



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

New Technologies in Environmental Education and Sustainable Development

Department: Environment

Institution: Ionian University

Date: March 2026



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 **New Technologies in
Environmental Education and Sustainable Development** of the **Ionian
University** 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 **New Technologies in Environmental Education and Sustainable Development** of the **Ionian University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. PAVLOSTATHIS SPYROS (Chair)
School of Civil and Environmental Engineering, Georgia Institute of Technology
2. ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)
TU Dortmund University, Germany
3. CONSTANTINOU STAVROS
Department of Geography, College of Arts and Sciences, The Ohio State University
4. KATOPODES NIKOLAOS
University of Michigan
5. Ζυγούρη Ευαγγελία
National and Kapodistrian University of Athens

II. Review Procedure and Documentation

In preparation for the review and assessment of the postgraduate study programme (PSP) New Technologies in Environmental Education and Sustainable Development of the Ionian University, the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, as well as detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices provided by the PSP through the HAHE. All programme evaluation material was submitted to HAHE by the Ionian University in January 2024. At the request of the EEAP, several elements of the programme accreditation proposal and associated appendices were updated by the Ionian University and provided to the EEAP.

The Programme review was conducted via teleconference, organized and coordinated by HAHE and the Ionian University. The schedule and agenda of the review were as stated below.

Monday 09/03/2026

- a) Preliminary private meeting of the EEAP. Discussion of the Department of Environment two PSPs under review; assignment of writing sections of the draft accreditation reports to the EEAP members.
- b) Welcome meeting and an overview of the Department of Environment two PSPs with the Head of the Department Prof. Ch. Karydis and Director of the PSP1 Preservation and Management of Cultural Heritage, the Director of the PSP2 New Technologies in Environmental Education and Sustainable Development Prof. K. Kabassi, the Vice-Rector and President of the University Quality Assurance Unit (QAU/MODIP) Prof. K. Angelakos, the MODIP Committee member Prof. P. Kourouthanassis, the Department Internal Evaluation Group (IEG/OMEA) member Prof. P. Apostolopoulos, the PSP1 Steering Committee members Profs. M. Drakakis and A. Petala, the PSP2 Steering Committee members Profs. A. Giannakouloupoulos and K. Poirazidis, and the MODIP Committee staff Mr. G. Zacharakis: Presentations of the above-mentioned two PSPs history, academic profile, structure, scope, and other futures by the two PSP Directors, as well as discussion of quality standards and goals with the EEAP members.
- c) Meeting with Department administrative staff and teaching staff members: Dr. E. Giani, teaching staff of PSP1; Dr. Ch. Minotou, teaching staff of PSP1 and PSP2; Mr. P. Bourgiezis, Head of the Integrated Distance Learning System; and administrative staff Mrs. A. Duzevic, Mr. A. Botonis, Mr. A. Vainoloulos, and Mr. A. Kleiotis: Video presentations of facilities and discussion of facilities, equipment, learning resources, software availability, etc.
- d) EEAP brief meeting. Discussion of the two programmes under review, impressions of the first day, coordination, and preparation for the remaining review and evaluation process.

Tuesday 10/03/2026

Meetings with PSP1 Preservation and Management of Cultural Heritage teaching staff, current students, graduates, employers, and social partners. Closure meeting with the Department of Environment Head and PSP1 Director, the MODIP President, one MODIP Committee member, one OMEA Committee member, two PSP1 Steering Committee members, and one MODIP staff.

Wednesday 11/03/2026

a) Meeting with PSP2 New Technologies in Environmental Education and Sustainable Development faculty and teaching staff members: Profs. A. Papadopoulou, Department of Audio & Visual Arts; D. Koulougliotis, Department of Environment; I. Etmektsoglou, Department of Music; G. Karris, Department of Environment; V. Gerovasileiou, Department of Environment; A. Martinis, Department of Environment; and D. Panagiotaras, Department of Environment: Discussion of teaching involvement, learning resources and other features of PSP2, faculty professional development, research activities, link between teaching and research, as well as employment potential of PSP2 graduates.

b) Meeting with ten (10) current PSP2 New Technologies in Environmental Education and Sustainable Development students: Discussion of study experience, satisfaction, facilities, student life, possible input in the PSP's development and quality assurance.

c) Meeting with ten (10) PSP2 New Technologies in Environmental Education and Sustainable Development graduates: Mr. D. Zougras, teacher; Mr. I. Flambouras Nietos, teacher and elementary school Principal; Mr. A. Visvardis, teacher and KEPEA member; Mrs. A. Dalakiari, teacher; Mrs. A. Kefallinou, self-employed; Mr. P. Nouvakis, teacher; Mrs. D. Tsalkitzi, teacher; Mrs. G. Trakala, public servant; Mrs. O. Plyta, teacher; and Mrs. S. Pouli, self-employed: Discussion of current employment, study experience, satisfaction, possible input in the PSP's development and quality assurance, and career path.

d) Meeting and discussion with employers and social partners of PSP2: Mr. P. Aggelopoulos, Regional Director of Education of Ionian Islands; Mr. D. Pothos, Director of Secondary Education in Zakynthos; Mrs. P. Avouri, Director of the Center for Environmental Education and Sustainability, Lithakia, Zakynthos; Mrs. A. Kolokotsa, Member of the National Parks Management Unit of Zakynthos, Ainos and Protected Areas of the Ionian Islands, Organization for Natural Environment & Climate Change (O.F.Y.PE.K.A.); Mrs. K. Michael, Executive Director TerraCypria; Mr. F. Maragkos, Greek Organization for Acoustic Ecology; Mr. D. Peirounakis, President of the Union of Environmental Scientists; Mr. K. Kapodistrias, Deputy Regional Governor; Mrs. Ch. Christodoulou, Head of the Forestry Directorate, Zakynthos; and Mr. N. Machairas, IFOAM.

e) Private debriefing meeting (EEAP members only): Discussion of the outcomes and findings of the PSP2 virtual visit; preparation of oral report.

f) Closure meeting with the Department of Environment Head and PSP1 Director, the PSP2 Director, the MODIP President, one MODIP Committee member, one OMEA Committee member, two PSP1 Steering Committee members, and one MODIP staff: Informal, oral presentation of the EEAP PSP1 key findings, discussion, and clarifications.

