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Accreditation Report

for the Postgraduate Study Programme of:

Cultural Management, Communication and Media

Department: Communication, Media and Culture

**Institution: Panteion University of Social and Political
Sciences**

Date: 6 July 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Communication, Media and Cultural Management** of the **Panteion University of Social and Political Sciences** 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 Postgraduate Study Programme of **Communication, Media and Cultural Management** of the **Panteion University of Social and Political Sciences** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Dimitris Michailakis (Chair)**
University of Linköping, Linköping, Sweden
- 2. Prof. Leonidas Kyriakides**
University of Cyprus, Cyprus
- 3. Prof. Assoc. Stelios Stylianou**
Cyprus University of Technology, Cyprus
- 4. Prof. Assoc. Victor Roudometof**
University of Cyprus, Cyprus
- 5. Mr. Konstantinos Vagiatis PhD Candidate**
Department of Sociology, University of the Aegean, Greece

II. Review Procedure and Documentation

On Monday, 01/07/2024, the following virtual meetings took place:

Meeting with the Directors of the two PSP, the Head of the Department, MODIP staff, Steering Committees/ OMEA members

EEAP

Director of the PSP (1) "Social and Cultural Anthropology"

Director of the PSP (2) "Communication, Media and Cultural Management"

Head of the Department

Head of MODIP, MODIP members and staff

Steering Committee/OMEA members

Participants of PSP (1) Social and Cultural Anthropology

Participants of PSP (2) Communication, Media and Cultural Management

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

An online tour of virtual classrooms, online platforms, and other facilities related to the Programme. The online tour was followed by a discussion about the facilities in which teaching and administrative staff participated.

On Wednesday, 03/07/2024, the following virtual meetings took place:

Meeting with the teaching staff of the PSP2

EEAP, teaching staff members of the PSP2 "Communication, Media and Cultural Management"

Meeting with students of the PSP2

EEAP, students of the PSP2

Meeting with PSP2 graduates

EEAP, PSP2 graduates

Meeting with employers, social partners of the PSP2

EEAP, employers/social partners of the PSP2

On Wednesday, 03/07/2024, the following virtual meetings took place:

Meeting with the teaching staff of the PSP2

EEAP, teaching staff of the PSP2

Teaching staff members of the PSP "Communication, Media and Cultural Management"

Meeting with students of the PSP2

EEAP, students of the PSP2

Students of the PSP “Communication, Media and Cultural Management”

Meeting with PSP2 graduates

EEAP, PSP2 graduates

Graduates of the PSP “Communication, Media and Cultural Management”

Meeting with employers, social partners of the PSP2

Meeting with employers, social partners of the PSP2, EEAP

Closure meeting with the Director of the PSP2, the Head of the Department, MODIP staff, PSP2 Steering Committee/ OMEA members

EEAP, Employers and social partners of the PSP “Communication, Media and Cultural Management”, Director of the PSP2, Head of the Department, MODIP staff, PSP2 Steering Committee/ OMEA members, MODIP staff

During the above virtual meetings, the Panel had the opportunity to meet, talk, and interact with all participants in all meetings. All participants were encouraged to express their views and they did so. It is worth pointing out that the students were especially encouraged to talk freely about their overall learning experience. They welcomed the opportunity to talk to the Panel and to voice their views. The discussions were very constructive, fruitful and were conducted in a cooperative manner and attitude. All meetings included presentations, discussions, and question and answer sessions. During the last meeting, some clarifications were provided, and the Panel made an informal presentation of some initial key findings.

The internal evaluation report and other extensive material were made available to the Panel electronically in advance through HAHE. More information and material were made available during the meetings. The Department worked diligently in preparing the internal evaluation report and other relevant materials, as well as in organizing and hosting the virtual meetings. It is the feeling of the Panel that the Department has performed an excellent job throughout the internal evaluation process and the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. The Panel wishes to express its thanks and appreciation to the Department and the University administration for their co-operation and professionalism.

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

III. Postgraduate Study Programme Profile

The Department of Communication, Media and Culture of Panteion University has offered a Master's Studies Programme in "Cultural Management" since the academic year 2002-2003. In 2014 the reformed MSc "Communication, Media and Cultural Management" was approved (FEK 2319/28.8.2014). During the academic year 2015-2016 the Programme was relaunched as "Communication, Media and Cultural Management" and offered three tracks (degree pathways). The two new directions welcomed students in the academic year 2015-2016. In the academic year 2018-2019, the Programme was renamed "Cultural Management, Communication and Media" and offers the following three tracks:

1. Cultural Management
2. Information Society, Media and Technology
3. Communication and Media Rhetoric (suspended since 2020-21 due to the retirement of the four faculty members with a relevant subject)

The Programme is managed by a five-member Steering Committee, which consists of faculty members of the Department who have undertaken postgraduate work and are elected by the Assembly of the Department for a two-year term of office. The Committee is responsible for monitoring and coordinating the operation of the Programme. Two of the members of the Committee are appointed as Director and Deputy Director.

