



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the New Postgraduate Study Programme of:

MSc Ethics in Information Technology

Department: Informatics
Institution: Ionian University
Date: August 9, 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 New Postgraduate Study Programme of Ethics in Information Technology 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 new postgraduate study programme of Ethics in Information Technology of the Ionian University comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1.** Dr. Yani Skarlatos (Chair)
Bogazici University

- 2.** Dr. Giasemi Vavoula
University of Leicester

- 3.** PhD Candidate, Rizos-Theodoros Chadoulis
Aristotle University of Thessaloniki

II. Review Procedure and Documentation

The review was conducted via teleconference (Zoom). It was organized and coordinated by HAHE with the help of the Department of informatics of the Ionian University.

The schedule and agenda of the meetings were as follows:

Monday, July 8, 2024: Preliminary private meeting of the Panel.

Tuesday, July 9, 2024: Consecutive meetings with the following agenda

- a) Welcome and short overview of the new postgraduate programme (PSP) with the vice-Rector/President of MODIP, Professor Mr. Ilias Giarenis; the head of the department, Professor Mr. Emmanouil Magkos; and the director of the PSP, Professor Mr. Panagiotis Vlamos.
- b) Discussion with faculty members; Professors Konstantinos Simopoulos, Spiros Tsantinis, Dafni Aigli, Themistoklis Exarchos, Christoforos Ntantogian, Aristidis Vrahatis, and Maria Boti-Kanellopoulou
- c) On-line tour – discussion about classrooms, lecture halls, laboratories and other facilities with Professor Themistoklis Exarchos.
- d) Discussion with social partners.

Dr. Sokratis Katsikas, Former Rector of the University of the Aegean, Director at the Norwegian Centre for Cybersecurity

Dr. Georgios Chalkiadakis, Emeritus Professor of Medicine, Director of the University Hospital of Heraklion, Venizeleio Hospital

Dr. Fereniki Kountnatz-Panagopoulou, Assistant Professor of Constitutional Law, Data Protection Law and Bioethics at Panteion University, Director of the European Laboratory of Bioethics, Technoethics, and Law at Panteion University, Member of the High-Level Advisory Committee on Artificial Intelligence and the Executive Committee of the Hellenic National Bioethics Commission of UNESCO

Dr. Nikolaos Tsagourias, Professor of International Law at the University of Sheffield
- e) Private debriefing (Panel members only).
- f) Discussion with the Director of the PSP, head of the department, OMEA and MODIP representatives on points needing clarification.
- g) Informal presentation of the Panel key findings to the participants in f) above.

III. Postgraduate Study Programme Profile

The Department of Informatics at the Ionian University offers undergraduate programmes in Information Systems and Informatics in the Arts and Humanities. The proposed PSP builds on specific strengths of the department, particularly in information systems and bioinformatics and AI. The PSP aims to support students to develop the attitudes, skills and conceptual tools that will enable them to appraise the ethical application of information technologies in various fields, including health, justice and civic life. In doing so, the PSP enables students to develop a deep understanding of the economic, social, legal, political and ethical implications of information technologies through a wide framework of legal, philosophical and sociological principles. The main application areas examined through the PSP are bioethics and Artificial Intelligence applications. The PSP is suitable both for those interested in further postgraduate research (PhD) and those looking to apply these skills in industry.

The PSP Ethics in Information Technology is a 1 year (2 semesters) programme and is intended to run for 5 years in the first instance (until 2027-2028).

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

Our findings are based on the extensive material received and the detailed discussions with members of faculty, the representatives of MODIP and OMEA as well as a few representatives from the external stakeholders. All the discussions were excellent and informative. The PSP is new and there are no graduates or current students.

The structure and organization of the study program appears to be suitable to the teaching program objectives of the new PSP. The learning objectives, outcomes and qualifications are in accordance with the European and the National Qualifications Framework for Higher Education – level 7. Efforts are being made to promote high quality and effectiveness of teaching, with the ultimate goal of equipping graduates with skills allowing them to be successful in their careers in the thematic areas of the PSP. The curriculum includes many interesting courses, whereas some areas outside bioethics and law are not covered in depth and the curriculum could be more dynamic e.g. allowing for special research-oriented courses. However, the PSP is new and many of these elements can be improved. (Doc. A1)

Courses will be taught by the School's staff, who have expertise in the subjects, while a team of 24 invited lecturers distinguished in their fields are to augment the subject matter. All of the latter, some of whom carry intensive schedules involving heavy work loads, have furnished affidavits of their commitment to participate in the program.

