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HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Historical Research, Didactics and New Technologies

Department: History and Digital Humanities

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

1. VRANAS PETER (Chair)
Department of Philosophy, University of Wisconsin-Madison
2. Chatzikonstantinou Ioannis
Aristotle University of Thessaloniki
3. CHIKOVANI ANA
Department of Modern Greek Studies, Faculty of Humanities, Ivane Javakhishvili
Tbilisi State University
4. LAZARIS STAVROS
UMR Orient & Méditerranée (Paris)
5. Marsico Claudia
Section of Ancient Philosophy at the National Academy of Sciences of Buenos Aires

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) was constituted in February 2026 and the supporting materials concerning the Postgraduate Study Program (PSP) “Historical Research, Didactics and New Technologies” of the Ionian University were available via the HAHE Accreditation Management System long before the accreditation visit. The supporting materials were very detailed and of high quality. Indicatively, the provided documentation included: course descriptions, the Study Guide, the programme regulations, the regulations on handling student complaints and objections, student evaluations of courses, the internal evaluation report of MODIP, information on the teaching staff and their publications, sample teaching staff contracts, a study on the financial viability of the programme, the accreditation proposal, etc. All meetings were conducted online using Zoom. The meetings were very friendly and cooperative. The timetable of the accreditation review was as follows.

On Tuesday, March 17th, 2026, the EEAP members had a meeting to organize the accreditation review and allocate the tasks to be completed. Then, on the same day, the EEAP had a meeting which included the Head of the Department of History and Digital Humanities, the Director of the PSP (who is also the President of MODIP), a Steering Committee member of the PSP, two OMEA members, and a MODIP staff member. During that meeting, the Director of the PSP made a detailed presentation on the programme. Immediately afterwards, the EEAP had a meeting with administrative and teaching staff and discussed the facilities of the PSP: buildings, classrooms, offices, library. The EEAP also had the opportunity to watch in advance a well-made and informative video regarding those facilities. Finally, the EEAP had a short debrief meeting.

On Thursday, March 19th, 2026, the EEAP had six meetings in the following order:

- a meeting with teaching staff of the PSP
- a meeting with current students of the PSP
- a meeting with PSP graduates
- a meeting with employers and social partners of the private and public sector
- a debrief meeting just for members of the EEAP
- a closure meeting which included the Head of the Department of History, the Director of the PSP, a Steering Committee member of the PSP, an OMEA member, and a MODIP staff member.

During those meetings, the EEAP interacted with all participants. All participants were successfully encouraged to express their views and suggestions and answer the Panel questions. The discussions were very constructive, fruitful, and cooperative. During the closure meeting, the Panel made an informal presentation of some initial key findings, and the Director of the PSP provided some comments in response.

It is the feeling of the Panel that the Department of History and Digital Humanities did an excellent job throughout the evaluation process and that the objectives of the process were fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. The Panel wishes to express its gratitude and appreciation to the Department and the University administration for their cooperation and professionalism.

This Accreditation Report is based on information collected and views expressed during the meetings, as well as information provided in the supporting materials that were made available before the meetings.

III. Postgraduate Study Programme Profile

Programme Overview: The Postgraduate Study Programme (PSP) “Historical Research, Didactics and New Technologies” is an interdisciplinary programme combining historical archival research, the didactics of history, and digital humanities.

Programme Aims:

- Familiarize students with the methodology of historical research, the didactics of history, and digital humanities.
- Cultivate critical reasoning and interdisciplinary investigation of the historical past and present.
- Strengthen student-centred learning through active participation in research laboratories and projects.
- Utilize new technologies and digital media both in historical research and in didactic practice.

Programme Features:

- Language of instruction: Greek
- Mode of delivery: Online
- Duration: Four semesters
- Credits: 120 ECTS
- Curriculum: Three courses (30 ECTS total) per semester for the first three semesters (for a total of 90 ECTS), plus a mandatory thesis (30 ECTS) in the fourth semester.
- Tuition fee: €4,000 for the entire Programme (€1,000 per semester).
- Enrollment: At most 45 students.

The Programme adheres to conventional European standards for postgraduate education.

Academic Staff and International Positioning: The Programme is supported by academic staff from the Department of History and Digital Humanities, the Department of Informatics, and other departments of the Ionian University and by staff from collaborating universities in Greece and abroad. All teaching staff hold doctoral degrees and are active scholars and researchers in diverse areas of history or informatics.