Regarding the categories of graduates admitted to the Programme, these include those who have graduated from national universities or from recognized peer institutions abroad, as well as graduates of Departments of Technological Educational Institutions (TEI) in relevant subjects. The number of students admitted each year is determined by the General Assembly. The maximum number admitted are twenty (20) students per direction. The maximum number of postgraduate students per lecturer in the PSP is six (6). The maximum number of postgraduate students in relation to the number of undergraduate students is 1/20. The ratio 1/20 is deemed optimal in order to ensure the quality of all courses of study in the Department. Sixteen faculty members of the department and one faculty member of another Department of Panteion University teach in the PSP. The average number of applications for the years 2015 to 2022 is 170 per year. There is no doubt that this is a popular program, attracting students with different academic backgrounds.

The duration of studies is three academic semesters; two semesters of teaching and one semester dedicated to research and writing the master's Thesis. Students need to complete six (6) courses in total in two semesters, including a compulsory research methodology course. Attendance of classes and participation in laboratory and other activities is compulsory. Exceeding 3 absences per course constitutes a failure in the course. Each student shall submit, no later than the end of the spring semester and on a date to be determined by the Coordinating Committee, a written proposal for a Thesis in collaboration with a faculty member who is proposed as supervisor. The topic of the thesis shall be approved by the Coordinating Committee and shall be of a specialized and original nature to allow for the preparation of a research paper of approximately 20 000 words demonstrating that the student has sufficient knowledge and critical understanding of the issues in the research area to which the thesis relates. The total ECTS required for the completion of the diploma is ninety (90), of which thirty (30) credits per semester, and thirty (30) for the Thesis. The maximum allowed duration is four academic semesters. The thirty (30) credits per semester are valued at approximately 750 hours of workload. Students are assessed by means of exercises, oral presentations and written assignments or examinations. If a student fails in one - and only one - course, he/she is given the opportunity to be re-examined one - and only one - more time.

The programme has no tuition fees.

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 Quality Assurance (QA) Policy of the Postgraduate Study Programme (PSP) of Communication, Media and Cultural Management aligns with the quality policy and procedures of the Panteion University of Social and Political Sciences. Specifically, the PSP is

committed to maintaining and improving the quality, while ensuring that it operates in accordance with the rules governing the School of International Studies Communication & Culture at Panteion University.

The Quality Assurance Policy (see Annex 2) aims to enhance the academic profile and orientation of the programme and support its purpose *to equip the students with the necessary theoretical and methodological knowledge that will enable them to recognize, understand and interpret issues surrounding media, communication, and culture*. In particular, the central aim of the PSP is to offer graduates the knowledge and skills necessary to respond immediately to labour market demands in the field of Social Sciences, either as researchers or as executives in the public, private and social sectors. At the same time, the systematic development of knowledge and skills in a collaborative framework that places great emphasis on academic ethics and on the importance of knowledge are necessary resources for ascension initiatives and responsibilities within the wider civil society.

Additionally, in terms of quality goal setting, the PSP aims at:

- a. the upgrading educational work and improvement of students' performances,
- b. the support of its international dimension of educational and research work and
- c. the upgrading of research activity.

For the implementation of the Quality Assurance Policy of the PSP, the Department is committed to implementing quality actions and procedures through which the following are ensured:

- *The appropriateness of the structure and organization of the PSP and its continuous renewal, according to European and international standards.* This is ensured through the strict institutional framework of studies, the institutions and the committees, the observance of procedures, the annual edition of Guide and Study Regulations for students, and the establishment of the academic advisor (which are posted on the website of the Department, <https://cmc.panteion.gr/>), as well as through the application of valuation criteria and assessment procedures.
- *The suitability of the qualifications of the teaching staff of the PSP and the evaluation of the effectiveness of their teaching work.* The Department publishes a Study Guide at the beginning of each academic year and the individual regulations on the PSP's website. At the same time, the PSP makes use of the available information and communication technologies in the educational process (e.g., open eClass, Pandimos, online courses). Also, based on the current legislation, the Department selects its faculty members and other teaching staff based on merit criteria to ensure the highest possible quality of studies. The announcement of new positions for the election of faculty members is based on the actual needs of the Department. The effectiveness of the teaching staff members is evaluated on an annual basis, through questionnaires based on reliable and valid criteria. The methods and the assessment criteria for each course are made clearly available to all students at the beginning of each semester.
- *The pursuit of learning outcomes and qualifications in accordance with the European and the National Framework of Higher Education Qualifications level 7.* The PSP offers specialized knowledge in the field of "Cultural Management, Communication and Media". In particular, the purpose of the "Cultural Management" direction of the PSP

is to offer expertise in modern scientific approaches, methods, and applied skills of cultural management. The programme provides a broad set of knowledge and skills, useful in dealing with planning and programming, directing and organization of cultural infrastructure and activities, in the public and private sectors. The purpose of the direction "Information Society, Media and Technology" is to offer the cognitive, theoretical, and methodological tools for understanding, analysing, and creating communication and production content in "physical" and digital media environments and to offer expertise in this area to prepare students for their adaptation to a constantly changing communication landscape.