Thursday 12/03/2026 to Saturday 14/03/2026

Draft report writing. Review and finalization of the PSP1 and PSP2 draft reports.

Throughout the review and evaluation process, the EEAP was in close communication with the University, the Department, and the PSP2 administration, who provided additional information requested by the EEAP. The EEAP found that the University, Department and PSP2 administration, faculty, technical and administrative staff, students, graduates, and stakeholders interviewed were eager and helpful in our discussions and provided valuable additional information.

III. Postgraduate Study Programme Profile

The postgraduate study programme (PSP) New Technologies in Environmental Education and Sustainable Development was first approved by the Senate of the Ionian University (18th Session/19-05-2020) and published in the Government Gazette (B' 3610/19-8-2020). The formal operation of the PSP began in the academic year 2019-2020 and the first postgraduate students entered during the spring semester of the academic year 2020-2021. Subsequently, after the entry into force of the new legislation on Higher Education (public law 4957/2022), the PSP operation was amended according to which teaching via distance learning was set at 100% (Government Gazette B' 768/15-2-2023). The PSP Internal Regulation of Operation was updated during the winter semester 2023-24 to fully take into account the most recent legislation (Law 4957/2022), and after the approval by the University Postgraduate Studies Committee and the Senate, it was published in the Government Gazette (B'/6957/11-12-2023). The PSP is offered by the Department of Environment in collaboration with the Department of Audio and Visual Arts.

The purpose of the PSP is to provide specialization in the interdisciplinary scientific area at the intersection of the scientific fields of Environment, Education, New and Creative Audiovisual Technologies, and Digital Art. The main objective is the transfer of specialized knowledge and the development of formal and creative skills for the implementation of educational programmes that enhance the dissemination of sustainable development and the sustainable use of natural resources. At the completion of the PSP, the graduates will have developed advanced skills in the analysis, design and implementation of environmental programmes, creative expression and communication in the field of environmental education for the promotion of sustainable development using modern audiovisual representation and application of specialized methods and technologies.

Teaching in the PSP is carried out by 11 faculty members of the Ionian University (8 from the Department of Environment, 2 from the Department of Audio and Visual Arts, 1 from the Department of Music Studies), 1 laboratory teaching staff from the Department of Environment, and 2 external collaborating instructors. Specialized technical staff and administrative staff assist the PSP. Teaching is amplified with guest speakers from academia or the industry.

The Programme has set the maximum number of admitted students at 30 per academic year. The admission criteria and selection process are specified in the PSP Programme Study Guide and in the PSP website (<https://envi.ionio.gr/gr/studies/postgraduate-studies/n-tees/>) The tuition fees for the entire three-semester study cycle are € 2600.

The PSP is a three-semester study resulting in a PSP diploma, level 7 of the European and National Qualifications Framework for Higher Education. The PSP offers a total of 12 courses, of which 8 are compulsory and 4 are elective courses. To obtain the diploma, the student must have successfully completed all coursework (60 ECTS) and completed a diploma thesis (30 ECTS). Instruction is 100% via distance learning, and attendance is mandatory. Practical training is optional without ECTS credits.

Graduates of the PSP New Technologies in Environmental Education and Sustainable Development are prepared for careers in both the private and public sectors of the economy in the field of environmental education and sustainable development. They can seek employment as employees, teaching or research staff in the private sector (e.g., private schools, etc.) and in the public sector (e.g., Ministries, Regions, Municipalities, public schools, national parks, etc.). A number of graduates have continued with doctoral studies. There are strong links to society, which is a key priority of the PSP, the Departments participating in this PSP, and the Institution.

The Department of Environment participates in two interdepartmental postgraduate study programmes at Ionian University and also supports doctoral studies.

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 interdepartmental PSP New Technologies in Environmental Education and Sustainable Development is a collaboration of the Department of Environment and the Department of Audio and Visual Arts. The PSP has in place a formally approved and publicly available Quality Assurance Policy. The PSP accreditation proposal was well written, clearly structured, and thoroughly documented.

The PSP provides continuous improvement through systematic internal evaluation, student and stakeholder feedback, annual reports, and structured review processes coordinated by the institutional Quality Assurance Unit (MODIP). The Quality Assurance Policy is sufficiently communicated to all relevant stakeholders via the departmental website, Study Guide, and institutional platforms. Thus, all concerned are aware of the quality objectives, expected benefits, and the implications of non-compliance with quality requirements.

The academic unit has set clear and measurable quality goals for the PSP. These relate to teaching methods, student satisfaction, achievement of expected learning outcomes, and research activity. These goals fully align with the Institution's and the Departments' strategic priorities and policies.

Quality goals are linked to Key Performance Indicators (KPIs) that are monitored and reviewed annually. KPI results are communicated within the PSP governance structures and inform PSP changes.

The PSP learning outcomes are appropriate for Level 7 of the European and National Qualifications Framework for Higher Education, relative to advanced knowledge, specialized skills, especially in digital technologies, and the ability to address complex problems and professional challenges.