The general principles of the study program have been designed, based on international standards, and there is some input from external stakeholders. This input can be more extensive and especially more formalized e.g. via formation of an external advisory board (EAB).

The school will also make use of electronic questionnaires in the new PSP for evaluating the satisfaction of the students on their courses, and will use this information for improving the latter. Procedures for this have been established. (Docs. A6, A7)

Methods of evaluation of student performance depend on the course and include a variety of forms (written exams, projects, multiple choice, etc.) (Docs. A1, A8)

Teaching and research appear to be effectively linked in the new PSP especially via the final thesis, but more possibilities can be considered e.g. the establishment of specialized courses. (Doc. A15)

II. Analysis

The Panel found that the PSP adheres to the Institution's Quality Assurance Policy as part of the broader strategy of the School, accompanied by regular quality assurance targets for the continuous development and improvement of the academic unit and teaching programme.

The program had been on the design board for nearly two years before it was launched. The teaching faculty indicated consistent efforts to promote quality and effectiveness of teaching. Teaching faculty and administrators appear enthusiastic and strongly committed to ensuring high quality student support services. There are some established procedures to address student welfare issues.

Students of the program may have different backgrounds and the school wishes to have the new PSP open to a wide range of candidates. Although it is intended to offer introductory courses for those candidates who may not have the appropriate background, the criteria for this process need to be formalized.

III. Conclusions

Through its OMEA and MODIP, the programme is committed to the continuous improvement of a quality policy that supports the academic profile and orientation of the curriculum and supports the students and the participating teaching staff. Quality targets are realistic and will be built on the progress/experiences obtained by running the PSP.

The structure of the studies should facilitate further link between research and courses as well as enhanced interaction with external stakeholders especially institutions and companies in private and public sectors, considering national and international needs, as well as recent advances in the broader field of the new PSP.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The School should prepare a thorough, complete and detailed plan for the advertisement and promotion of the new PSP
- The panel recommends the adoption of formal quantifiable means and criteria that guide future curriculum updates. These should reflect the mission statement of the School and be aligned with clearly defined long-term goals and educational objectives.
- Establishment of introductory courses and other procedures for facilitating students without the appropriate background to follow the program.
- Interactions with social partners and school alumni should be continued and enhanced. The alumni's views could be considered on several topics, and the establishment of an External Advisory Board (EAB) involving both social partners and (later) PSP alumni is recommended as it can support the PSP teaching team to keep the curriculum tuned to the needs of the industry/society.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The PSP on “Ethics in Information Technology” aims to instil into students capabilities of comprehension, usage, and ethical exploitation of novel applications of informatics. The program further aims to conduct research and advance the level of knowledge in the relevant field. (Docs. A1, A5)

The curriculum, syllabus, and course contents have been developed by the Department of Informatics in accordance with the relevant policies of the institution and European recommendations. They are included in the study guide. (Doc. A8)

The program of study aims at continuous improvement of educational and research activities as well as at high quality of services provided under the guidelines of the National Administration of Quality Assurance in Higher Education (ADIP). The institution’s quality assurance unit (MODIP) oversees the process of internal and external evaluations of the program. All necessary documentation describing the program, including the senate decision for its establishment, curriculum, list of teaching staff, study guide, and course and thesis descriptions have been provided. (Docs. 4, 8, 9, 10) Criteria for success have been set. (Docs. 6, 7, 8)

Internal audits of the program’s operations are to be performed in cooperation with MODIP. Data on course structure and organization collected from the Integrated National Quality Data System (OPESP), the Hellenic Authority of Higher Education (HAHE), and departmental systems will be analysed in order to evaluate and improve the educational process.

Periodic revisions of the curriculum in consultation with internal and external experts, students, graduates, and other stakeholders are stipulated in the rules of procedures of the PSP approved by the Senate of the University. (Doc. A11)

II. Analysis

The study program is unique in Greece. The design of the program has been based on the needs of the national and international markets in the field of ethics in information technology, and conforms to the prescriptions of Level 7 of the European and National Qualifications Framework for Higher Education. (Docs. A5, A6. A7)

The program of studies consists of core courses providing the basics in the field, followed by specialized courses leading to the front lines of the relevant subjects, and aiming at preparing

students for research. A research-oriented thesis on a specialized subject concludes the course of studies.