- *The drafting, implementation, and review of specific annual quality objectives for the improvement of the PSP.* At the beginning of each academic year, the Coordinating Committee, considering the internal evaluation of the previous year and the suggestions of students, sets annual quality goals which are presented to the Assembly of the Department and are communicated to MODIP.
- *The quality of support services (such as administrative services and library).* The PSP utilizes the services of Panteion University, such as access to the library and digital databases, student care, counselling and psychological support, access to the Office of the Student Advocate, cultural and sports activities etc.
- *The efficient utilization of the financial resources of the PSP.* The Department adopts the broader strategy of Panteion University for public and free access to Postgraduate Studies. Consequently, there is no utilization plan of tuition fees. However, the Department participates in research projects (national, European and international) which are implemented through ELKE and offer some possibilities of financial support for equipment and logistical infrastructure or for the participation of students in a salaried position (e.g., academic scholarships).
- *The implementation of the annual internal evaluation and review of the quality assurance system of the PSP with the cooperation of OMEA and MODIP members of the Panteion University.* The OMEA of the Department, in collaboration with MODIP, conducts an annual internal evaluation of the PSP's quality assurance system and prepares a relevant report.

As presented in the Program's documents (see Annexes 2 and 3), the QA Policy for the PSP of Communication, Media and Cultural Management is focused on advancing its purpose, as well as achieving its strategic goals through actions, with the ultimate aim of ensuring its continuous development and improvement. The QA Policy is published and is available on the Department's website (<https://cmc.panteion.gr/en/department/quality-assurance-policy>) in Greek and English. The QA Policy also ensures involvement of stakeholders in evaluation and redesign processes to continuously improve its programmes. This is shown by the active participation of teaching staff, students, and administrative personnel.

Annex 3 presents the two overarching quality goals (i.e., *Excellence in educational work* and *Strengthening the connection of the programme with the labour market*) that the programme has set, covering five main areas:

1. improving the quality of incoming students,
2. increasing student participation in course evaluation,
3. improving the monitoring of progress of graduates,
4. encouraging students to participate in Erasmus+ funded internships, and

5. strengthening the collaborations of the PSP with communication agencies and cultural organizations.

These areas are aligned with the strategic objectives of the Panteion University and are accompanied by specific indicators, actions, responsibilities, and timeframes for implementation. Through a comprehensive overview of the available evidence (i.e., provision of documents, accreditation meetings, students and social partners perspectives, Department and programme websites), it seems that the program is dedicated to continuously updating the curriculum based on scientific standards, improving the teaching quality, and promoting high-quality research. It is also among the main goals of the programme to support graduates in their integration into the labour market with the purpose to develop knowledgeable professionals, as well as to expand the recognition of the program through spreading the academic and teaching work of the faculty members.

II. Analysis

Through a comprehensive overview of the available evidence (i.e., provision of documents, accreditation meetings, students' perspectives, department and programme websites), it seems that the PSP in Communication, Media and Cultural Management is dedicated to providing postgraduate specialization in this field offering students a solid theoretical, methodological, and experiential background that promotes critical thinking and social awareness, as well as the development of skills and knowledge that can be applied to a wide range of career orientations.

In both directions, the PSP cultivates critical thinking and problem-solving skills, which are required in research to develop new knowledge and prepares students to manage complex environments, cultivating their abilities to develop new strategic approaches. The design of the PSP meets the legislation requirements and European/national policies. The PSP is structured based on the European Credit Transfer System (ECTS). The total ECTS required to obtain the degree is 90 (30 ECTS per teaching semester and 30 ECTS for the semester of the thesis). The learning outcomes per course are made clear through the course descriptions in the PSP Study Guide, which is posted in the website of the Department ([https://cmc.panteion.gr/images/Postgraduate/MA Course Guide 2023.pdf](https://cmc.panteion.gr/images/Postgraduate/MA_Course_Guide_2023.pdf)).

The Quality Assurance Policy of the PSP sets the framework of an effective monitoring, evaluation, and improvement of the programme. Based on the analysis of available evidence,

the EEAP recognises strong commitment and dedication from the involved stakeholders to follow accurate quality standards. There are several mechanisms in place to ensure that the PSP is in line with the Department's strategic goals and subjected to regular evaluations and assessments. Ongoing monitoring fosters excellence in teaching and responsiveness to labour market needs and assists students in acquiring advanced education with a focus on specialization, research abilities, and critical thinking. Moreover, the program demonstrates cautious financial resource management. The Quality Assurance Policy is well communicated and available online to review.

Based on the evidence, the EEAP recognises that effective mechanisms are in place and the faculty is dedicated to complying with high standards. The PSP's quality assurance system prominently adheres to the *data-driven outcomes* model across operations. The programme sets nine quality goals that adhere to evaluation based on key performance indicators and specific accountability measures. This approach applies the quality assurance process to promote teaching quality, improve recognition and visibility, enhance student welfare, and develop links with external stakeholders.