II. Analysis

The PSP operates within a clearly defined and effectively implemented quality assurance framework aligned with the Ionian University quality policy and the European Standards and Guidelines, the primary framework for internal and external quality assurance in the European Higher Education Area. An approved and publicly available Quality Assurance Policy governs the structure, continuous improvement, and responsible financial management.

The Programme Committee, the academic unit (OMEA), and the institutional Quality Assurance Unit (MODIP) have clear roles and responsibilities for quality assurance, ensuring accountability and oversight. Programme improvements are informed and guided by internal evaluations and by monitoring student evaluations and stakeholder feedback. However, the stakeholders' input in the design and continuous development of the PSP has not been documented.

The Quality Assurance Policy and associated procedures are well stated and communicated through the Programme and institutional channels. The PSP learning outcomes align fully with Level 7 of the European National Qualifications Framework for Higher Education.

III. Conclusions

The PSP demonstrates full compliance with Principle 1. A publicly available, well-implemented Quality Assurance Policy aligns with institutional and European Standards and Guidelines, supports effective governance and monitoring of improvements, and provides a framework for continuous quality improvement.

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

R1.1 Strengthen benchmarking by comparing key performance indicators with similar postgraduate programmes to enhance external positioning and promote internationalization further.

R1.2 Document stakeholders' input into the design and continuous development of the PSP.

R1.3 Establish a formal External Advisory Board that includes key stakeholders and meets regularly with PSP faculty and administrators to provide feedback on curriculum, research direction and integration, and overall Programme quality.

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)*

I. Findings

The planning and establishment process for the Interdisciplinary PSP in “New Technologies in Environmental Education and Sustainable Development” commenced during the academic year 2018-19, following the appointment of a committee composed of three faculty members from the Department of Environment, tasked with preparing the relevant proposal dossier. The committee took charge of communicating with relevant stakeholders for drafting the PSP establishment proposal: academic staff of the collaborating Department of Audio and Visual Arts, School of Music and Audiovisual Arts at the Ionian University (based in Corfu), representatives from the academic community at large, potential employers in the field of environment (e.g., the Environmental Education Center), recent graduates and current students in fields related to the environment. In September 2020, the committee of the Department of Environment submitted a complete dossier regarding the establishment of the Interdepartmental PSP, including the following documents: Feasibility Study, detailed Budget, and explanatory text, making the case for the importance of the proposed PSP, the expected learning outcomes and the employment prospects of the graduates, the link between teaching and research, and the qualifications of the teaching staff.

The Postgraduate Studies Committee of the Institute approved the establishment of the Interdepartmental PSP and the Senate of Ionian University gave its final approval for its establishment in May 2020 (Government Gazette B’ 3610). The formal operation of the PSP started during the academic year 2019–20 and the first graduate students enrolled during academic year 2020–21, at which point the programme began its substantive operation. Following the entry into force of new legislation on Higher Education (Law 4957/2022), there were some necessary adjustments to the organization of the PSP, while the Special Interdepartmental Committee was replaced by the Curriculum Committee following proposals from the Assemblies of the two collaborating Departments and ratification by the Senate. In addition, the decision establishing the Interdepartmental PSP was amended to stipulate that instruction would be conducted entirely online (Government Gazette B’ 768/15-02-2023). This decision was taken by the Postgraduate Studies Committee of the Ionian University following a fully substantiated proposal by the Programme Committee of the PSP justified by the nature of the educational courses that allows for their delivery via distance learning.

The Internal Operating Regulations of the Interdepartmental PSP were updated during the winter semester of 2023–24, in order to reflect the most recent legislation (Law 4957/2022). The final text, following minor revisions, was approved by the Senate in November 2023 and published in the Government Gazette (B’/6957/11-12-2023). The Internal Regulations consist of 18 articles covering the following: General Provisions, Scope/Specializations, Governing Bodies of the Interdepartmental PSP, Duration of Studies, Extension of Enrolment, Suspension of Enrolment, Structure/Course Units/Credits, Faculty, Announcement

of Openings and Eligibility Requirements, Procedure and Criteria for Candidate Selection, Written Entrance Exams, Announcement of Selection Results, Enrolment/Instruction and Exams, Postgraduate Thesis, Grading/Awarding of Degree, Evaluation of the PSP, Tuition Fees and Scholarships. Since the new legislation (Law 4957/2022) came into effect (2022–23), the Interdepartmental PSP has operated in full compliance with its provisions.

II. Analysis

The Study Guide for the PSP is updated annually and uploaded on the Programme's official website, providing detailed information regarding the organization of the curriculum, information regarding the teaching and administrative staff, as well as matters concerning the organization of educational activities and basic student services. There is a special mention to the quality policy principles governing the PSP, as well as the key expected learning outcomes. Regarding the teaching staff of the PSP, in addition to their contact details listed in the Study Guide, their profiles with detailed information regarding areas of expertise, employment status, teaching assignments and visiting hours appear on the publicly accessible PSP website.

Detailed syllabi for all courses, including the Postgraduate Thesis, are available on the official PSP website. The course descriptions have been drafted in accordance with the template of the HAHE organized into comprehensive sections. It is notable that for all course descriptors, including the Postgraduate Thesis, the learning outcomes have been formulated in accordance with the European and National Qualifications Framework for Level 7, with a clear distinction between knowledge, skills, and competences.

III. Conclusions

From the relevant material it becomes evident that the PSP has been designed based on appropriate standards, following all the necessary internal and external legislative procedures. The curriculum is well designed alongside accepted standards for the specific area of study, while the overall structure of the programme is clearly articulated in the comprehensive Study Guide and the well-designed PSP website, both updated annually. The clear and comprehensive documentation constitutes an example of good practice. However, there has been no evidence of extensive and formal consultation with stakeholders, external experts or students/graduates for the curriculum design and subsequent revisions.