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 PSP has a clearly articulated Quality Assurance Policy, aligned with the Ionian University's strategic framework and developed in cooperation with MODIP, in line with principles set by the Hellenic Authority for Higher Education. The policy emphasizes continuous renewal of the curriculum, achievement of learning outcomes at EQF/NQF level 7, inclusivity, integration of teaching and research, staff qualifications, external visibility, and efficient use of financial resources (including tuition fees).

ensuring institutional commitment and accountability. Continuous improvement is promoted through annual self-evaluation, student questionnaires, monitoring of research output, and feedback loops to teaching staff. Specific corrective actions include enhancing participation in evaluations, improving graduation rates, and enriching teaching materials and digital resources.

The policy is communicated through formal approval processes, MODIP collaboration, and dissemination within the academic unit. Benefits of improved quality (e.g., better student outcomes, stronger employability) and implications of non-conformance are embedded in the procedures.

The PSP sets specific short, medium, and long term goals, including curriculum modernization, student-centered learning, integration with research, employability through internships, staff excellence, and administrative strengthening. Goals are measurable, relevant, and time-bound, covering teaching methods, student satisfaction, and learning outcomes.

Goals are paired with KPIs such as participation rates in evaluations, average student ratings of teaching, graduation rates, number of research collaborations, and student involvement in practical training. These indicators are monitored annually, updated as needed, and communicated to staff for reflection and improvement.

The PSP's learning outcomes are appropriate for level 7 of the European and National Qualifications Framework. They include advanced knowledge of historical research, didactics, and digital humanities; critical and interdisciplinary approaches; research and analytical skills; and professional competencies relevant to teaching and cultural institutions.

II. Analysis

The PSP "Historical Research, Didactics and New Technologies" demonstrates a comprehensive Quality Assurance Policy that is fully embedded in the University's strategic planning and aligned with national and European standards. The policy is updated annually, ensuring responsiveness to evolving academic, societal, and labour market needs.

Continuous improvement is promoted through systematic self-evaluation, student feedback, and monitoring of staff research output. Importantly, the PSP translates evaluation findings into concrete actions, such as curriculum enrichment, digital modernization, and targeted measures to improve graduation rates. This reflects a proactive rather than reactive approach to quality assurance. Communication of the policy is formalized through Assembly approval and MODIP collaboration, ensuring institutional oversight.

The PSP sets clear, measurable, and time-bound goals, supported by KPIs that allow monitoring of progress in teaching quality, student satisfaction, research output, and employability. This structured approach ensures accountability and facilitates continuous enhancement.

The programme should expand its international and research orientation by increasing Erasmus mobility, joint research projects, and international events,

while at the same time offering students more opportunities to participate in funded projects.

The learning outcomes are well aligned with EQF/NQF level 7, equipping graduates with advanced knowledge, critical thinking, interdisciplinary skills, and professional competencies.

III. Conclusions

The PSP “Historical Research, Didactics and New Technologies” demonstrates a clear and structured approach to quality assurance, embedded in the University’s broader strategy and aligned with national and European standards. The framework shows commitment to continuous improvement, measurable goal setting, and accountability mechanisms. Overall, the programme maintains a strong orientation toward academic excellence, student development, and responsiveness to evolving educational and labour market needs.

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

- Maintain systematic publication of MODIP and OMEA reviews to reinforce transparency and stakeholder engagement.
- Expand International outreach: Increase Erasmus mobility, joint research projects, guest lectures, international events and collaborations

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The program represents an interdisciplinary collaboration between the Department of History and the Department of Informatics at the Ionian University, has been operational since 2018, and was recently updated in December 2023. It is structured over four semesters, totalling 120 ECTS, which aligns with Level 7 of both the National and European Qualifications Frameworks. The course outlines detail specific learning outcomes, calculations of student workload, and a variety of assessment methods, including a research-oriented master's thesis worth 30 ECTS. The implementation has shifted to a fully distance learning model, incorporating both synchronous and asynchronous elements, with assessment primarily conducted through synthetic assignments. Furthermore, a formal approval process is in place that involves the Program Committee, the Departmental Assembly, and the University Senate.

II. Analysis

The program effectively addresses the need for a clearly defined written process for design and approval, facilitating active involvement from stakeholders and approval committees. It successfully integrates History with Information and Communication Technologies (ICT), which aligns with the objective of enhancing knowledge and developing professional skills. The distribution of workload and ECTS credits adheres to international standards for level 7 degrees, with particular emphasis on the inclusion of a substantial research component, such as a thesis. Furthermore, the availability of a Student Guide and Internal Regulation promotes transparency for all participants involved in the program.

III. Conclusions

The PSP demonstrates high compliance with Principle 2. Its structure is robust, its academic orientation is clear, and its implementation procedures are well-documented and aligned with digital educational standards. The programme is currently offered exclusively in Greek, which limits its international visibility and prevents the recruitment of international students. While the programme utilises Erasmus networks for mobility, the lack of bilingual modules or international joint degrees limits its competitiveness within the broader European higher education landscape.