III. Conclusions

As evaluated by the EEAP, the quality assurance system prominently adheres to data-driven outcomes and promotes continuous improvement of the programme in all aspects. A minor recommendation to further strengthen the feasibility and sustainability of the programme, deals with systematically collecting data from graduates, social partners, and employers. This information would provide help to better understand the extent to which the programme responds to the labour market needs and develop closer collaborations with public and private educational institutions (e.g., organisation of events and information fairs). In conclusion, this Quality Assurance Policy underscores the department's dedication to providing high quality tertiary education to students that would be employed in the education sector.

For these reasons, the quality assurance policy and quality goal setting are deemed fully compliant to achieving excellence within the PSP of Communication, Media and Cultural Management, while demonstrating continuous dedication to improvement through well-established quality assurance processes.

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

Systematic collection of data from graduates, social partners, and employers to strengthen the feasibility and sustainability of the programme.

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 Program was launched in 2001 under the title "Cultural Politics, Administration and Communication" and was amended in 2006 under the title "Cultural Management". In 2014, it was reformed and given the title "Communication, Media and Cultural Management", with three directions ("Cultural Management", "New Media and Journalism" and "Media Communication and Rhetoric"). In 2018, the Program was renamed to "Cultural Management, Communication and Media" and now offers two directions: "Cultural Management" and "Information Society, Media and Technology" (a third direction, titled "Media Communication and Rhetoric" has been suspended since the 2020-21 academic year). Since 2018, the Program has been enriched and adapted to developments in science, society and the labour market.

Program designing and the application of further changes follow formal procedures set by the University. Following proposals by the faculty, recommendations on the content of the Program are first drafted by a Departmental Coordinating Committee and then submitted for approval at the Departmental General Assembly.

The direction "Cultural Management" is oriented toward offering specialization in contemporary scientific approaches and methods and skills of cultural management, broadly understood. The direction "Information Society, Media and Technology" is oriented towards offering theoretical and methodological training and a deeper understanding of communication and content production in both offline and online environments.

Practical training is not a requirement for graduation; nevertheless, students can participate in Erasmus Placement, which enables them to work for three to six months at an institution in an EU country.

A Media Lab, established in 1999 serves educational and research needs in the field of Mass Media, New Technologies and Culture.

II. Analysis

The purpose of the Program and the content of the two directions are worthwhile in academic terms. The Program aims, with good prospects, at contributing to the improvement of contemporary Greek and European society. The learning outcomes of the Program are in line with the European and National Qualifications Framework (EQF, NQF) and the Dublin Descriptors for level 7. The learning outcomes of each course are described in detail in the Study Guide.

The total ECTS required for graduation is 90, of which 30 are allocated to the master's thesis. While this design (60 ECTS taught courses, 30 ECTS thesis) is common, a concern emerges from the fact that graduation is achieved with a total of only six taught courses. Students can enrol in one additional course in the "other" direction of the Program or in other post-graduate study

programs in related fields, but the tight structure of the Program hardly allows the activation of this option.

The duration of the Program is three semesters of full-time study. Student workload is 30 ECTS per semester. There is no possibility for part-time study (the study guide allows for a maximum of four semesters, albeit as a deviation). This seems to make the successful completion of the Program reasonably possible for students who can afford to spend 40-50 hours per week for their participation in the Program and borderline possible, if possible at all, for students who can only spend significantly fewer hours per week. Since the majority of the students have full- or part-time jobs, this may have a negative effect on the degree of achievement of the Program's learning outcomes.

The two directions share a common research methods requirement ("Research methodology in culture and cultural studies" in the "Cultural Management" direction, "Methodological approaches to media and communication" in the "Information Society, Media and Technology" direction). The "Cultural Management" direction also requires students to take one more mandatory course ("Economy of culture"). Other than the common requirement in research methodology, the two directions do not have much in common in terms of content: The course list in the study guide for the "Cultural Management" direction includes the courses "Organization and administration of cultural organizations", "Cinema", "Visual culture", "Human resource management", "Cultural marketing and communication", "Sociology of culture" and "Economy of culture", while the course list in the "Information Society, Media and Technology" direction includes the courses "Content production and Media companies", "Management and marketing", "Media and digital apps: Design as a tool of communication", "Leadership and entrepreneurship in journalism", "Public policies and communication", "Introduction to Data practices", "Identity in Cyberspace: social media and activism" and "Contemporary Media landscape and Media archaeology".

Regarding practical training, some students participate in programs on a voluntary basis. The stakeholders' appraisals were all very positive. At the same time, according to the Panel's judgment, but also based on the discussions with students and graduates during the evaluation meetings, a more structured work experience program is lacking.