Panel Judgement

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

Panel Recommendations

R2.1 Introduce a formal mechanism for consultation with stakeholders, external experts and students/graduates to inform the curriculum design/revision and ensure that this process is evidenced in the relevant documents.

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 PSP New Technologies in Environmental Education and Sustainable Development has adopted a student-centered learning approach, using project-based, interdisciplinary, and technology-enhanced teaching delivered exclusively via distance learning with continuous feedback.

The PSP supports the development of critical thinking and digital skills through active and applied learning.

Students are active partners in their studies, providing continuous feedback, regular course/instructor evaluations, and participating in quality assurance processes. Student evaluation of instruction takes place every semester through the institutional electronic system.

Assessment criteria and methods are published in advance and available through course outlines, the Study Guide, e-class, and academic regulations. Thus, expected learning outcomes are fully transparent.

The PSP has a formal student complaints and appeals procedure in place. The Academic Advisor role complements this procedure.

The PSP is delivered in a respectful, student-centered learning environment characterized by transparency, collaboration, feedback, and robust quality assurance mechanisms.

II. Analysis

The PSP operates within a well-established student-centered learning framework, teaching, and assessment aligned with the European Standards and Guidelines for Quality Assurance in Higher Education. The Programme emphasizes active student participation and continuous engagement throughout the learning process.

Teaching promotes student involvement in the learning process through project-based, interdisciplinary, and technology-enhanced approaches within a distance-learning environment.

The Programme promotes the development of academic skills, including critical thinking, research competence, and digital literacy, especially in Geographic Information Systems (GIS). Students are active partners in the learning process through assessment, continuous feedback, regular course/instructor evaluations, and the Academic Advisor system.

The criteria and methods for student assessment are published in advance and align with expected learning outcomes. Instruction effectiveness is monitored through regular student evaluations, which inform programme improvements. Student support procedures are in place, including academic advising and a formal complaints and appeals procedure.

Current and former PSP students expressed enthusiasm about their learning experience and its direct relevance to their work.

III. Conclusions

Based on the above-stated findings and analysis, the PSP meets the requirements of Principle 3 to a high standard. The Programme operates within a student-centered learning environment and meets the European and National Standards for Higher Education.

Panel Judgement

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

Panel Recommendations

R3.1 Further standardize assessment practices across all course modules, particularly within the distance-learning environment.

R3.2 Strengthen the visibility of the feedback loop for students and provide more explicit communication about how their evaluations lead to concrete PSP changes.

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 selection of incoming students for the Interdepartmental PSP is conducted through a call for applications issued every summer. The announcement lists the eligibility requirements for prospective graduate students, the supporting documents that need to be submitted, the deadlines for submission, any other details that the committee deems necessary and which facilitate the information process and the selection procedure for prospective graduate students. The submission of supporting documents and the entire application process for admission to the PSP is conducted online via a secure link. The entire process, from the publication of the call for applications through to the final selection of new graduate students, is explained in detail in the relevant articles of the Internal Regulations of the PSP and presented comprehensively on the publicly accessible website dedicated to the PSP.

The PSP has a total (minimum) duration of 3 academic semesters, while its maximum duration may be up to 6 academic semesters. The first two semesters are dedicated to teaching and coursework (60 ECTS) and the third semester to the mandatory Postgraduate Thesis (30 ECTS). More specifically, 6 courses of 6 ECTS credits each are offered per semester, 4 mandatory and 2 electives (students must select one elective per semester). Since the educational programme is delivered entirely through distance learning methods, specific guidelines for the

implementation of e-learning have been drafted and are being followed. These regulations are available in the relevant documents and also posted on the publicly accessible PSP website.

The completion of the PSP is governed by the corresponding Regulations, listed in the Study Guide as well as on the PSP website. The basic stages related to the Postgraduate Thesis are: announcement of topics by the instructors, consultation between students and potential thesis advisor, approval of the topic; selection of student by the supervisor, preparation of the Thesis (individually by each student or, exceptionally, by a group of no more than two students). Each student submits to the Secretariat an application/declaration to undertake a Postgraduate Thesis, including the topic and the proposed Advisory Committee, and the PSP Special Interdepartmental Committee approves the topics, the advisors, and the other two members of the Thesis Advisory Committee. The defence of the Postgraduate Thesis takes place on a date and time set by the supervisor after consultation with the other members of the Examination Committee, no earlier than twelve (12) weeks from the date of submission of the request to undertake it.

Student Mobility is encouraged by the PSP and can involve either attending a course or writing the Postgraduate Thesis. It provides graduate students with the opportunity to acquire advanced expertise, a broad perspective, and international experience, elements that will prove useful to them in their future professional and/or academic careers. The mobility regulation explicitly outlines the eligibility requirements and scoring criteria for the selection of students who wish to engage with mobility. Information on mobility is available in the Study Guide and in a comprehensive section of the PSP website.

Upon completion of their studies, students are awarded a Postgraduate Degree in “New Technologies in Environmental Education and Sustainable Development”. Courses successfully completed within the framework of the mobility programme are fully recognized, and the same applies to the Postgraduate Thesis. Upon completion of their studies and in order to be included in the process of awarding the degree, students must submit a relevant application to the Secretariat of the Interdepartmental Postgraduate Programme. The format of the degree awarded to graduates of the second cycle of studies follows the templates approved by the Senate of the Ionian University. In addition, all graduates are provided with a detailed Diploma Supplement in both Greek and English, listing information on the content of the PSP and the outcomes achieved, as well as the further opportunities offered by the degree.