Panel Judgement

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

Panel Recommendations

None

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 programme provides the necessary conditions to support student-centred learning, teaching and assessment. The curriculum combines lectures, seminars, archival research activities, teaching-related practice, oral presentations, written assignments and the preparation of a master's thesis. The documentation shows that the learning process is designed to encourage active student participation and to promote the progressive development of research, didactic and digital

competences. In particular, the programme places strong emphasis on the systematic engagement of students with archives, school-based activities related to the teaching of History, and the use of new technologies in both research and teaching.

The course outlines specify learning outcomes, teaching methods and assessment criteria. Different forms of assessment are used, including written assignments, optional written work in some courses, oral presentations and public presentation of student work, while the criteria for assessment are defined in advance in the course descriptions. The documentation also indicates that feedback is part of the learning process and that the assessment framework is aligned with the intended learning outcomes of the courses.

The programme includes formal procedures for student evaluation of courses and teaching staff through structured questionnaires. At the end of each semester, each course and each instructor are evaluated by postgraduate students, and the results are processed within the internal quality assurance framework. The full adoption of the electronic system for the evaluation of courses and teaching staff is also explicitly mentioned in the progress documentation.

The regulations also provide for procedures dealing with complaints and appeals, and the function of the academic advisor is formally established, as required by the template. The thesis process is carefully supported through methodological training, research-oriented course components and continuous guidance. The study guide indicates that thesis topics are selected following meetings and discussion between each student, the programme director and cooperating academic advisors, and that the thesis is expected to meet standards compatible with a publishable scientific work.

The interviews strongly reinforced the positive picture emerging from the documents. The teaching staff showed a very good understanding of the distinctive nature of the programme and of the principles of student-centred learning. They demonstrated clear and well-developed views regarding teaching methods, progress monitoring and evaluation criteria. Their commitment to the programme and to the support of students was evident. Students expressed high appreciation for the teaching staff, describing them as approachable, engaged and supportive. They reported that teaching methods are flexible, varied and appropriate to the programme's objectives, and that they felt consistently accompanied throughout their studies. Graduates likewise underlined the support they had received from the programme and described in concrete terms the positive impact that the approaches, methods and competences developed during the programme had on their subsequent professional lives. The stakeholder interviews also confirmed the value of the programme's practical dimension. External stakeholders referred positively to innovative initiatives developed with members of the programme's teaching staff and testified to the effective integration of practice-related activities into the programme.

At the same time, the student interviews indicated one area where further improvement is possible. Given the strong online dimension of parts of the

programme, some students considered that the strategies used to foster a sense of community among students are not always sufficiently developed. While this does not affect the overall quality of teaching and support, it points to a possible area for enhancement in the student experience.

II. Analysis

The programme performs strongly under Principle 3. The documentation shows that it adopts a broad range of teaching and assessment methods appropriate to postgraduate level studies and to the interdisciplinary nature of the programme, combining historical research, didactics and digital tools. The learning design supports active student engagement through research-based tasks, public presentation of work, methodological training and close supervision. This is fully consistent with the requirements of the template concerning flexible learning paths, the use of different modes of delivery, the use of varied pedagogical methods, the clarity of assessment criteria and the guidance provided for the thesis process. A particularly strong point is the coherence between the programme's declared profile and the student experience described in the interviews. The teaching staff appear not only formally compliant with student-centred learning principles but genuinely committed to them in practice. This is confirmed by student and graduate testimony concerning the quality of support, the relevance of feedback, the realism and rigour of assessment, and the sustained accompaniment provided throughout the programme. The evidence from employers and other stakeholders also adds weight to the conclusion that the programme succeeds in connecting its pedagogical model with concrete and innovative forms of practice. Another important strength is the support structure around research training and thesis preparation. The programme does not leave research development to the final phase of studies alone, but introduces students early to methodological work, academic writing and supervised research practice. This contributes to student autonomy while preserving adequate guidance, which is a core expectation of Principle 3. The functioning of complaints procedures, the role of the academic advisor and the multiple communication channels available through the secretariat, the teaching staff and the programme leadership also indicate a healthy culture of dialogue and responsiveness. This dimension is important because it shows that the student-centred approach is not confined to classroom methods but extends to the wider learning environment.

The main area for improvement concerns student community-building within a programme that partly depends on virtual environments. Although the programme is clearly strong in academic support and pedagogical design, there is room to further develop structured strategies that promote peer interaction, collective identity and a stronger sense of belonging among students.

Overall, the programme not only meets the formal requirements of Principle 3 but appears to implement them in a particularly convincing way.