III. Conclusions

The Panel believes that the Program is well-designed and that its content and teaching and learning approaches correspond well to the stated learning outcomes. Of particular importance with respect to teaching and learning is the interactivity element, which was emphasized by students and graduates—some of them contrasted their learning experience with that in other universities, in favour of Panteion. Communication with faculty was also stressed as an advantage of the Program. The Panel applauds the strong commitment of the faculty to the Program. The Panel believes that the Program can be further improved in terms of content and structure (see recommendations).

Panel Judgement

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

Panel Recommendations

The committee encourages the Department to consider extending the default maximum duration of the Program to four semesters and/or offering the option of part-time study. One extra semester could be used to complete the thesis (which can still start in the third semester) or for enrolment in more courses (see next).

Extending the duration of the Program to four semesters without increasing the total ECTS required for graduation will allow students to take up to three additional courses. This will work toward a richer and broader educational experience at the postgraduate level.

In the same spirit, the Panel wishes to encourage the Department to consider reducing the ECTS load of the existing courses. One option could be to allocate 7.5 ECTS to all courses, allowing for at least two more courses to be required for graduation (without increasing the total ECTS required for graduation and without reducing the thesis ECTS). This recommendation follows from another concern, namely the correspondence between theoretical and actual student workload. The Department should consider running a rigorous monitoring of student work hours for one or two semesters, to have a more valid estimate of each course's and each activity's worth. Even though the faculty has assured the Panel that students spend many hours per week to live up to the expectations of the Program, and, even though the students and graduates themselves said that they are working hard, a more objective measure will be helpful.

A mandatory course of 5 or 7.5 ECTS can be added in the third semester, in the form of a seminar/workshop on thinking and writing for the social sciences—it can be conceived as a thesis writing course. The course could include the participation of PhD students.

The Panel also encourages the Department to consider the inclusion of a structured practicum as part of the Program, not necessarily compulsory, but somehow structured so that all students are offered more opportunities.

Finally, without discounting the added administrative burden, the Panel believes that the Department could consider upgrading the two directions to two different master's programs. This recommendation follows from the observation that the two directions do not have much in common in terms of content. The common courses could be retained.

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 EEAP, after reviewing submitted evidence and after conducting interviews with staff members and students, affirmed that the PSP fulfils the necessary conditions associated with the relevant principle.

Notably, the teaching faculty employs diverse student-centred teaching methodologies, encouraging participatory discussions, questioning, and idea exchanges during lectures. Emphasis is placed on cultivating horizontal skills through group work, participation in projects, and personalised learning that takes into account the specific cognitive needs and abilities of each student. Students are thus encouraged to develop critical thinking and engage in reflective processes. Communication with instructors is described as straightforward, with prompt email responses and availability beyond regular office hours. Students value the personal relationships with faculty members and express a need for more research opportunities and interaction with the professional field through on-site visits.

A variety of formal techniques is employed for evaluation and assessment. Throughout the course of the student interviews, it was emphasised that students receive ongoing monitoring and feedback, which enables them to enhance their performance. The course syllabi contain information regarding the grade distribution and assessment procedures, which are published in advance.

The educational process is evaluated through the completion of questionnaires by students each academic semester. The technique ensures anonymity, and since the system only generates average statistics for each question, it is impossible to identify any student. Students are encouraged and supported to take an active role in the teaching and assessment process.

The PSP Committee has established regulations for managing student complaints and appeals, using a dedicated committee to address concerns and build confidence within the academic community. This proactive approach aims to ensure accountability and legitimacy. Regarding Academic Advisors, the department has established relevant regulations.

II. Analysis

The PSP is committed to the principles of student-centred learning, teaching, and assessment. The findings underscore the importance of active student engagement in the learning process, where students are encouraged to take an active role rather than being passive recipients of

information. This active involvement empowers students to construct their own understanding, pose questions, engage in meaningful discussions, and collaborate with peers. Furthermore, the PSP recognizes the significance of assessment methods that align with the student-centred approach, acknowledging that traditional methods may not adequately capture the depth of understanding and critical thinking associated with active learning. The assessment strategies go beyond measuring factual knowledge to evaluate the ability to analyse, synthesize, and apply concepts in complex and practical scenarios, aligning with the comprehensive educational goals of a student-centred approach. The student feedback survey aligns with the principles of student-centred learning by valuing the perspectives of students and actively involving them in shaping their educational experiences. Additionally, the PSP has established a well-organized process for handling student appeals through defined regulations.

III. Conclusions

The EEAP observed that the PSP prioritizes the significance of student-centred learning and teaching. Steps are being considered to improve student participation in the course evaluation. Additionally, the PSP fosters and encourages mutual respect between students and the faculty and staff.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 4: STUDENT 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 Committee has received the required documentation (inclusive of study guide & regulations) that the Department makes available to incoming and continuing students. The documents address in detail admission requirements, duration of the MA programme, thesis guidelines, course descriptions & students' duties. The information covers the steps students need to take from their entering the MA up until graduation. There is a very detailed formalized system of screening and selecting incoming students that is quite different from that in other universities. The system should deliver highly quality students.