II. Analysis

During their studies, students follow specific procedures regarding various administrative/bureaucratic matters: initial registration and renewal, academic calendar, course registration, Postgraduate Thesis declaration and completion, degree conferral, financial matters etc. These procedures are guided by the Secretariat of the Interdepartmental PSP through detailed announcements on the website as well as through direct, one-to-one communication via email or by

phone (if necessary).

The various PSP Study Regulations detail all procedural matters concerning studies and the examination process, as well as the relevant applicable obligations and rights of students. The obligations of students concern the following: administrative matters (registration, course registration, etc.), financial matters (payment of tuition instalments), mandatory attendance expectations for the distance learning components of the courses, issues related to the examination process and research ethics (e.g., plagiarism), provision of support services to the two collaborating departments for students who are exempt from paying tuition fees, etc.

Student rights pertain to the following: academic matters (leave of absence, part-time enrolment, voluntary withdrawal), financial matters (partial or full tuition exemption), examination procedures (accommodations for students with learning or other difficulties, appeals), evaluation of courses and instructors, and access to the range of services provided. These are all comprehensively listed in the Study Guide and on the publicly available PSP website.

III. Conclusions

From the relevant material it becomes evident that the PSP provides ample material towards supporting the students in taking full advantage of all available services. Student progression is monitored comprehensively, and the ECTS is applied consistently across the curriculum. The student progression is monitored through clear regulations and procedures, explained in the Study Guide and in relevant documents available from the well-designed publicly available website dedicated to the PSP. Student mobility is also encouraged in a flexible framework: by taking a course or writing the Postgraduate Thesis. Upon completion, a detailed Diploma Supplement listing information on the content of the PSP and the outcomes achieved is issued in both Greek and English.

Panel Judgement

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

Panel Recommendations

The EEAP has no specific recommendations for Principle 4.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The teaching staff of the PSP in New Technologies in Environmental Education and Sustainable Development consists of 11 faculty members and one laboratory teaching staff from Ionian University and 2 external collaborating instructors. The regulations governing faculty recruitment are established by the Greek Ministry of Education. Ionian University, as a public university, strictly follows these regulations. The roles of the PSP and the Department of Environment, along with the collaborating Department of Audio and Visual Arts, are therefore limited to selecting the best candidate when the Ministry of Education grants a faculty position. The selection criteria include holding a PhD, scientific publications, and practical experience. The EEAP found that the faculty of the PSP in New Technologies in Environmental Education and Sustainable Development has

extensive experience in the PSP's topics and strong qualifications to teach the Programme's courses. Furthermore, some senior faculty members have strong records of research accomplishments. During the meeting with the EEAP, the faculty expressed their dedication to the PSP and the Department of Environment.

The faculty's teaching responsibilities consist of at least two courses per semester plus supervision of graduate thesis work, which provides reasonable time for research engagement. The prudent targets for student admissions to the PSP further reduce the time faculty devote to teaching, allowing them to pursue other professional endeavors. However, there is no evidence of a formal mentoring process for early-career faculty, nor is there any mention of significant support, such as travel funds, equipment, or teaching allowances, to accelerate their professional development. Furthermore, there is limited participation and support for sabbatical leaves in the Department.

Overall, the PSP's research activities, publications, and funding levels are somewhat lower than those of similar graduate programmes in Greek universities. However, there are mitigating circumstances due to the faculty's unusual specialties. There are strong links between teaching and research in the PSP, and students' graduate theses often lead to journal publications.

II. Analysis

The EEAP found that the faculty of the PSP is sufficiently qualified, although their productivity is somewhat lower than that of other Greek universities. Publication numbers vary significantly among faculty members, partly due to differences in background and specialization. The Department of Environment believes that mobility is essential to the faculty, staff, and students. However, there is no systematic approach to provide additional support for the mobility of early-career faculty members. Sabbatical leaves abroad are not particularly encouraged or supported financially by the Department.

Linking teaching to research seems natural, as most students complete their theses on topics covered in the required and elective courses. Most of the instructors research the subjects they teach in the PSP; thus, it is very easy to transfer their new findings into the classroom.

III. Conclusions

The faculty members of the PSP New Technologies in Environmental Education and Sustainable Development are well qualified to teach the Programme's courses. The link between teaching and research is excellent. Some opportunities for faculty mobility exist, and teaching responsibilities are moderate. These allow for the professional development of early-career faculty; however, there is no established, systematic mentoring or specific processes to enhance the professional development of new hires.

Panel Judgement

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

Panel Recommendations

R5.1 Introduce a formal mentoring process for PSP early-career faculty and other teaching staff to accelerate their professional development and promotion.

R5.2 Encourage and support the sabbatical leave process.

R5.3 Provide incentives to support the publication efforts of the PSP faculty members.

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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The University makes available a number of facilities and services to cover the teaching and learning needs of the PSP, such as the University Library, the Erasmus+ mobility service, the Academic Counsellor service, the Student Advocate and the student welfare service. The Department of Environment has various teaching rooms, 11 well-equipped laboratories and a library. The University also provides a range of IT services and a student portal (Ionio Open e-Class platform). The course material is taught via a teleconference platform (synchronous distance learning). All students have access to laboratory equipment for their PSP thesis work and other projects related to the PSP.

Regarding the PSP teaching staff, it is comprised of 14 members, 2 of whom are external collaborating instructors. There are 3 administrative staff members, one of whom is an external contractor covered by the PSP budget, as the tuition utilisation plan states. The study guide is well developed, covering all aspects of the PSP. A tuition utilisation plan was submitted in the context of the accreditation proposal, based on tuition revenue and cost. The maximum student intake every year is 30, which is easily attained as the number of applications far exceeds it. According to the submitted tuition utilisation plan, the University does not contribute financially to the operational cost of the PSP, which is covered by the tuition fees. The costs include consumables, transportation for the teaching staff and the students, external teaching staff fees, additional administrative and technical support, PSP promotion; 30 % of tuition revenue is retained by the University.