III. Conclusions

The program has been designed and approved in compliance with HAHE requirements.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Prepare Greek and English versions of the new post graduate programme on the university website.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The PSP is offered through distance learning methods. The Ionian University has in place a regulation for e-learning that ensures robust support and clear methodologies for course development and implementation. The institution provides synchronous platforms with teleconferencing, virtual classrooms, and real-time communication tools, along with asynchronous systems, and Authoring Tools for educational content. Courses have clear objectives, content, and assessment methods, with a focus on interaction, collaboration, and adaptive learning. Student support includes institutional email, access codes, technical guidance, and academic advisor support. Faculty receive mandatory e-learning training, and their digital skills are evaluated. The university maintains and upgrades technological infrastructures through its Digital Governance Unit and offers secure VPN access. Student identity verification and data protection comply with GDPR and national laws, ensuring secure handling and transparency of personal data during e-learning and examinations.

The Ionian University has established a "Code of Ethics and Good Practices" containing general ethical guidelines for academic and administrative matters, approved by the Senate and posted on the university's website. The Ethics Committee ensures compliance with these rules, investigates potential violations, and issues annual reports. The code promotes academic freedom, excellence, equal treatment, protection of intellectual property, and social responsibility, while all members of the university community must adhere to these ethical standards.

The Senate of Ionian University, in its 15th session for the academic year 2020-2021, approved the Code of Ethics and Good Practices on January 20, 2021. This code includes the establishment, responsibilities, and operation of the Ethics Committee, composed of School Deans and the Vice-Rector of Academic Affairs. The Code of Ethics ensures adherence to ethical standards in academic and administrative activities and investigates potential violations. It emphasizes academic freedom, excellence, equal treatment, environmental and cultural protection, and intellectual property rights. The code applies to all university members and promotes a respectful and cooperative academic environment.

II. Analysis

The Ionian University's implementation of comprehensive regulations for e-learning and a robust Code of Ethics and Good Practices reflects a strong commitment to academic excellence, ethical standards, and the effective use of technology in education. The e-learning regulation ensures that distance learning is supported by advanced technological infrastructures, including synchronous and asynchronous learning platforms. These platforms facilitate real-time interaction and collaboration, essential for maintaining the quality of education. The institution provides extensive support to both students and faculty, including mandatory e-learning training for staff and continuous technical guidance for students. This structured approach not only ensures effective course delivery but also emphasizes adaptive learning, meeting diverse student needs. Moreover, the rigorous student identity verification

and data protection measures aligned with GDPR and national laws underscore the university's dedication to security and transparency in the digital learning environment. The Code of Ethics and Good Practices, approved by the Senate, establishes a clear framework for ethical behavior in academic and administrative contexts. The Ethics Committee's role in monitoring compliance and addressing violations ensures that high ethical standards are maintained. The code's focus on academic freedom, equal treatment, intellectual property rights, and social responsibility fosters a respectful and cooperative academic culture. Overall, these initiatives demonstrate Ionian University's proactive stance in integrating technology with education while upholding strong ethical principles, thus enhancing both the quality and integrity of its academic environment.

III. Conclusions

The MSc program has developed and applied published regulations covering all aspects and phases of studies. Thus it is considered to be fully compliant.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The website is good. Maybe it would be meaningful to perform an accessibility audit in order to fix the very few issues it has in terms of web accessibility. The website could easily become WGAC 2.2 compliant.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The postgraduate programme staffing committee is responsible for the selection / nomination of academic staff who will teach on the programme as well as the allocation of teaching workloads.

A group of (five) permanent academic staff (DEP) and (two) teaching staff (EDIP) form the core teaching team of the programme. Staff have been selected based on suitability of academic skills and competencies related to research, teaching and academic administration, as well as relevant subject matter expertise. Their areas of expertise include mathematics and application models, data modelling and decision support systems, AI and complex systems modelling, digital technologies in education and knowledge transfer, computer and communication network security, medicine and law. These are all areas closely related with the subject of the programme and staff in the core group have excellent research records of accomplishment.