II. Analysis

The postgraduate program's study guide and related regulations provide a comprehensive framework addressing faculty's and students' rights and obligations. The ECTS system has been implemented throughout the program. The program's duration (1.5 yrs., 90 ECTS) offers time and opportunity to dwell in-depth into the topics covered by the program. The Thesis follows the completion of coursework. There is no universal provision for practical training. Students

can explore this option on an individual basis. Students take advantage of mobility opportunities through the Erasmus+ program. The implementation of a recently concluded Erasmus agreement with Lyon should partly help improve the situation.

During interviews, students commented on the absence of a formalized system for technical training. Implementation of such a system might be useful in meeting students' needs. The diploma supplement is issued in English and Greek enabling graduates of the MA program to submit it abroad if needed.

III. Conclusions

The program has successfully developed and implemented an overall regulatory framework that addresses the entire duration of post-graduate studies. The program should be praised for not succumbing to the popular practice of watering down the MA coursework and requirement to a single year. Based on the material delivered as well as the information orally conveyed to the Committee, there is sufficient evidence that the Department has enacted and adheres to detailed regulations for both students and faculty.

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

During the virtual meeting, the EEAP discussed with members of the teaching staff professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes as well as workload issues and teaching staff's involvement in research projects and areas of further improvement. All members of the teaching staff of the PSP of Communication, Media and Cultural Management were willing to share with the EEAP all the documents and information that could make their work visible and they have presented and explained their vision for the programme.

The teaching staff recruitment procedures are aligned with the current national law and regulations of Panteion University. The selection of staff is conducted considering the subject areas of expertise, previous academic work, teaching experience, publications, and participation in conferences and research projects. It is noted that the Department systematically seeks to attract high-quality academic staff members mainly through invitations to participate in postgraduate programs, in scientific conferences, as well as through ERASMUS, Fulbright etc. Special emphasis is placed on the development of research

partnerships with universities and research institutes through the Erasmus+ European Exchange Program or the signing of special cooperation protocols, as has already been done with Columbia University which provides for collaboration of the academic staff in areas of research and education (i.e., joint research programs, organization of lectures, conferences, workshops, mutual participation in thesis committees, exchange of information, teaching materials and scientific publications).

The documentation (Annex 7 and Annex 16) includes a list of the teaching staff with their name, position, subject areas, as well as a citation report (from Google Scholar). The PSP's faculty members are 14 in total. There is also one EDIP member, two ESPA members and one Post-Doctoral researcher. The weekly teaching load ranges from 6 to 16 hours, as it includes not only the teaching of courses but also the hours for welcoming new students, communication with students and the supervision of semester exercises and theses. The EEAP found that the average weekly teaching load allocated to each teaching member of the PSP is adequate.

Faculty members participate in numerous research programs either as scientific managers or partners. As per the information of Annex 16, seven programs are financed by international funds (Horizon, synergies with European universities, etc.), 10 from national resources (ELIDEK, EDBM etc.) and 13 from private resources (foundations).

In line with the strategy of the Department that emphasizes several research areas (such as innovation and startup entrepreneurship in the field of communication, media and participatory and co-creative journalism) the teaching staff members of the Department are encouraged to participate in international scientific conferences, to enter into international collaborations, to participate in international scientific programmes and to teach as visiting professors in other universities. In this way, they can promote their professional and academic development and strengthen the education-research connection by incorporating innovative teaching methods and the use of new technologies in their courses. It is emphasized that currently the faculty members of PMS participate in numerous European and national research projects, such as GLAMMONS: Resilient, sustainable and participatory practices: Towards the GLAMs of the commons (2022-2025) (Horizon), Risk Journalism and Global Justice Project (Global Risk Journalism Hub) and Management Curriculum for the Digital Era" (Ma.Cu.DE).

It is also worth noting at this point that in the context of the International Mobility of Teachers through the ERASMUS+ programme, the Department has shown particular enthusiasm by concluding agreements with North American countries (USA and Canada), with few South American countries (e.g., Chile), with China, Russia, India and Uganda, enabling faculty members and EDIP members of the Department to move to these countries, to enter into agreements and to enrich the Department with experiences coming from other cultural and educational contexts.

Based on the material presented to EEAP, it is evident that the faculty members of the PSP can establish strong collaborations amongst themselves, and they already have a multidimensional teaching and research activity (see Annexes 7 and 16). Based on the number of their recent publications, and citations (in Google Scholar), they all have an active and notable performance and contribution to their research fields.

II. Analysis

The recruitment process for teaching staff adheres to national laws and regulations and transparent procedures and criteria for the recruitment of properly qualified staff. Professional development opportunities are promoted, and initiatives are supported to encourage scholarly activity to strengthen the link between education and research.

Detailed documentation (see Annexes 7 and 16) includes a list of teaching staff members. It is noted that short bios, contact information and CVs are publicly available on the PSP's website (<https://cmc.panteion.gr/en/academic-staff/faculty-members-teaching-staff>) in both Greek and English. Faculty members exhibit strong research activities, as evidenced by their recent publications and their citation records. This activity underscores the integration of teaching and research and the selection of highly qualified academic staff within the program.