II. Analysis

The University and the Department offer a variety of student services and resources (online and physical) for the successful implementation of the PSP, all of which are functional and easily accessible. The teaching resources cover the courses' learning objectives. The administrative staff is highly competent and ensures the smooth operation of student support services.

The Department has secured the collaboration of various external stakeholders with very high competence and excellent facilities that may be utilised both during teaching and the PSP thesis work. During the EEAP virtual meetings, the fruitful collaboration of the teaching staff members and the external stakeholders was very apparent. The external stakeholders are very open to collaborations, provision of data for PSP thesis work, and publishing theses' results in conferences and peer-reviewed journals, which is a practice they already follow. To ensure student awareness of external stakeholders that are available for collaboration, a relevant list should be posted on the PSP website.

The PSP offers a wide range of software, mostly open-source and to a less extent commercial. The students retain access to all pieces of software used during the PSP study and for three years after completion, which is a practice praised during the EEAP virtual meetings by both current students and graduates. They were also enthusiastic about the wide variety of open-source software that is offered in the PSP, which has proved very useful to their work, as most of them are professionals.

The PSP students and graduates praised the high level of communication with the teaching staff, who are always available to help, even after graduation, both on course material and practical matters, such as software use.

III. Conclusions

The learning resources and student support are aligned with the HAHE's standards and requirements for Principle 6.

Panel Judgement

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

Panel Recommendations

R6.1 A list of external stakeholders available for collaboration both for optional internships and especially thesis projects should be added to the project website.

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 PSP makes full use of the existing information systems of the Ionian University, through which management and monitoring of data regarding students, faculty, the structure and organization of courses, teaching, and the provision of services to students. The data collected is then analysed in order to inform decision-making, with the aim of continuously improving the quality of teaching and all other services provided. The Secretariat of the PSP uses KRONOS (kronos.ionio.gr), the institutional information system for the collection and processing of administrative data, which is linked to the system DIAS (dias.ionio.gr), the information system used by the students of the PSP.

The tool for reporting to HAHE pertains to a set of data that, among other things,

relates to the PSPs organized by the Department either independently or in collaboration with other Departments. The data are collected periodically during the spring semester of each academic year and pertain to the immediately preceding academic year. The collection is carried out by the Department of Environment's Internal Evaluation Committee (OMEA), which is responsible for coordination and communication with all parties involved (Curriculum Committee of the PSP and the PSP Secretariat) to ensure that the data collection is reliable and timely, using a specialized information system provided by the Institution's MODIP. This data is employed directly for drafting the section of the Department's annual internal evaluation report pertaining to the PSP.

The tool and process for student evaluation of courses and instructors is a questionnaire consisting of 18 questions concerning the course being taught and the instructor, and it is common to all courses in the PSP. Responses to the questions are numerical, based on the Likert scale, and range from 1 to 5. Of the total of 18 questions, 10 concern the evaluation of the course, 7 concern the evaluation of the instructor, and one concerns the effort exerted by the students. In addition to quantitative responses, students also have the option to write comments regarding the course and/or the instructor. The questionnaire is administered each academic semester by the Institution's MODIP between the 8th and 10th weeks of classes. Students are asked to submit their evaluations electronically via the Integrated Information System through a personalized link on their personal profile in the DIAS information system (dias.ionio.gr), while the whole process is completely anonymous.

The tool and procedure for monitoring quality target indicators are designed to record the values for all quality target indicators of the PSP (11 in total) per academic year in a single file, in order to enable the longitudinal monitoring of quality indicators. The data collection is carried out by the Department's Internal Evaluation Committee (OMEA) in collaboration with the Special Committee of the PSP. The latter is responsible for critically reviewing the numerical data in order to take appropriate corrective measures or to revise specific indicators, if necessary.

The tool and procedure for recording data on specific quality target indicators are designed to record data related to specific indicators of the quality targets of the PSP, so that their values can subsequently be calculated. Specifically, this tool records data related to the following: students who consulted the Academic Advisor, student publications and presentations, academic seminars by guest speakers, reports evaluating the study experience, and presentations by representatives/executives from the private or public sector.

The tool and procedure for monitoring student performance are designed to record the average performance of students in all courses of the PSP, as well as in the Postgraduate Thesis, over the course of an academic year. This tool also records the average grade of the diplomas awarded during the academic year in

question. The calculations of average performance are carried out by the Secretariat of the PSP and reviewed by the Curriculum Committee, to which only the numerical data are provided. The collection of this data takes place at the beginning of the academic year (in October) and pertains to the grades achieved by students during the three examination periods (January/February, June, September) of the previous academic year.

II. Analysis

An extensive number of tools and procedures are used for collecting, analysing and managing information for the efficient management of the PSP. For example, the data collection tool for reporting to HAHE provides useful data for each academic year regarding the demographic characteristics of students, demand for the PSP, enrolment rates, graduates (numbers and demographics), financial aid provided to students, the faculty, and finally student mobility. In addition to the above, the tool provides information regarding the structure of the programme (number of courses offered, etc.) and other features of the PSP (e.g., language of instruction, etc.) which do not necessarily undergo changes during the first few years of the PSP operation.

Instructors have access to anonymised data pertaining to their own courses, while members of the Department's Academic Committee have access to all data. Instructors are expected to review their evaluations and use them accordingly, either to maintain the high quality of their teaching or to take steps to improve it further. Moreover, the results of course and instructor evaluations by students are utilized to investigate potential correlations with student performance in the respective courses, in order to improve their learning outcomes through teaching.