III. Conclusions

The programme demonstrates a high degree of compliance with Principle 3. It combines well-designed teaching and assessment methods, strong student

support, effective thesis guidance, clear assessment criteria and a positive pedagogical climate. The interviews confirmed that the programme's student-centred approach is actively understood and effectively implemented by the teaching staff, and strongly appreciated by students, graduates and stakeholders. The only notable area for further enhancement concerns the development of more systematic strategies to strengthen peer community-building within the virtual and hybrid learning environment.

Panel Judgement

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

Panel Recommendations

- Continue to build on its strong student-centred pedagogical culture and its effective support structures.
- Maintain the clear publication and consistent application of assessment criteria and feedback practices.
- Further strengthen strategies aimed at fostering peer interaction and a stronger sense of academic community among students, especially in online learning environments.

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 programme has established and published regulations covering admission, progression, thesis drafting, certification and related aspects of student life, in accordance with the national legislative framework and the requirements of the Student Guide and internal regulation. The programme admits holders of first-cycle university degrees, with priority given to graduates of History and other Humanities-related fields, and the duration of studies is clearly set at four semesters. The documentation sets out the programme structure, the total duration of studies, the progression path and the role of the thesis. The master's thesis is embedded in a carefully organised framework: its topic is selected through consultation between the student, the programme director and cooperating academic advisors, and it is explicitly expected to demonstrate analytical and synthetic abilities at a level compatible with scientific publication.

The programme uses the institutional information system to manage student records, registrations, course declarations, grades, thesis details and certification. The student registry includes information on course registration for the first three semesters, while in the fourth semester the thesis is registered together with title, supervisor, examination date and examination committee. The system also supports the issuance of certificates, transcripts and the final degree documentation. The broader documentation also shows that the programme keeps individual files for students, including admission documents, certificates issued during studies, requests for tuition exemption, requests for extension or suspension, the thesis in electronic and printed form, and the grading of the

three-member thesis examination committee. This demonstrates a high level of formal administrative traceability.

The programme provides for mobility and scholarship opportunities within the institutional and national framework. The interviews indicated that students and graduates are well informed about such opportunities. They showed good awareness of scholarships and mobility options and reported that the relevant information is accessible when needed.

The interviews further confirmed that students and graduates have a good understanding of all procedures related to admission, progression, thesis preparation and certification. They described these processes as clear, easy to follow and adequately supported, and referred positively to the existence of multiple and effective channels of assistance through the secretariat, the teaching staff and the programme leadership.

II. Analysis

The programme demonstrates strong compliance with Principle 4. The documentation covers all essential phases of study, from admission through progression and thesis completion to degree award and certification, and the relevant procedures appear to be clearly regulated, public and effectively implemented. Particularly positive is the fact that the documentation is not limited to abstract regulation but is supported by well-developed administrative arrangements, including the use of the institutional student information system and detailed student files. This contributes to transparency, traceability and reliability in the management of student progression. The thesis framework is also especially well organised, with clear provisions for topic selection, supervision and evaluation. Given the academic and professional orientation of the programme, this structured approach is a significant strength. The interviews strongly support the documentary evidence. Students and graduates not only appear familiar with the procedures but also testified that they are implemented smoothly and supported effectively in practice. This is important, because it indicates that the programme's formal regulatory framework functions well at operational level. A further positive point is that awareness of scholarships and mobility opportunities appears satisfactory among students and graduates. This suggests that, in this programme, the communication of such opportunities is functioning more effectively and contributes to a broader student support environment.

Overall, the programme provides a strong example of clear regulation combined with effective implementation.

III. Conclusions

The programme fully satisfies the requirements of Principle 4. Admission, progression, thesis preparation, certification and related student procedures are clearly regulated, publicly available and effectively implemented in practice. The interviews confirmed that students and graduates understand these procedures well and experience them as functional, transparent and adequately supported.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The recruitment process adheres to established and equitable criteria in accordance with Law 4957/2022. Decision-making is overseen by the Program Committee, ensuring transparency throughout the process. The teaching staff comprises a diverse array of dedicated academics, lab instructors, and external specialists, collectively contributing considerable expertise to the institution. There is a robust support and development framework in place, designed to promote research excellence and facilitate participation in international conferences. Currently, the institution is actively implementing ORCID identifiers and monitoring research accomplishments through platforms such as Scopus and Google Scholar. Additionally, employment contracts are well-articulated, clearly detailing responsibilities related to teaching hours, student support, and intellectual property rights. This represents an exciting phase for the organization.

II. Analysis

The program adheres to the established standards for transparent and equitable recruitment processes aimed at attracting qualified staff. Evidence of the

integration of research into the teaching framework is reflected in the substantial number of staff publications, as well as the active participation of students in the program's academic journal, "To Gegonos." Quality assurance for staff is upheld through a systematic approach to recording research metrics and the implementation of electronic evaluation systems for courses and instructors. Additionally, the conditions of employment acknowledge the significance of both teaching and research, in alignment with accreditation standards.