The core group is complemented by a group of 24 teaching associates, comprising permanent academic and teaching staff from other departments and institutions, as well as highly

accomplished professionals with expertise relevant to the subject matter. The teaching associates bring valuable industry experience and expertise to the programme. Importantly, the teaching associates have been selected among the department's long-term collaborators of proven reliability. Where available, teaching evaluations have also been taken into account. All teaching associates have provided written confirmation of their eagerness to be involved in the delivery of the programme.

A three-pronged approach is taken to staff development, comprising incentives for engagement in research programmes and activities, opportunities for continuing professional development, and internal performance appraisals.

Core staff are supported with financial support and incentives to take part in mobility schemes. A series of teaching excellence recognition initiatives and awards are planned for implementation to further support and celebrate staff performance.

Adequate processes and procedures for continuous assessment of teaching have been planned, including student evaluations, and measures are taken for evaluation results to feed back into teaching planning.

Proficiency and effectiveness in distance learning modes of delivery are prerequisites for staff appointments and are subject to ongoing performance monitoring. Staff upskilling is encouraged and supported through the University's Centre for Teaching and Learning Support. All core staff have proven ability to teach distance learning, and some have relevant certification.

II. Analysis and Conclusions

While at first glance the planning of the programme may come across as over-reliant on external teaching associates, the selection and inclusion of teaching associates in the planning of the programme has been done with great care. The written evidence of their willingness to contribute to the programme confirms this. Furthermore, this mode of delivery is highly appropriate for the subject 'ethics in information technology', as the area develops continuously and radically with technological progress. This is because the inclusion of teaching associates affords the department the flexibility to bring in new expertise as needed, as the field develops and matures. In addition, the inclusion of teaching contributions from industry experts brings added value to the degree, as it brings students into direct contact with the application areas they study, giving them the opportunity to closely examine real world examples and juxtapose them with theoretical study.

Careful thinking has clearly also gone into staff development opportunities. The principles of these are clearly presented in the documentation provided to the panel. We look forward to seeing more detailed descriptions of some of these schemes in future programme reviews, particularly related to teaching excellence recognition and rewards. While we appreciate the difficulty of including non-academic teaching associates in staff development programmes, we would encourage the programme committee to explore ways of implementing this, for example by organizing training days and relevant seminars for teaching associates.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- We encourage the department to consider a staff development programme tailored to external teaching associates, for example through designated training days or a seminar series. This would bring the two groups of teaching staff closer together and would provide opportunities for continuous development and adjustment of the programme, as well as ensure uniformly high quality of teaching.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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

For the operation of the MSc program, the existing infrastructure of the Ionian University and the Department of Informatics is utilized, including lecture halls, library, and laboratories. The department provides the necessary equipment and software for teaching and research activities. Human resources include dedicated teaching and research staff covering at least 75% of the teaching needs. Students have access to all university services, such as library resources, the Erasmus+ mobility program, network support, email services, housing and dining support, psychological and career counselling, and the student ombudsman. Specialized administrative personnel support the program's operations, ensuring effective service delivery. Tuition fees are allocated towards equipment, scholarships, consumables,

travel expenses for teaching staff, and administrative support, aiming for the program's sustainability and quality improvement.

The tuition utilization plan for the Master's Program in "Ethics in Information Technology" at Ionian University includes investments in research projects, equipment, and modernizing lab and teaching facilities. It aims to create new programs, host lectures, workshops, and conferences, and develop partnerships with other institutions. The plan enhances student networking with industry professionals, supports career services with personalized guidance, and integrates practical experiences like internships.

II. Analysis

The operation of the MSc program in "Ethics in Information Technology" at Ionian University effectively utilizes existing infrastructure, including lecture halls, libraries, and laboratories, with the necessary equipment and software provided by the Department of Informatics. The program leverages human resources, with dedicated teaching and research staff covering a significant portion of the teaching needs. Students benefit from comprehensive university services such as library resources, Erasmus+ mobility, network support, and various counselling services. Specialized administrative personnel ensure smooth program operations. Tuition fees are strategically allocated towards equipment, scholarships, consumables, travel expenses, and administrative support to maintain program sustainability and quality. The tuition utilization plan also focuses on investments in research projects, modernizing facilities, creating new programs, and enhancing student networking and career services.

