhD Candidate**
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