III. Conclusions

The PSP successfully satisfies the requirements of Principle 5. The teaching staff is academically qualified, and the institution provides clear frameworks for professional development and research-teaching synergy.

While the programme integrates ICT, many leading global programs have shifted from "using tools" to "developing tools" (e.g., Python programming for historians), a transition that requires more intensive technical resources and staff time than traditional humanities curricula.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, 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 program demonstrates a robust infrastructure and a comprehensive support network for its students, leveraging its interdepartmental nature between the Department of History and the Department of Informatics. In terms of physical infrastructure, the program utilizes a dedicated, autonomous room (Room 1.17) at the Department of History, which functions as both a lecture hall and a study area with a capacity for 40 students. This space is equipped with desktop and laptop computers, interactive whiteboards, projectors, and specialized hardware such as a microfilm projection machine. Students also have access to the Informatics Department's laboratories, specifically for specialized courses.

Academic resources are equally extensive, featuring a specialized program library with approximately 2,500 books and journals, as well as the Central Library of the Ionian University. The latter houses over 42,500 volumes and 412 journal titles, providing access to major digital databases including JSTOR, HEAL-LINK, and *Année Philologique*. Administrative and technical support is provided by a secretariat staffed by a permanent associate, Ms. Vasiliki Varda, and supported by a wider team of EDIP members, post-doctoral researchers, and PhD candidates. Furthermore, specialized support is available for students with learning difficulties through an assigned special educator. Student support services are structured around academic advisors who act as mentors to monitor progress and assist with study organization. To ensure financial accessibility, the program offers tuition discounts of up to 40% for students facing hardship, which benefits approximately one-third of the student body annually. General welfare services include a Career Office, psychosocial support, housing, and catering facilities that are free for eligible students.

II. Analysis

The integration of resources from both the History and Informatics departments creates a high-quality environment that directly serves the program's interdisciplinary goals. The dedicated physical space in Room 1.17 is essential for fostering a collaborative learning atmosphere that successfully blends the humanities with modern technology. Administrative support is particularly strong, as the presence of a dedicated secretary ensures immediate responses to bureaucratic needs and facilitates close communication with the student body. Furthermore, the inclusion of technical staff capable of maintaining hardware and supporting e-learning platforms, such as Zoom and Open e-Class, ensures that the "New Technologies" pillar of the program remains functional and accessible to all participants. This comprehensive support structure, ranging from specialized academic materials to dedicated psychological and career services, ensures a holistic educational experience.

III. Conclusions

The PSP is found to be fully compliant with Principle 6. The available human and material resources effectively meet the needs of both students and teaching staff. By successfully balancing traditional archival research needs with modern digital requirements, the program provides a supportive, student-centered environment that is consistent with its stated academic and strategic goals.

Panel Judgement

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

Panel Recommendations

- Expand Library: Continue the targeted enrichment of the program's specialized library with more titles specifically focused on Digital Humanities and Artificial Intelligence in Education to reflect the program's evolving curriculum.
- Strengthen Alumni Network: While a Graduates Association is mentioned, more structured engagement (e.g., a dedicated digital portal for alumni career tracking) could enhance the "Career Office" impact for current students.

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 academic unit has established clear procedures for collecting data on student demographics, teaching methods, progression, employability, and graduate career paths. Data is gathered through the Internal Quality Assurance System, MODIP's integrated platform, the electronic student registry (UNITRON SIS), and the Secretariat's archival practices.

The UNITRON SIS - Information system supports enrolment, course declarations, grades, thesis tracking, and statistical reporting. The Secretariat maintains both electronic and physical archives, including student files, theses, financial records, and official programme documents. Access is provided to students and staff, ensuring transparency and usability.

Student Satisfaction Surveys are conducted regularly using electronic questionnaires (Google Forms, MODIP system). Surveys cover teaching quality, programme organization, resources, and student experience. Participation is significant, with recent evaluations involving 45 postgraduate students.

Survey results are systematically analysed and communicated to teaching staff. Evidence shows that student feedback has led to adjustments, such as extended deadlines for assignments to reduce workload pressure. Results highlight programme strengths (interdisciplinarity, innovative teaching methods, integration of digital technologies) and areas for improvement (greater emphasis on Didactics and Digital Humanities).

Data is collected on IT facilities, library services, administrative support, and financial resources. Improvements have been made in digital access, administrative efficiency, and student services based on these evaluations.

Data is presented in structured formats, including graphs and statistical tables, allowing trend analysis and comparisons across cohorts. Reports include demographic breakdowns (gender, age, prior institutions) and programme appeal indicators, demonstrating recognition and demand.