III. Conclusions

The MSc program has adequate funding to cover the teaching and learning needs of the postgraduate study program and has done everything possible to facilitate student's access to these resources.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- We recommend the inclusion of practical in-person sessions that involve hands-on activities, such as red and blue team exercises in the curriculum. These sessions can provide students with experimental opportunities to investigate ethical issues in real-world scenarios. By simulating cyber-attacks (red team) and defence strategies (blue team), students can critically analyze ethical dilemmas, decision-making processes, and the implications of their actions in a controlled environment. This practical approach will not only enhance their technical skills

but also deepen their understanding of ethical principles in cybersecurity (and computer science in general), fostering a comprehensive and applied learning experience.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The Quality Assurance Unit report provides details of the rationale for the programme approval by the department. Issues regarding distance learning delivery and student engagement have been considered carefully, and both synchronous and asynchronous modes of delivery are combined appropriately to maximise student engagement and optimise outcomes.

The department has set three strategic objectives for the programme, covering its academic quality and student-centred character, research excellence, and internationalisation. Sub-objectives for each of these have been identified and appropriate measures and targets have been set. These are clearly laid out in the form of a table in the document ‘Quality Objectives (Στοχοθεσία Ποιότητας)’.

The programme proposal presents a robust and comprehensive approach to continuous internal and regular external evaluation and quality assurance.

II. Analysis and Conclusions

Although this is a new programme and there was no hard data available regarding the effectiveness of processes for quality evaluation and monitoring, nevertheless the programme documentation provided to us and the discussions we had with department staff leave us with no doubt that robust processes are in place to monitor and uphold the quality of the teaching and learning experience. As these processes build on extensive experience of similar processes for other PSPs by the department, we expect that these will be effective and that the design of this PSP has already benefited from these processes and departmental expertise.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- None

PART C: CONCLUSIONS

I. Features of Good Practice

- The PSP addresses a highly needed field, still in its infancy, with analogous programs available only in a handful of educational institutions worldwide.
- The program has been meticulously designed over the past two years, and every detail has been well thought through. There seem to be no loose ends.
- Several PSP faculty members have international reputations, and all are enthusiastic and dedicated to their mission.
- Employers and social partners praised the PSP and believe there is a clear need for such graduates.

II. Areas of Weakness

- The program is new and has undergone only one internal quality assessment so far, while the first external evaluation is currently in process. Although the design and approval of the program seems fine on paper, there are surely corrections and/or additions that will have to be made as the program evolves.

III. Recommendations for Follow-up Actions

- The School should prepare a thorough, complete and detailed plan for the advertisement and promotion of the new PSP
- The panel recommends the adoption of formal quantifiable means and criteria that guide future curriculum updates. These should reflect the mission statement of the School and be aligned with clearly defined long-term goals and educational objectives.
- Establishment of introductory courses and other procedures for facilitating students without the appropriate background to follow the program.
- Interactions with social partners and school alumni should be continued and enhanced. The alumni's views could be considered on several topics, and the establishment of an External Advisory Board (EAB) involving both social partners and (later) PSP alumni is recommended.
- Prepare Greek and English versions of the new post graduate programme on the university website.
- The website is good. Maybe it would be meaningful to perform an accessibility audit in order to fix the very few issues it has in terms of web accessibility. The website could easily become WGAC 2.2 compliant.
- We encourage the department to consider a staff development programme tailored to external teaching associates, for example through designated training days or a

seminar series. This would bring the two groups of teaching staff closer together and would provide opportunities for continuous development and adjustment of the programme, as well as ensure uniformly high quality of teaching.

- We recommend the inclusion of practical in-person sessions that involve hands-on activities, such as red and blue team exercises in the curriculum. These sessions can provide students with experimental opportunities to investigate ethical issues in real-world scenarios. By simulating cyber-attacks (red team) and defence strategies (blue team), students can critically analyze ethical dilemmas, decision-making processes, and the implications of their actions in a controlled environment. This practical approach will not only enhance their technical skills but also deepen their understanding of ethical principles in cybersecurity (and computer science in general), fostering a comprehensive and applied learning experience.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1, 2, 3, 4, 5, 6

The Principles where substantial compliance has been achieved are: None

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. Yani Skarlatos
2. Giasemi Vavoula
3. Rizos-Theodoros Chadoulis