Long-term monitoring of changes in quality indicators is used to assess the effectiveness of measures taken to improve quality, as well as to assist the Curriculum Committee in focusing on the quality objectives that require greater attention. Furthermore, the long-term monitoring of quality targets is used to adjust either the quality objectives or the indicators used to measure them, so that the overall process becomes more effective and leads to more objective and reliable conclusions regarding the actual quality level of the PSP.

Finally, the analysis of students' average performance by course and the range of variation, potential differences across course groups, and changes over time, are used to draw conclusions about students' preferences and challenges, as well as their academic level. The results are thoroughly examined by the Curriculum Committee, and ways are sought to address any weaknesses with a view to optimising the student performance and their learning experience.

III. Conclusions

The documentation and discussions with the PSP administration, academic staff and students demonstrate that a number of procedures have been established for

the collection and analysis of data regarding students, teaching methods and student progression. For example, student satisfaction surveys are regularly conducted, analysed and communicated towards improvement. However, despite the mentioning of an “exit survey” (at graduation) and follow-up surveys to assess employability and career paths of graduates, there was no clear evidence to support these claims in the PSP accreditation proposal submitted to the HAHE.

Panel Judgement

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

Panel Recommendations

R7.1 Assuming that an “exit survey” takes place regularly, it should be documented and analysed alongside follow-up surveys on employability and career paths of graduates.

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 dedicated PSP website (<https://envi.ionio.gr/n-tees/>) includes 6 categories: Call, PSP, Studies, Regulations-Policies, Student Issues and News. Each of these categories is divided into several subcategories. The website includes information on all aspects of the PSP, including the most important ones, such as course outlines, mode of attendance, teaching staff, etc. In addition to the PSP website, the Departmental website (<https://envi.ionio.gr/gr/studies/postgraduate-studies/n-tees/>) also includes a page promoting the PSPs offered by the Department. The academic unit Quality Assurance Policy is also available on the website. The information in general is up-to-date, clear and easily accessible, including accessibility options. The website appears in both Greek and English. There are also icons leading to the pages of the PSP on LinkedIn and Facebook social media platforms.

II. Analysis

The PSP dedicated website includes a plethora of information, is user-friendly and has a visually appealing interface. The categorisation of information is helpful both for prospective and current students. The Greek version of the website is well-developed, including a variety of accompanying files for download, covering every possible aspect of the study.

In the English version of the PSP website all the categories, subcategories, texts and file names are translated from the Greek version, except the content of the files. Even though the courses are all taught in Greek and are targeted to Greek-speaking students, it would be good to translate the content of the files presented in the English version of the website or at least create summaries in English, including the most important information, to attract English-speaking students via

the Erasmus+ programme and other mobility programmes.

III. Conclusions

Information related to teaching and academic activities of the PSP is publicly available, up-to-date, and easily accessible, thus meeting HAHE's standards and requirements for Principle 8.

Panel Judgement

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

Panel Recommendations

R8.1 Include English translations of the content of the files in the English version of the website, so that the Greek and English version are identical and all information is available to non-Greek speakers.

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 internal evaluation of the PSP is carried out by the University Quality Assurance Unit (MODIP). The procedure is based on HAHE principles, student feedback, and direct collaboration with the PSP team. There is also an exit interview for graduating students and significant interaction with the Department's stakeholders. All interviewed students expressed satisfaction with the Programme.

The results of the internal evaluation show many strengths that align with the EEAP's experience during interviews with graduates and stakeholders. The data collected during the internal evaluation will be used in the continuous improvement of the Programme.

Student input is obtained by standard course/instructor evaluations, and participation is satisfactory compared to other Greek universities. There is no attempt to assess student learning; however, during the EEAP interviews, both students and graduates demonstrated an impressive level of knowledge of the PSP's principles. Currently, there is no direct participation by students in the development and modification of the PSP curriculum.

The PSP internal evaluation report, submitted as an appendix of the PSP accreditation proposal, provides some recommendations for changes in the Programme. They are, however, limited to minor details that are not germane to improving the PSP.

II. Analysis

The internal evaluation aims to monitor the learning experience of the PSP's students. The evaluation confirms a student-centred learning environment, as evidenced by direct contact with the students. During the EEAP interviews, the students confirmed their satisfaction and the value they place on working with the faculty, who are very engaged in the evaluation process.

The students' participation in the programme evaluation was satisfactory but could be further improved. Remarkably, several students wrote an essay upon graduation describing their experience during their studies. These essays are a most commendable contribution to the internal evaluation of the PSP.

The sustainability of the PSP appears secure, as the number of applications significantly exceeds that of admissions. Student mobility is not subject to annual evaluation because the numbers are low. This seems to be an area for potential improvement.

III. Conclusions

The results of the internal evaluation show a positive learning experience for the students and a high level of satisfaction with the programme offerings. Good quality assurance practices are followed, with proper engagement of the faculty. The curriculum is dynamic and continuously adapts to student input. Student mobility needs to be included in the internal evaluation. Faculty productivity needs to be monitored and improved.

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

R9.1 Include students' learning assessment and mobility in the PSP internal evaluation. Make such input a necessary component of every annual internal evaluation of the PSP.

R9.2 Consider a mid-term course evaluation for an immediate impact.

R9.3 Consider the creation of a formal External Advisory Board.