II. Analysis

The PSP “Historical Research, Didactics and New Technologies” demonstrates a comprehensive and integrated information management system that supports effective programme administration and continuous improvement. The combination of institutional platforms (MODIP, UNITRON SIS) and local Secretariat archives ensures that both academic and administrative data are systematically collected, stored, and analysed.

Student satisfaction surveys are conducted regularly, providing valuable insights into teaching quality, programme organization, and resource adequacy. Importantly, feedback is not only collected but acted upon, with documented changes such as adjustments to workload and deadlines. This shows responsiveness and a student-centred approach.

The monitoring of resources and services is thorough, covering both academic and support functions. The presentation of data in accessible formats enhances transparency and facilitates evidence-based decision making.

Areas of strength include the comprehensiveness of data collection, the integration of electronic and manual systems, and the systematic use of survey results for improvement. Potential enhancements could involve further automation of reporting, more frequent dissemination of analysed data to students, and expanded tracking of alumni career trajectories to strengthen employability insights.

III. Conclusions

The PSP “Historical Research, Didactics and New Technologies” of the Ionian University has established a solid and integrated framework for managing information, combining institutional platforms with local archival practices. This system ensures reliable data collection, systematic analysis, and effective use of information for decision making. Overall, Principle 7 is fully met: the PSP has established robust procedures, effective systems, and a culture of evidence-based management that supports the efficient operation and continuous improvement of the programme.

Panel Judgement

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

Panel Recommendations

- Further automate reporting by integrating student, survey, and alumni data into a single, accessible system.
- Formalise feedback dissemination: Establish clearer and more structured mechanisms to share survey results and performance trends more openly with students and faculty to show how feedback drives improvements.
- Develop systematic alumni tracking to monitor career paths and better align studies with labor market needs.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP ensures the systematic dissemination of its educational and academic activities through several integrated digital channels. The primary portal for public information is the official website of the programme, which serves as a comprehensive repository for essential documentation, including the Government Gazette (FEK) of Re-establishment, the Internal Operating Regulations, and the detailed Study Guide. For prospective candidates, the website provides transparent and analytical information regarding the calls for applications, the specific entry requirements, such as a university degree and English language proficiency, and the weight assigned to the admission process, which consists of a written examination and an interview. Current students are provided with detailed faculty profiles, course outlines and syllabi, teaching materials, and academic timetables through the website and supplementary platforms such as Open E-Class for asynchronous learning and Zoom for synchronous sessions. Beyond the dedicated website, the programme maintains a presence on professional and social networking platforms, specifically Facebook and LinkedIn, with the aim of providing immediate updates and fostering communication with students and alumni. The website also publicizes the programme's diverse scientific and cultural contributions, such as the organization of conferences, book presentations, and student competitions. The maintenance and updating of this digital content are supported by the "Publish@Ionio" content management system, which is managed by the Teaching and Learning Support Centre of the Ionian University.

II. Analysis

The public information strategy of the PSP is characterized by high levels of transparency and accessibility, effectively catering to the needs of different stakeholders. By publishing all critical legal and academic documents, the

programme ensures that the public is fully informed about its institutional framework and operational standards. The clarity of information regarding the curriculum, which is structured into four semesters totaling 120 ECTS, allows prospective students to evaluate the academic rigor and the interdisciplinary nature of the degree. The dual reliance on formal institutional websites and social media reflects a modern approach to communication that aligns with the programme's technological focus. It is evident that there is a structured internal process involving the teaching staff and the Secretariat to ensure the accuracy and clarity of the provided information. Moreover, the publicizing of its diverse collaborations and research projects, such as the "Byron" serious game or the "Hermes" digital database, reinforces the programme's identity as a leader in the Digital Humanities within the Greek academic landscape.

III. Conclusions

The PSP is found to be in full compliance with Principle 8, as it maintains a professional and highly informative digital presence. The information provided to the public is comprehensive, up-to-date, and organized in a way that facilitates easy navigation for both candidates and the wider community. The programme successfully utilizes public information to not only describe its requirements but also to highlight its dynamic research environment and its strong connection with the labor market and cultural institutions.

Panel Judgement

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

Panel Recommendations

- Implement a Frequently Asked Questions (FAQ) Section: To streamline the administrative workload of the Secretariat during application periods, the inclusion of an FAQ module is recommended to address common inquiries regarding the entry process and specific admission requirements.
- Expand Multilingual Content: While the content management system supports multiple languages, the programme should ensure that all dynamic content, such as news regarding research projects and parallel educational actions, is consistently updated in English to strengthen its international academic profile.
- Enhance Social Media Visibility: It is recommended that the programme ensures all links to professional networking platforms, particularly the LinkedIn Page, are prominently displayed and functional on the homepage to facilitate easier access for international partners and prospective employers.