III. Conclusions

The EEAP considers that appropriate actions have been taken to ensure quality in teaching and research of the PSP. The programme adheres to transparent recruitment procedures and criteria to employ highly qualified teaching staff. The program actively promotes professional development opportunities and international scientific collaborations and supports scholarly activities to strengthen the bonds between education and research. With detailed documentation outlining staff composition and workload, coupled with robust research activities exhibited by faculty members, the program underscores its commitment to improvement and contribution to research.

Panel Judgement

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

Panel Recommendations

None

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 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

Students' teaching and learning needs are met through various infrastructure and services provided by the Department. The evidence of this principle is apparent when examining the submitted documents and conducting interviews with faculty members and students.

In terms of building infrastructure, courses are provided in appropriate classrooms equipped with the necessary equipment. However, students pointed out the lack of access to specific software that would contribute to the development of their research skills and the slow speed of the internet. PSP's students have access to libraries with specialized journals and books and electronic databases supporting their studies. This initiative adopts a dual strategy by giving

equal weight to electronic and printed resources, ensuring rapid access to essential information. Moreover, the PSP is supported through the courses' platform, where the students can enter and carry out all their activities, from studying learning material to submitting an assignment or being informed about the results of assessments.

The postgraduate program offers a range of services through the University, such as the Career Office, Erasmus Office, the Student Service Centre, the Gender Equality Committee, the psychological support service and the support office for people with disabilities. Feedback received from students suggests that they are informed about the services.

The administrative services adequately meet the needs of the postgraduate program. Finally, there is no tuition utilization plan as there are no tuition fees.

II. Analysis

Upon careful analysis, the EEAP has examined these findings and underscored the PSP's robust foundation for providing essential support services to its students. The emphasis on electronic resources in the library system aligns with contemporary educational requirements, ensuring swift access to critical information essential for academic success. The comprehensive range of support services underscores the university's commitment to holistic student development. Students and graduates were aware of the support activities and facilities provided by the Department and the program and expressed their satisfaction with the administrative, technological and academic support throughout their studies. The panel did not have the opportunity to visit classes and resources, but they found the information and the online tour in classrooms, lecture halls, libraries, laboratories and other facilities adequate.

III. Conclusions

In summary, the PSP is strongly committed to furnishing students with a variety of services and resources. These include essential tools and facilities, both general and specialized libraries, electronic database access, study spaces, IT and communication services, as well as support and administrative and counselling services. However, efforts to improve and find a solution to issues related to supplying software and internet access are necessary.

Panel Judgement

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

Panel Recommendations

- Improving internet access.
- Supplying educational software.

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

The procedures for collecting and managing information about students, faculty, infrastructures, the functioning of the Program and the organization and quality of teaching are mostly implemented centrally.

The Program has a student register that allows for the collection and processing of information about students and their progress. The Department's Secretariat collects data about teaching and research and reports figures, such as the annual teaching load, overall and by gender, rank and employment status, etc. These figures are sent to the Hellenic Statistical Service. MODIP (the Quality Assurance Unit of the University) collects and analyses evaluation data through the administration of a questionnaire about many parameters of the Program and its functioning, e.g., the content and perceived difficulty of the courses, the degree of achievement of learning outcomes, student motivation, student workload, teaching methods, assessment methods, attendance rates, student satisfaction, the responsiveness of faculty to

the needs of the students, the connection of teaching and research and the availability of learning resources and student support.

Information about faculty's professional career, development, research and teaching work is provided on the APELLA platform and on the Department's website. For the evaluation of the faculty members, students complete a standardized questionnaire for each course at the end of each semester. The data collected through this process are analysed by MODIP for the assessment of the Program concerning its content and effectiveness.

The University has further planned evaluation of the graduate programs by their graduates at the end of their studies.

Information about the Erasmus programs is gathered upon completion of participation, whereby participants evaluate their experience by answering a questionnaire that includes items on all aspects of the programs, e.g., motivation for mobility, degree of satisfaction with respect to teaching and learning at the host institution, course correspondence and satisfaction with accommodation and infrastructures at the host institution. These data are sent to the European Commission which processes them and publishes the results.

In addition, there is a systematic report of OPESP (Integrated Information National Quality System) of HAHE according to prescribed procedures, at institutional, departmental and program levels.

II. Analysis

The collection and management of information regarding teaching and learning (course material and activities, student course evaluations), students and graduates (grades, population, graduation and drop-out rates, duration of studies, satisfaction), academic staff (research activity, conference presentations, publications, citations), administrative staff (performance evaluation surveys), infrastructures and programs of study is predominantly administered centrally and it seems that it functions well. The information is analysed by MODIP, and the conclusions are communicated to the Departmental OMEA (Internal Evaluation Group), which is responsible for making recommendations to the Departmental General Assembly. The information is also made available to HAHE. The software used centrally has been upgraded and information is collected in an effective and timely manner.