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 PSP New Technologies in Environmental Education and Sustainable Development of the Ionian University has not undergone an external evaluation by a HAHE appointed accreditation panel. The latest external evaluation was performed in December 2020, in which the Ionian University Internal Quality Assurance System (IQAS) was evaluated, found fully compliant, and accredited by the HAHE. In the above-mentioned IQAS Accreditation Report, there were no specific recommendations for follow-up actions pertinent to postgraduate study programmes. Several more general recommendations included in the 2020 IQAS Accreditation Report were considered and accounted for in the PSP Progress Report submitted to the HAHE.

The Institution, through its Quality Assurance Unit (QAU/MODIP), organized and supported the current external evaluation process of the PSP according to the specific guidelines and directions provided by HAHE.

II. Analysis

Several general recommendations included in the above-mentioned 2020 IQAS Accreditation Report, such as a) the collection of data on graduate placement in jobs or further education; b) the involvement of alumni and external stakeholders in the evolution of the structure and implementation of the IQAS; and c) the establishment of Advisory Boards, all of which are pertinent to all study programmes, have not been fully implemented for the PSP New Technologies in Environmental Education and Sustainable Development.

Given the articulated quality assurance and control policy and procedures (see Principle 1), the experience of the Department and PSP administration and teaching staff, as well as the experience of the University QAU (MODIP) administration and staff with the review and accreditation process, it is expected that the PSP will fulfil the HAHE standards and requirements.

Measures should be taken to ensure systematic, documented feedback from students, alumni, and external stakeholders, as well as the documented implementation of the programme's periodic internal evaluation findings. The participation of alumni and external stakeholders in the annual PSP evaluation and in the further development of the PSP should be made in a formal, structured, and documented manner.

III. Conclusions

The Department and PSP administration, faculty, and staff are aware of the importance of external evaluation and accreditation, as well as the HAHE standards and requirements relative to Principle 10. The recommendations below will enhance the implementation and documentation of the quality policy and the continuous development of the programme.

Panel Judgement

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

Panel Recommendations

R10.1 Develop a procedure for the systematic and documented feedback by students, alumni, and external stakeholders.

R10.2 Develop a formalized and systematic process for adopting the recommendations of external evaluations with a detailed and documented action plan, as well as implementation timelines.

R10.3 Consider establishing a formal External Advisory Board to advise on the strategic development and enhancement of the Programme.

PART C: CONCLUSIONS

I. Features of Good Practice

- The Programme has the necessary procedures for monitoring quality assurance and continuous improvement, which align with the strategic objectives and policies of the Department and the University.
- Faculty and staff are knowledgeable, enthusiastic, and dedicated to PSP's mission, resulting in a very positive and professional environment.
- The number of applicants far exceeds the upper number of admitted students per year set by the PSP, signifying long-term viability of the Programme.
- Infrastructure and other resources are generally adequate for the successful operation of the PSP.
- The employment potential of PSP graduates in the public and/or private sectors is significant.
- Stakeholders and social partners praised the PSP and believe there is a clear need for such graduates.
- The Programme is addressing an area of need in the Greek economy at both the local and national levels.

II. Areas of Weakness

- There was no formal, organized, and documented involvement of external stakeholders and alumni in the design as well as the continuous development of the Programme.
- Although the PSP internal evaluation report for the academic year 2021-2022 provided several recommendations for corrective action, they were not germane to substantially improving the PSP.
- Significant students' graduation delay beyond the three-semester standard study period.
- Attachments in the English version of the PSP website are in Greek, which hinders the international reach of the Programme.

- Faculty mobility through Erasmus+ and/or other similar programmes, as well as broader utilization of sabbatical leaves, is low.
- Participation of visiting international faculty in the PSP is limited.

III. Recommendations for Follow-up Actions

- 1) Develop a formal mechanism for the input of alumni and external stakeholders, as well as the systematic implementation and documentation of such input in the Programme's evaluation. Make such input a necessary component of every internal evaluation of the PSP.
- 2) Include students' learning assessment and mobility as a necessary component in the PSP annual internal evaluation as well as in the PSP quality targets with appropriate KPIs.
- 3) Establish a formal process for the active participation of students in the curriculum development of the Programme.
- 4) Maintain and further enhance the practice of surveying graduates regularly to systematically record and document the employability and career paths of graduates.
- 5) Consider introducing mid-term course/instructor evaluations for an immediate impact and instruction quality improvement in the current semester.
- 6) Identify and review the factors contributing to graduation delay beyond the three-semester standard study period.
- 7) Provide specific training to academic staff in relation to teaching and pedagogy.
- 8) Introduce a formal mentoring process for PSP early-career faculty and other teaching staff to accelerate their professional development and promotion.
- 9) Encourage and support the sabbatical leave process.
- 10) Provide incentives to support the publication efforts of PSP faculty members.
- 11) Explore additional funding opportunities to ensure the long-term financial sustainability of the Programme and further develop its learning infrastructure and student support.
- 12) Promote ties with foreign Universities to enhance faculty and student mobility by utilizing opportunities provided by the Erasmus+ programme.
- 13) Enhance the international visibility and reach of the PSP.
- 14) Enhance the PSP website to provide up-to-date information on research projects and existing external collaborations. Include success stories and testimonials of PSP graduates. Develop further the English version of the PSP website.
- 15) Develop a formal and systematic process for adopting the recommendations of external evaluations, along with a detailed and documented action plan, as well as implementation timelines.
- 16) Consider establishing a formal External Advisory Board to advise on the strategic development and enhancement of the Programme.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

2 and 10

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
PAVLOSTATHIS SPYROS	Signed by PAVLOSTATHIS SPYROS
ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)	Signed by ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)
CONSTANTINOU STAVROS	Signed by CONSTANTINOU STAVROS
KATOPODES NIKOLAOS	Signed by KATOPODES NIKOLAOS
Ζυγούρη Ευαγγελία	Signed by Ζυγούρη Ευαγγελία