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

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The PSP conducts annual internal evaluations as mandated by the Internal Quality Assurance System. Evaluations cover curriculum content, teaching methods, assessment procedures, infrastructure, and student support. The most recent evaluation submitted to the Panel evaluation (2022–2023) confirmed that learning outcomes are achieved to a high degree, with students expressing strong satisfaction regarding teaching quality, organization, and resources.

Results are systematically documented by the Internal Evaluation Team (OMEA) and submitted to MODIP. MODIP reviews and approves findings, which are then included in accreditation dossiers. The process is formalized, with minutes and “Statements of Findings” prepared and validated by the Quality Assurance Committee.

Findings are shared within the academic unit through Programme Committee

meetings, OMEA sessions, and dialogue with faculty and students. Action plans are developed to address weaknesses and enhance strengths. Measures include curriculum updates, innovative teaching and assessment methods, expanded collaborations, mobility initiatives, improved library use, and stronger outreach. Preventive and corrective actions recommended by MODIP (e.g., encouraging participation in Erasmus+, increasing student involvement in evaluations, strengthening academic outreach) are actively pursued.

Evidence shows that action plans are implemented. For example, student feedback on workload difficulties led to extended deadlines for assignments. Broader initiatives include integration of new scientific fields, differentiated teaching methods, and enhanced student support.

The PSP benefits from established quality structures: academic advisors, active OMEA, Programme Committee, and MODIP oversight. Student participation in evaluations is consistent, with results showing high levels of satisfaction.

II. Analysis

The PSP “Historical Research, Didactics and New Technologies” demonstrates a comprehensive and effective system for ongoing monitoring and internal evaluation. Annual self assessments are embedded in the IQAS framework and combine quantitative surveys with qualitative interviews, ensuring a holistic understanding of programme performance.

Findings are properly documented, submitted to MODIP, and formally approved, reflecting institutional accountability. Importantly, results are shared within the academic unit, fostering transparency and collective engagement. The development of action plans is evidence-based, targeting curriculum innovation, teaching quality, student support, and external collaborations.

Overall, the monitoring and evaluation practices are cyclical, participatory, and effective. They ensure continuous improvement, maintain alignment with international standards, and strengthen the programme’s academic and social impact.

Implementation is tangible: documented changes such as workload adjustments and expanded student support show responsiveness to student needs. The recent emphasis on increasing student involvement in evaluations reflects responsiveness to MODIP’s recommendations and alignment with broader institutional goals of quality enhancement. The implementation of these actions, alongside curriculum updates and tuition fee adjustments, demonstrates that the PSP uses evaluation results to drive meaningful change.

Overall, the programme shows strong compliance with Principle 9. Monitoring and evaluation are systematic, outcomes are well documented, and corrective actions are implemented. The process supports continuous improvement, ensures the PSP remains current with disciplinary developments and societal needs, and enhances the learning environment for students.

III. Conclusions

The PSP “Historical Research, Didactics and New Technologies” has established a rigorous and participatory system of annual monitoring and internal evaluation. The process is evidence-based, transparent, and embedded in the institution’s quality assurance framework. It ensures that programme objectives are consistently met, while fostering responsiveness to student needs, academic innovation, and international collaboration. Overall, the system supports continuous improvement and strengthens both the academic quality and societal relevance of the programme.

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

- Continue strengthening the feedback loop between student input, curricular adjustments and staff development.

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 administering 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 programme operates within the national and institutional framework for periodic external evaluation and accreditation of postgraduate study programmes. A specific progress report has been prepared on the results arising from the utilisation of recommendations included in the Institution's external evaluation report and the IQAS accreditation report, in relation to postgraduate studies. The report explicitly states that the recommendations of the external evaluators concerning postgraduate studies were taken into account during the refounding of the programme in 2018 and in its subsequent updating. The progress report further states that the results of the current evaluation and the Panel's recommendations will be used by the Programme Committee in cooperation with the Department's Internal Evaluation Group and the Institution's Quality Assurance Unit in order to plan the appropriate actions and quality improvement steps.

More specifically, the documentation identifies a number of responses to earlier institutional recommendations. These include: the monitoring of the effectiveness and practical application of the IQAS and quality systems through annual internal evaluation reports; the use of annual quality targets and measurable goals; encouragement for staff to obtain ORCID identifiers and to record their work in international databases; provision of remote computing facilities and digital access through VPN, Zoom and Open Courses; support for alumni engagement through the alumni association; development of the programme website and its information content; annual evaluation and updating of the curriculum; the use of institutional governance structures and wider collaborations with local and academic stakeholders; the application of tuition fee exemptions; and, importantly, the full adoption of the electronic system for course and teaching evaluation after the extension of the MODIP electronic questionnaires to

postgraduate programmes. The documentation also states that corrective actions proposed by MODIP are taken into account, including encouraging staff and students to participate in Erasmus+ and strengthening student participation in course evaluation.