III. Conclusions

The central information management system currently serves its purpose and supports the Program quite well.

Panel Judgement

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

Panel Recommendations

No further recommendations.

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 MA program maintains a bilingual section (in both Greek and English) within the Department's website. The Greek version of the website provides detailed and useful information about the Programme, inclusive of the structure of the Programme and the courses offered. In contrast to the information on the Greek version, the information provided in the English version consists solely of the required information. However, it should help exchange students who come to the Department through the Erasmus program. Since the MA program operates in Greek (except for one English-language course), that is not a major issue of concern.

II. Analysis

The MA program fulfils the requirements set forth by the principle under examination. The website offers a general overview of the MA programme. It successfully contributes to the dissemination of the necessary information among a diverse audience (current or prospective students, graduates, and third parties). The bilingual content is welcome and if the number of non-Greek students increases it might be useful for the Department to consider the inclusion of additional information in English.

III. Conclusions

The MA program's relevant website section addresses the requirements. It provides information about the overarching structure of the program and the courses offered.

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 Department has a system of ongoing evaluation of its programs. The responsibility of conducting annual evaluations of the MA program belongs to the OMEA. Subsequently, the Departmental council approves the various programs and their revisions. The process has been shown to work considering the various revisions implemented in the past – as well as ongoing revisions set to be put in place within the coming years. Quality data is obtained through the Department's and the Program's internal evaluation reports, student evaluations, the external evaluation, MODIP indicators, and consultation with committees. There is a process in place that allows recommendations and action plans to materialize.

The MA programme should be considered as striving to follow the discipline's research and offer current state-of-the-art knowledge. Of course, the MA language of instruction is Greek, and the syllabi reflect both the useful inclusion of English language sources as well as relevant

Greek sources (which are not always easy to find). The faculty though do an excellent job of balancing their source material between English and Greek sources.

II. Analysis

Procedures are in place to ensure the continuing efforts of the MA Programme to update it. The process of revision implementation also aims to maintain international standards and to conform with best practices. The Department appears to have an extremely fruitful long-term relationship with its social partners and alumni. These are not always formalized through Memoranda of Understanding between different parties, but the feedback suggests the existence of a cooperative ecosystem that facilitates professional relations and cooperation among them.

III. Conclusions

The processes of ongoing monitoring and evaluation of the post-graduate program are trustworthy and of high quality. The internal quality assurance system operates efficiently in monitoring, updating and promoting the MA program's continuous improvement.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department and the University worked diligently in preparing materials, and presentations and organising and hosting virtual meetings with the Panel. All the meetings included presentations, discussions, and question-and-answer sessions. The Panel had the opportunity to meet, talk, and interact with the participants in all meetings. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

II. Analysis

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders, are aware of the importance of external review, its usefulness and the contribution it can make in improving the Programme. The current external evaluation process showed that the University and the Department are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they pointed out during the meetings, it will help them improve by enabling them to identify problematic areas and find suitable solutions.

III. Conclusions

The panel's impression is that the Department and the University are committed to external evaluation as a vital component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to impact the Programme and contribute to its continuous improvement.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

- The Programme is free of charge; no fees are paid by the students.
- Meritocracy, impartiality, transparency and accountability.
- Excellent collegial atmosphere in the Department.
- High quality of faculty.
- Accessibility of faculty by the students which is instrumental in sharing experiences and getting feedback.
- Departmental strategy encouraging and ensuring that students complete the Programme on time.
- Positive attitude toward the internal and external review process.
- Information management systems provide the necessary tools for the programme.
- Dissemination of information via the websites offers adequate public visibility to the programme.

II. Areas of Weakness

- Limited sources to support research, which is in line with the broader need to address the general systemic problem of an inadequately funded public university system.

III. Recommendations for Follow-up Actions

- Collect data from graduates, social partners, and employers to strengthen the feasibility and sustainability of the programme (see Principle 1).
- Consider extending the default maximum duration of the Program to four semesters and/or offering the option of part-time study (see Principle 2).
- Consider reducing the ECTS load of the existing courses (see Principle 2).
- Include a mandatory course of 5 or 7.5 ECTS in the last semester on thinking and writing for the social sciences—it can be conceived as a thesis writing course (see Principle 2).
- Include a structured practicum as part of the Program (see Principle 2).
- Consider upgrading the two directions to two different master's programs (see Principle 2).
- Improve internet access/speed (see Principle 6).
- Supply educational software (see Principle 6).

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 5, 6, 7, 8, 9, and 10.

The Principles where substantial compliance has been achieved are:

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. Prof. Dimitris Michailakis (Chair)**
University of Linköping, Linköping, Sweden
- 2. Prof. Leonidas Kyriakides**
University of Cyprus, Cyprus
- 3. Prof. Assoc. Stelios Stylianou**
Cyprus University of Technology, Cyprus
- 4. Prof. Assoc. Victor Roudometof**
University of Cyprus, Cyprus
- 5. Mr. Konstantinos Vagiatis PhD Candidate**
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