The progress documentation therefore shows that the programme is not only situated within the general external evaluation system but also attempts to demonstrate how previous recommendations have been incorporated into the operation of the programme.

II. Analysis

The programme performs well under Principle 10. The documentation provides a concrete progress report linking earlier institutional recommendations to identified actions and follow-up measures. This is an important strength. The report demonstrates that the programme is embedded in the institutional quality assurance cycle and that the Programme Committee, the Internal Evaluation Group and the Quality Assurance Unit are expected to cooperate in implementing improvements. The existence of annual internal evaluation and the explicit reference to corrective measures proposed by MODIP show that the programme is not treating external evaluation as a one-off formal exercise but as part of a continuing review process. The documentary evidence is especially relevant in the areas of evaluation systems, digital infrastructure, curriculum updating and alumni engagement. The reference to the full adoption of electronic course evaluation for postgraduate studies is a concrete indicator of institutional learning and adaptation. Similarly, the explicit mention that Erasmus participation and student evaluation rates remain issues to be improved suggests an awareness of remaining weaknesses rather than a merely celebratory account.

That said, some of the responses described in the progress report remain framed at the level of institutional or department-wide measures, and not all of them are demonstrated through programme-specific outcome indicators. In this sense, while the programme clearly participates in the external evaluation and follow-up cycle, the evidence of impact could still become more programme-specific and more systematically measurable over time. Overall, however, the programme provides sufficiently detailed and credible documentation to show that external evaluation findings are considered, processed and at least partly translated into follow-up actions.

III. Conclusions

The programme demonstrates substantial and well-documented compliance with Principle 10. It is clearly integrated into the institutional and national framework of external evaluation and accreditation, and the progress report provides concrete evidence that previous recommendations have been taken into account in the development and updating of the programme. The main area for further enhancement concerns the more systematic presentation of programme-specific impact indicators arising from those follow-up actions.

Panel Judgement

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

Panel Recommendations

- Develop more programme-specific indicators showing the impact of follow-up actions on teaching, student experience and programme development.

PART C: CONCLUSIONS

I. Features of Good Practice

- The design of the PSP exhibits a strong alignment with the "Dublin Descriptors" for Level 7.
- The PSP provides flexible teaching methods, clear assessment procedures, and effective academic guidance.
- The PSP integrates research into the teaching framework, as reflected in the substantial number of staff publications, as well as the active participation of students in the program's academic journal, "To Gegonos."
- The PSP does not leave research development to the final phase of studies alone, but introduces students early to methodological work, academic writing and supervised research practice.

II. Areas of Weakness

- The electronic library resources need improvement: there are not enough subscriptions to electronic journals and e-books.
- The PSP is currently offered exclusively in Greek, which limits its international visibility and prevents the recruitment of international students.

III. Recommendations for Follow-up Actions

- Increase Erasmus mobility, joint research projects, guest lectures, international events and collaborations.
- Further strengthen strategies aimed at fostering peer interaction and a stronger sense of academic community among students, especially in online learning environments.
- Continue the targeted enrichment of the program's specialized library with more titles specifically focused on Digital Humanities and Artificial Intelligence in Education to reflect the program's evolving curriculum.
- Further automate reporting by integrating student, survey, and alumni data into a single, accessible system.
- Establish clearer and more structured mechanisms to share survey results and performance trends more openly with students and faculty to show how feedback drives improvements.
- Develop systematic alumni tracking to monitor career paths and better align studies with labor market needs.
- To streamline the administrative workload of the Secretariat during application periods, include a Frequently Asked Questions (FAQ) on the PSP website to address common inquiries regarding the entry process and specific admission requirements.
- Ensure that all dynamic content on the PSP website, such as news regarding

research projects and parallel educational actions, is consistently updated in English to strengthen the programme's international academic profile.

- Ensure that all links to professional networking platforms, particularly the LinkedIn page, are prominently displayed and functional on the PSP website to facilitate easier access for international partners and prospective employers.
- Develop more programme-specific indicators showing the impact of follow-up actions on teaching, student experience and programme development.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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
VRANAS PETER	Signed by VRANAS PETER
Chatzikonstantinou Ioannis	Signed by Chatzikonstantinou Ioannis
CHIKOVANI ANA	Signed by CHIKOVANI ANA
LAZARIS STAVROS	Signed by LAZARIS STAVROS
Marsico Claudia	Signed by Marsico Claudia